Delaware Department of Education (DDOE)

Exceptional Children Resources (ECR) Work Group

Indicator 17: State Systemic Improvement Plan

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Appendices

Acronyms

ACCESS	Adapting Curriculum and Classroom Environments for Student Success
AIM	Accessible Instructional Materials
APR	Annual Performance Report
AT	Assistive Technology
CCSS	Common Core State Standards
DaSy	Center for IDEA Early Childhood Data Center
DATI	Delaware Assistive Technology Initiative
DCAS	Delaware Comprehensive Assessment System
DCAS Alt 1	Delaware Comprehensive Assessment System- Alternative
DDOE	Delaware Department of Education
DE	Delaware
ECR	Exceptional Children Resources
ECTA	Early Childhood Technical Assistance Center
ELA	English Language Arts
ELL	English Language Learners
ESSA	Every Student Succeeds Act
FAQ	Frequently Asked Questions
GACEC	Governor's Advisory Council for Exceptional Citizens
IDC	IDEA Data Center
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IPs	SSIP Improvement Plans
IS	Implementation Science
K	Kindergarten
LEA	Local Education Agency
LRE	Least Restrictive Environment
NCSI	National Center for Systemic Improvement
OSEP	Office of Special Education Programs (Federal)
Part B	Part B of the IDEA
Part C	Part C of the IDEA
PBS	Positive Behavior Support
PD	Professional Development
PIC	Parent Information Center of Delaware
PL	Professional Learning
Pre-K	Preschool aged children, 3-5 years of age
PTA	Parent Teacher Association
PTI	Parent and Training Information Center
RFP	Request for Proposal
RRCP	Regional Resource Center Program

RtI   Response to Intervention
SBAC Smarter Balanced Assessment Consortium
SEA   State Education Agency
SiMR State Identified Measurable Result
SISEP State Implementation and Scaling-up of Evidence-based Practices Center
SPDG State Personnel Development Grant
SPP   State Performance Plan
SSIP State Systemic Improvement Plan
SWD Students with Disabilities
TA   Technical Assistance
WRITES Writing Rigorous IEPs to Teach Educational Standards

INTRODUCTION TO DELAWARE'S SSIP PHASE II Plan

As identified in Delaware's (DE) SSIP Phase I plan, DE's State identifiable Measurable Result (SiMR) is to increase the literacy proficiency of students with disabilities in K-3rd grade, as measured by a decrease in the percentage of 3rd grade students with disabilities scoring below proficiency on Delaware's statewide assessment. Over the last twelve months, a diverse group of DE stakeholders worked collaboratively to develop a comprehensive, coordinated set of improvement plans to achieve the SiMR. The Delaware Early Literacy Initiative is the state's plan to implement a set of improvement strategies that will improve literacy outcomes for all students in grades PK-3, focusing on students with disabilities (SWD), including those who are also English Language Learners (ELL).

Eight improvement strategies, aligned with the eight components of the State Systemic Improvement Plan (SSIP) Phase I Theory of Action were developed during Phase II. The improvement strategies are listed below. Eight improvement plans, that incorporate information from the logic models and evaluation plans created during Phase II, were designed to guide Phase III implementation. They are described in more detail in the next section and are included in Appendix A.

- Use of Implementation Science principles
- Infusing cultural competency into all activities
- Infusing family involvement in all activities
- Quality professional learning systems
- Use of diagnostic & assessment tools to guide learning
- Insuring high expectations for all students
- Support for struggling schools
- Transparent data systems

Four to five LEAs will be selected as first adopters of the DE Early Literacy Initiative. The Delaware Department of Education (DDOE) will contract with a vendor to facilitate professional learning opportunities for school and LEA staff. In addition, the DDOE will continue to contract with an external evaluator to evaluate the professional learning and related activities. Each LEA will conduct a Root Cause Analysis, facilitated by the vendor, to identify contributing factors to low literacy achievement in grades PK-3. Based on that analysis, the DDOE and vendor will work with the LEA to develop a plan for professional learning including initial training in early literacy strategies, job-embedded coaching, strengthening of the LEA's Multi-Tiered System of Academic Supports. Professional learning activities will include the respective inclusion community early childhood providers associated with each LEA. Schools from additional LEAs will also be added to the professional learning cohort in the following years as state capacity allows.

