

Delaware Department of Education (DDOE) SSIP Theory of Action

School Leadership

- If DDOE models and provides information to LEA leaders about principles of Implementation Science to lead change;
- If effective DDOE and LEA leaders model and expect culturally competent literacy instruction and sensitivity to the needs of students and families; and
- If DDOE develops partnerships and effective communication among the staff of the DDOE, school administrators, teachers and parent support agencies to provide early literacy and literacy strategies for families.
- Then LEAs and building leaders will model and provide information to staff about change strategies to improve instruction in schools;
- Then teachers will demonstrate culturally competent literacy instruction with linguistic awareness and be more sensitive to students' social/emotional needs; and
- Then families will have access to information and training to increase their knowledge and skills to support early literacy and literacy practices.

Common Core

- If DDOE provides a robust system of PD that supports implementation of literacy instruction in the Early Literacy Foundations and Common Core Standards using multi modal training, coaching, feedback, monitoring, data-based decision-making and evaluation;
- If DDOE provides training to the LEAs and preschool programs on diagnostic processes and alignment with instructional strategies including assessments and tools for the five components of reading; and
- If DDOE communicates and holds high expectations for the performance of SWD.
- Then LEAs will provide ongoing PD using this robust system to support Early Literacy Foundations and Common Core Standards in its schools;
- Then the LEAs will provide training to assessors and teachers on these diagnostic processes and selection of instructional strategies based on individual student needs; and
- Then LEA and building leadership will be accountable for higher levels of improved performance for SWD in reading.

Transparent Data

- If the DDOE expects LEAs to use high quality data and data-based decision making,
- Then the State and LEA data management systems will be robust, consistent and flexible to accept and adapt for multiple sources of data, internal and external;

Support for Struggling Schools

- If DDOE identifies a select subset of LEAs as first adopters and collaboratively partners with the LEAs to identify root causes to low reading achievement, and allocates differentiated, resources as appropriate,
- Then the LEA partners with selected school(s) to identify root causes of low reading achievement and combines local resources with DDOE's resources to implement evidenced-based strategies with fidelity to address root causes;

Outcomes

- Then appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD.
- Then grade 3 SWD will improve reading performance.