There is an expectation that participating LEAs will begin to implement the DE Early Learning Initiative in other LEA elementary schools after the first year or two in the DE Early Literacy Initiative. This will allow the Initiative to scale-up, throughout participating LEAs and across the state of Delaware.

Changes to Last Plan

There are two changes to be made to DE's SSIP Phase I plan. In the DE SSIP Phase I plan, for the first improvement strategy, it was stated (on page 41) that the *DDOE will utilize Implementation Science principles to ensure fidelity of systemic change for the ongoing development of effective preschool-grade 3 ELL with disabilities*. The correct statement is that the *DDOE will utilize Implementation Science principles to ensure fidelity of systemic change for the ongoing development of preschool-grade 3*

teachers and leaders to improve literacy achievement for preschool-grade 3 <u>students with disabilities, including English language learners with disabilities</u>.

The second change to the Phase plan was to reset the SiMR target, now that baseline data from the new state assessment system are available. That changed is discussed below.

SiMR Target Setting

As Delaware is a member of the Smarter Balanced Assessment Consortium (SBAC), the 2014-15 school year was the first year of the new assessment system. The SiMR targets listed in the SSIP Phase I plan were based on DE's previous assessment system. The DE SSIP benefited from the involvement of Mr. Tony Ruggiero, an assessment specialist from the IDEA Data Center (IDC). On February 16, 2016, Mr. Ruggiero facilitated conversations at the SSIP Core Team and Advisory Council meetings to gather guidance from stakeholders in establishing new targets, based on the new baseline data, for Phase III. He provided a number of scenarios to help stakeholders better understand the varying numbers of students scoring proficient, and the relationship between the number and percentage of students impacted. The 2015 baseline state assessment data that were used to set new targets are in Table 1.

Table 1. Number and Percent of Third Grade Students with Disabilities by Proficiency Level for Reading, Smarter Balanced and DCAS Alt1, School Year 2015

	Number of Students	**Percent of Students**
Proficiency Level 1	783	47.86
Proficiency Level 2	439	26.83
Proficiency Level 3	250	15.28
Proficiency Level 4	164	10.02
Total	**1,636**	**100.00**

Important factors considered in the development of new targets were the small number of pilot schools that would initially participate in the Delaware Early Learning Initiative, guidance from the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) in terms of the time it takes to implement evidence-based practices with fidelity, Thomas Guskey's levels of evaluating professional learning (which theorize that that teacher knowledge and practice, as well as organization's practices must change, before we see impacts on student performance), the timing of implementation, and testing schedules. Implementation with the participating LEAs will begin in 2016-17. The new proposed targets are listed in Table 2. The business rules for data analysis are included in Appendix B.

Table 2: Percent of 3rd Grade Students with IEPs Scoring below Proficiency on State Assessment

FFY	2014	2015	2016	2017	2018
Assessment Administration	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Targets	74.69% (Baseline)	74.69%	73.69%	71.69%	69.69%
Decrease from Baseline	Decrease from the Baseline	Same	-1.0	-3.0	-5.0

KEY COMPONENTS OF DELAWARE'S SSIP PHASE II Plan

Prior to addressing the SSIP Phase II guiding questions developed by the Office of Special Education Programs (OSEP) at the U.S. Department of Education, below we provide an overview of activities conducted related to each key component since the completion of the SSIP Phase I plan in April 2015. This overview will help frame the responses to Sections 1 – 3 of Delaware's Phase II plan, as well as the accompanying improvement plans designed to positively impact Delaware's State identified Measurable Result (SiMR). The following section addresses the major work completed during Phase II, including stakeholder involvement, communication plans, vendor recruitment, LEA/school applications, and development of improvement plans.

Stakeholder Involvement

Strategic Planning Team

Similar to Phase I, during Phase II, the DDOE received support from consultants and technical assistance (TA) providers from the University of Kentucky, the IDEA Data Center (IDC), the National Center for Systemic Improvement (NCSI), and Garrett Consulting, LLC (external evaluator). This group was known as the Strategic Planning Team. The consultants, in collaboration with lead SSIP staff from the DDOE Exceptional Children Resources workgroup, facilitated the SSIP Core Team and Advisory Council meetings, provided expert advice in the areas of target setting, logic model development and evaluation planning, interagency collaboration, Leading by Convening (developed by the IDEA Partnership), etc. The Strategic Planning Team met in-person and/or virtually on a monthly basis to plan stakeholder meetings, review evaluation data, and plan for next steps.

DE SSIP Core Team

The DE SSIP relied on two groups of stakeholders to help guide and inform the development of the Early Literacy Initiative, following a similar structure to Phase I. The SSIP Core Team, which averaged 12 participants at each meeting, met six times between April 2015 and February 2016. While the SSIP Core Team initially was just composed of representatives from across the DDOE, in August, it was expanded to include representatives from LEAs, the DE Parent Training and Information Center (PTI), and the Governor's Advisory Council on Exceptional Citizens (GACEC). Part B and Part C staff have collaborated throughout Phase II. Staff from the DDOE Office of Early Learning participated in both Part B and C SSIP meetings, while the Part C Director participated in the Part B SSIP meetings. Equally important was the participation of staff from the Language Acquisition Work Group, who brought needed expertise related to English Language Learners. Table 3 (on the next page) lists the DDOE offices and external organizations that participated in Phase II of DE's SSIP. A full list of Core Team and Advisory Council members, by affiliation, is listed in Appendix C.

Table 3: SSIP Core Team Membership

DDOE Staff	Community Members
• K-3 Initiatives/English & Language Arts (ELA)	• LEAs (Special Education Directors, literacy specialists, etc.)
• Title I	• Governor's Advisory Council on Exceptional Citizens
• Office of Accountability and Data Management	• Delaware Parent Information Center
• Office of Assessment	• Delaware Part C Program
• Language Acquisition Work Group	• Parents
• Curriculum, Instruction, & Professional Development (PD)	
• Exceptional Children Resources	
• Office of Early Learning	
• Access to the General Education Curriculum Committee	

SSIP Core Team meetings typically lasted about three hours and addressed the topics necessary to respond to the Phase II plan. Core Team members were actively engaged in each meeting, working in small groups related to specific topics. Examples included creating and reviewing logic models, evaluation plans, communication tools, and target setting. The degree of stakeholder involvement over the last year, including who was involved and the process used are listed in Table 4.

Table 4: SSIP Core Team Group Participation

Date	Purpose	DDOE	LEAs	Parent Representatives	Other	Total
8-20-15	• Recap of Phase I • Overview & timeline for Phase II • Identifying personal contributions	9	0	0	0	9
9-10-15	• Develop logic models for the DE SSIP Theory of Action	13	0	0	3	16
10-29-15	• Review and revise Logic Model for Theory of Action • Understand and define roles of various stakeholders in communicating about the SSIP	8	3	3	1	15
11-12-15	• Develop actions/strategies for further aligning initiatives and activities to support infrastructure development. • Identify SSIP literacy activities that may be applied at the universal level.	9	3	2	1	15
12-3-15	• Develop materials needed for implementing communication plan developed by Advisory Council. • Provide input regarding the baseline data and revisions to the targets. • Provide input for the evaluation plan.	10	2	1	0	13
2-25-16	• Review and provide feedback on communication tools. • Provide input/considerations regarding the baseline data and revisions to the targets. • Prepare for feedback on the written plan of Phase II.	12	3	2	1	18

DE SSIP Advisory Council

The Phase II SSIP Advisory Council maintained a similar membership as Phase I. Membership was composed of representatives from across the DDOE, LEAs, the Governor's Advisory Council on Exceptional Citizens (GACEC), the DE PTI, and other stakeholders listed in Table 5. Of the 55 invited Advisory Council members, attendance averaged approximately 20 stakeholders at each of the three Advisory Council meetings. Evaluation reports from these meetings are in Appendix D.

Table 5: SSIP Advisory Council Membership

DDOE Staff	Community Members
• Exceptional Children Resources	• LEAs (Special Education Directors, school psychologists, classroom teachers, etc.)
• K-3 Initiatives/ELA	• Governor's Advisory Council on Exceptional Citizens
• Title I	• State Board of Education
• Office of Accountability & Data Management	• Delaware Parent Information Center
• Office of Assessment	• Delaware Parent Teaching Association (PTA)
• Curriculum, Instruction, and PD	• Delaware Part C Program
• Language Acquisition Workgroup	• Individual family members
• Office of Early Learning	• Delaware Early Childhood Council
• Policy and External Affairs	• Developmental Disabilities Council
• Access to the General Education Curriculum Committee	• University of Delaware's Center for Disability Studies
	• Delaware Transition Cadre
	• Delaware Positive Behavior Supports (PBS) Cadre
	• Attorney General's Office

The meeting structure was changed so that the Council only met formally three times during Phase II, instead of meeting almost monthly as in Phase I. Meeting topics and participation numbers are included in Table 6. However, Advisory Council members left each meeting with homework that included reviewing and providing input in all Phase II products (i.e., logic models, evaluation plans, communication plan, improvement plans). At the last Phase II Advisory Council meeting (February 16, 2016), members were asked if the less frequent SSIP meetings impacted their ability to meaningfully participate in the planning and development of Phase II of DE's SSIP (see Appendix D). No one responded that the fewer meetings impacted their engagement. The qualitative evaluation data display comments from Council members indicating their satisfaction related to the degree of engagement and input they were provided.

Table 6: SSIP Advisory Council Participation

Date	Purpose	DDOE	LEAs	Parent Representatives	Other	Total
8-20-14	• Recap of Phase I • Overview & timeline for Phase II • Identifying personal contributions	12	7	2	2	23
11-12-15	• Introduction & review of SSIP logic models • Initial planning for SSIP communication plan	5	4	2	7	18

Date		9	4	2	5	20
2-25-16	• Introduction to target setting & small group discussion to determine new SiMR targets • Sharing of communication tools • Review of SSIP Improvement/Action Plans	9	4	2	5	20

Phase II Communication Plan

Under the guidance of DDOE's Teaching and Learning Branch Communication Liaison, during Phase II, members of the SSIP Core Team and Advisory Council developed four communication tools to disseminate information about the Delaware Early Literacy Initiative. The tools are listed below and included in Appendix E. Members of the Core Team and Advisory Council volunteered to work on one of the tools. DDOE staff and consultants on the SSIP Strategic Planning Team facilitated the work to produce each tool. All stakeholders had the opportunity to review the final drafts of each tool.

- 1-page summary
- An elevator speech
- Frequently Asked Questions (FAQ)
- PowerPoint presentation

Also during Phase II, as the members of the SSIP Core Team and Advisory Council created the SSIP improvement plans (based on the SSIP logic models and evaluation plans), attention was given to Phase III communication efforts. Each of the eight improvement plans has a communication activity related to implementation and dissemination of results.

Vendor

With extensive input from members of SSIP Core Team and Advisory Council, a Request for Proposals (RFP), and accompanying evaluation rubric, was developed, and released on October 22, 2015. The RFP review team consisted of three DDOE staff representing Exceptional Children Resources, Title I, and Early Literacy, and two LEA special education directors. Six applications were received and reviewed by representatives of the SSIP Core Team and Advisory Council. Four submitting organizations were provided an opportunity to meet with the RFP review team to share previous work and answer questions from the review team. The review team identified one vendor that was best aligned with the work of the Delaware Early Literacy Initiative. The DDOE is currently engaged in drafting a proposed contract, which is expected to be approved prior to the end of the current school year.

The approved vendor will play a central role in the implementation of the Delaware Early Literacy Initiative. They will facilitate all professional learning activities, including training, coaching, and resource development and dissemination. The vendor will work closely with participating LEAs, DDOE Staff, the SSIP Core Team and Advisory Council, external evaluator, and other pertinent stakeholders.

LEA Application

In a process similar to the development of the Vendor RFP, members of SSIP Core Team and Advisory Council developed an Application for Participation in the Delaware Early Literacy Initiative. This was an iterative process of development and review, with staff from 10 LEAs involved in this process to ensure the Application was relevant to LEA needs and feasible with available resources.

The application process began on October 10, 2015. Since then, ECR staff, in collaboration with staff from the Curriculum, Instruction, and PD workgroup, have worked to inform and to select schools/LEAs to participate. A copy of the LEA application is in Appendix F.

Improvement Plans

The Phase I Theory of Action proposed eight sets of activities that if implemented with fidelity, would positively impact DE's SiMR. One of the first activities the SSIP Core Team and Advisory Council addressed was further defining the Theory of Action statements into detailed logic models. As there were eight improvement plans, a corresponding set of eight logic models were developed. Each logic model identified the inputs, activities, outputs, and short-term, intermediate, and long-term outcomes. The DE SSIP external evaluator worked with the SSIP Core Team and Advisory Council to understand the logic model process and to guide the development and review of the logic models. The logic models went through a series of iterative reviews with stakeholder input before being considered completed.

Using a similar process to the logic model development, eight evaluation plans were developed to assess the outcomes identified in the eight logic models. SSIP Core Team and Advisory Council members were integral to this process. The evaluation plans addressed the audience for data collection, how the data would be collected, a timeline for data collection, who is responsible, data analysis methods, and to whom and how the results would be communicated.

Information from the logic models and evaluation plans were integrated into the eight improvement plans that will guide the work of the Delaware Early Literacy Initiative during Phase III. We used the template that was designed by staff from the Early Childhood Technical Assistance Center (ECTA), the IDEA Data Center (IDC), the Center for IDEA Early Childhood Data Center (DaSy), and National Center for Systemic Improvement (NCSI) to provide states with a suggested format and examples of potential content for their Phase II SSIP improvement and evaluation plan. The improvement plans further identify involved stakeholders, related improvement plans or initiatives, impacted infrastructure, improvement plan activities, evaluation strategies for the improvement plan activities, intended outcomes, and the evaluation of intended outcomes. As with all other processes, SSIP Core Team and Advisory Council members volunteered to review these plans. A total of 28 people volunteered to review at least one of the eight improvement plans.

Scaling Up

Beginning with the initial discussions on how to design and implement the DE Early Literacy initiative, deliberate attention was given to how the initiative would be sustained and scaled-up. As discussed previously, a small number of schools will be first adopters, with initial scaling up occurring within participating LEAs. Replication across LEAs will occur, indirectly during the first few years, through presentations and disseminations of findings through existing communication channels. As direct support for the early adopters becomes less intensive, other schools and LEAs will begin to receive professional learning and support to implement the DE Early Literacy Initiative. A graphical display of the DE SSIP scale-up plan is included in Appendix G.

DE SSIP PHASE II PLAN – SECTION 1

INFRASTRUCTURE DEVELOPMENT

During Phase I, the DE SSIP Core Team used the Infrastructure Analysis Template (developed by Regional Resource Center Program (RRCP)) to guide the analysis of the capacity of the state's infrastructure to support improvement and build capacity at the local level in relation to the SiMR. The process included a broad analysis focusing on how the infrastructure categories of the DDOE system [i.e., governance, fiscal, quality standards, data system, accountability, cultural competence, and professional learning (including training, technical assistance, coaching, PLCs, etc.)], contributed to either the high reading performance of PK-3rd grade children and youth with disabilities or the low reading performance of these students. In the table below, we discuss how the stakeholders involved with the DE SSIP Early Literacy Initiative will be active partners in strengthening the DDOE's infrastructure to support wide spread adoption of evidence-based early literacy practices.

In Table 7 (beginning on the next page), each of the infrastructure areas identified in the DE SSIP Phase I plan are listed, with a brief description of what infrastructure improvements will be made, the steps the state will take to align and leverage the SSIP and the pertinent initiatives, the personnel responsible, the expected outcomes, and timelines for improvement, and how DE will partner with other offices across the Department to accomplish this work. Each of these topics are discussed in much greater detail within the accompanying improvement plans (IPs), that are clearly aligned with the OSEP evaluation guidance document, in Appendix A.

Table 7: DDOE Infrastructure Impacted by the DE SSIP

Area of Infrastructure	1(a) Improvements that will be made to DE's infrastructure to better support LEAs to implement & scale up EBPs to improve results for SWD.	1(b) Steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD.	1(c) Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement.	1(d) How DE will involve multiple offices within the SEA, as well as other State agencies in the improvement of its infrastructure.
Governance	Increase the capacity of the recently established Parent Councils, legislated through Senate Bill 33, to support LEAs implementation of early literacy initiatives.	Each SSIP Improvement Plan (IP) has a family component, ensuring families are knowledgeable of early literacy practices & confident to use them at home. SSIP partners at the PTI, GACEC, PTA, etc. are in a strong position to develop the capacity of the emerging Parent Councils in this area. Other related initiatives & stakeholders are included in the IPs.	On a global level, this is ongoing work, with the SSIP vendor coordinating activities across partners. Timelines & outcomes for specific activities are located in the eight IPs.	Each DDOE office will be involved in promoting & increasing the capacity of the Parent Councils. Other partners include the GACEC, the PTI, PTA, & existing local parent organizations.
	Continue to build the capacity of DE SSIP Core Work Team & Advisory Council to support implementation & sustainability of the early literacy initiative at the state & LEA level.	Both groups will continue to meet during Phase III. The DDOE will continue to identify content experts as needed to help these groups further develop their capacity to inform & guide the DDOE in implementing the SSIP.	Staff at the DDOE ECR workgroup take a lead role in facilitating & evaluating these ongoing functions.	Almost all DDOE offices have been & will be involved in some aspect of this function. All SSIP stakeholders are involved.
Fiscal	Increased allocations of IDEA funds to support early literacy initiatives & related activities.	DDOE has budgeted IDEA funds to support the planning, implementation, & evaluation of the SSIP during the first year. This includes costs related to the hiring of a vendor to facilitate professional learning, an external evaluator, meeting costs, supplies, etc.	The Director of the ECR workgroup has primary responsibility. Funding allocations will be reviewed annually to determine if the desired outcomes are achieved.	Multiple DDOE offices serve on the SSIP Core Team &/or Advisory Council, where recommendations are provided related to expenditures such as the vendor, supplies, meetings, etc.

Area of Infrastructure	1(a) Improvements that will be made to DE's infrastructure to better support LEAs to implement & scale up EBPs to improve results for SWD.	1(b) Steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD.	1(c) Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement.	1(d) How DE will involve multiple offices within the SEA, as well as other State agencies in the improvement of its infrastructure.
	Increased the percent of staff time spent on early literacy initiatives.	The Director of the ECR workgroup has committed 40% FTE for a key DDOE staff person to coordinate early literacy efforts through the DE SSIP. Other ECR staff, as well as staff from multiple DOE offices, are spending additional time on early literacy through their SSIP Core Team & Advisory Council roles.	The Director of the ECR workgroup has primary responsibility. FTE allocations will be reviewed annually to determine if the desired outcomes are achieved.	While this infrastructure change impacts the ECR workgroup directly, most DDOE offices have made a commitment to improving early literacy outcomes, through their role in the DE SSIP.
	Leverage funds through collaboration with other grants, such as the 2017 State Personnel Development Grant (SPDG) application DE will submit.	DDOE staff will begin meeting in the fall of 2016 to prepare for a 2017 SPDG submission. This follows OSEP's encouragement to align the two initiatives	The ECR workgroup will have the lead role, working with stakeholders within the DDOE & across the state. The SPDG RFP is expected to be released in January 2017 and would be due in February or March 2017.	As the SDPG content(s) areas are decided, specific DDOE offices & other stakeholders will be identified.
Standards	Extend the work of Senate Bill 229 & Extended School Year (ESY) regulations that established a DE state ESY relating to reading proficiency.	SB 229 requires that for any child with limited reading proficiency at the age of 7, consideration must be given to reading services, supports, & evidence-based interventions as those relate to the child's IEP. Strategies to address this work are embedded throughout the SSIP IPs.	Responsibility varies across improvement plans. See accompanying IPs for explicit detail.	See accompanying IPs to determine which DDOE offices & stakeholders are involved in which area of this multi-faceted work.
	Address the 5 components of effective reading instruction within a balanced literacy structure & the use of progress	The eight DE SSIP IPs, developed by engaged stakeholders, provide detailed plans, intended outcomes, & evaluation strategies that explain how the SSIP is aligned with	Responsibility varies across improvement plans, although the ECR workgroup has primary responsibility. See accompanying IPs for	

Area of Infrastructure	1(a) Improvements that will be made to DE's infrastructure to better support LEAs to implement & scale up EBPs to improve results for SWD.	1(b) Steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD.	1(c) Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement.	1(d) How DE will involve multiple offices within the SEA, as well as other State agencies in the improvement of its infrastructure.
	monitoring, data-based decision-making, & evaluation to improve student outcomes in Early Literacy Foundations & the CCSS in ELA.	existing state and local initiatives.	explicit detail.	
Accountability/ Monitoring/ High Expectations	Strengthen DE's Multi-Tiered System of Results-Based Accountability in the area of early literacy.	The DDOE uses a four tier process to monitor LEA compliance & results. This process will be used to identify & select LEAs/schools with low early literacy outcomes.	Staff at the DDOE ECR workgroup take a lead role in this ongoing process. Data from the state assessment is included in LEAs' Annual determination.	Offices across the DDOE as well as stakeholder groups like the GACEC have been & will be involved in some aspect of this function.
	Increase the capacity of the DDOE to support the use of previously established ESSA Routines meetings with LEA leadership, in the areas of early literacy, assessment, family engagement, cultural competency, & professional learning.	Strategies to address this work are embedded throughout the SSIP IPs.	Responsibility varies across improvement strategies. See accompanying IPs for explicit detail.	See accompanying IPs to determine which DDOE offices & stakeholders are involved in which area of this multi-faceted work.
	The DDOE & LEA will collaborate to develop strategies for focusing on high expectations for students with disabilities	The steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD are laid out in the High Expectations IP.	Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement are laid out in the High Expectations IP.	The DDOE will involve personnel from across the department, as well as LEA staff, to increase the level of expectations for SWD.
Data Systems	Create a data system to collect and analyze SEA	The steps DE will take to further align & leverage current	Responsibility for changes expected to infrastructure,	The DDOE will involve data personnel from across the

Area of Infrastructure	1(a) Improvements that will be made to DE's infrastructure to better support LEAs to implement & scale up EBPs to improve results for SWD.	1(b) Steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD.	1(c) Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement.	1(d) How DE will involve multiple offices within the SEA, as well as other State agencies in the improvement of its infrastructure.
	needed data and LEA specific desired data.	improvement plans & initiatives in the State including general & special education which impact SWD are laid out in the Data IP.	resources need, expected outcomes, & timelines for completing improvement are laid out in the Data IP.	department, as well as LEA data staff, to improve the data infrastructure.
Implementation Science (IS)	DDOE will ensure fidelity of systemic change for the development of effective preschool-grade 3 students with disabilities through: sharing IS principles with all stakeholders to strengthen their understanding of creating sustainable change.	The steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD are laid out in the IS IP.	Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement are laid out in the IS IP.	The ECR workgroup will have the lead role, working across DDOE offices, LEA personnel, & other stakeholders as laid out in the IS IP.
Professional Learning (PL) DE's PL system includes comprehensive systemic professional development & training along with a robust system of technical assistance (including coaching, Professional	Increase the capacity for professional learning in early literacy, school support, data, family involvement, & cultural competency.	The DDOE is in the process of contracting with a vendor to facilitate professional learning in these areas. Strategies to address this work are embedded throughout the SSIP IPs.	Responsibility varies across improvement strategies. See accompanying IPs for explicit detail.	As depicted in the accompanying IPs, all DDOE offices & stakeholders are involved in this multi-faceted set of strategies.
	Increase the capacity of the DDOE Multi-Tiered System of Academic Support College & Career Ready Plan group to support professional learning on early literacy.	SSIP IPs depict how the SSIP will work with other DDOE professional learning activities such as Common Ground, Literacy Coalition, Literacy Cadre, Delaware Assistive Technology Initiative (DATI), & SPDG.	Responsibility varies across IPs. See accompanying IPs for explicit detail.	As depicted in the accompanying IPs, activities cut across most DDOE departments.
	Professional learning (PL) system that encompasses a capacity-building model that includes multi-modal	The eight DE SSIP IPs, developed by engaged stakeholders, provide detailed plans, intended outcomes, & evaluation strategies that explain	Responsibility varies across improvement plans, although the ECR workgroup has primary responsibility.	See accompanying IPs to determine which DDOE offices & stakeholders are involved in the various

Area of Infrastructure	1(a) Improvements that will be made to DE's infrastructure to better support LEAs to implement & scale up EBPs to improve results for SWD.	1(b) Steps DE will take to further align & leverage current improvement plans & initiatives in the State including general & special education which impact SWD.	1(c) Responsibility for changes expected to infrastructure, resources need, expected outcomes, & timelines for completing improvement.	1(d) How DE will involve multiple offices within the SEA, as well as other State agencies in the improvement of its infrastructure.
Learning Communities, etc.)	training to the school personnel engaged in the PL described above & provides them with TA through coaching & feedback.	how the SSIP is aligned with existing state and local initiatives.	See accompanying IPs for explicit detail.	components of this multi-faceted work.
Cultural Competence/ Family Involvement	Increase the capacity of the DDOE English Learner staff to support LEAs working with English Language Learners, who also have IEPs.	The DDOE ECR workgroup supports 60% FTE of ELL staff to support this work. ELL activities are spelled out in detail in the culturally competency IPs specifically, but also addressed in other IPs.	Responsibility lies with the ECR workgroup & the Language Acquisition workgroup. Timelines & outcomes are spelled in out in the IPs.	While the ECR & the Language Acquisition workgroups have a lead role, these efforts cut across DDOE offices & many stakeholders.
	Improve DDOE family involvement efforts.	The DDOE, working closely with the GACEC, PTI, PTA, & local family organizations has aligned the SSIP with efforts they have underway & to use these groups to extend the SSIP's reach in the area of family involvement.	The ECR workgroup has primary responsibility, but will work closely with family partners to address the outcomes identified in the attached IPs.	As depicted in the accompanying IPs, all DDOE offices & stakeholders are ultimately involved in this activity.

DE SSIP PHASE II PLAN – SECTION 2

SUPPORT FOR LEA IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

In this section, we specify how the DDOE will support the local implementation of the Delaware Early Literacy Initiative; the steps, activities, personnel (including stakeholders), resources, and timelines required to implement the improvement strategies; and how the DDOE will involve multiple offices and other state agencies to support LEAs in scaling up and sustaining the work of the Delaware Early Learning Initiative.

> **2(a) Specify how the state will support LEAs in implementing the evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SiMR for students with disabilities.**

Section F of the improvement plans in Appendix A lists how various SEA Offices and other agencies will be involved for each of the improvement plans activities. Frequent activities include the review of materials and resources, inclusion of personnel from multiple DDOE offices, sharing of data and data expertise, and facilitating stakeholder involvement.

A qualified vendor will be hired by the DDOE to coordinate and facilitate professional learning for the DE Early Learning Initiative. The vendor will have lead responsibility for most activities, although working in collaboration with and under the supervision of the DDOE. The DDOE and pertinent stakeholders will review all professional learning materials and resources to insure they align with the Common Core State Standards, and are of high quality, relevant, useful, and reflect cultural competence. The DDOE will also contract with an external evaluator to facilitate the collection, analyses, and reporting of formative and summative data.

One of the first activities the vendor will facilitate are Root Cause Analyses at each school to (1) identify any barriers to improving early literacy and support the school in addressing those barriers and (2) determine early literacy professional learning needs. The DE Early Learning Initiative is not a pre-established product, but rather a framework of evidenced-based early literacy practices that must be molded to meet the needs of each participating school. It is expected that there will be some commonalities in needs across schools. The results of the root cause analyses will be used to inform initial training and ongoing coaching.

> **2(b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.**

The improvement plans in Appendix A address all the components of Guidance Question 2b in great detail. Section F in each improvement plan describes how the improvement plan activities will be implemented.

2(c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

One of the strongest components of DE's SSIP work has been the collaboration across SEA offices including the following:

- Exceptional Children Workgroup
- Office of Assessment
- Office of Accountability
- Early Development and Learning
- Title I

- Delaware Part C Program
- Title III Federal Program Director
- Strategic Planning/Evaluation
- Language Acquisition Work Group
- K-12 Initiatives/DDOE

Staff from these offices served on the DDOE's SSIP Core Team and SSIP Advisory Council or participated as particular expertise was needed. The improvement plans, which cut across DOE departments, address every aspect of a student's education. Section D of each Improvement Plan (Appendix A) lists which DDOE office is involved with each improvement strategy. Section F explains how the offices will be involved.

Equally strong has been the active participation of agencies and organizations outside the DDOE. The inclusion of representatives from the Governor's Advisory Council on Exceptional Citizens, the Director of the DE Parent Information Center (DE's PTI), the DE PTA, and individual parents has insured that there is an active and valued voice representing the needs of families. Their perspectives are equally important in insuring that cultural competency is diffused throughout the improvement activities. The Part C Director has helped the SSIP Core Team and Advisory Council with expertise on literacy as it relates to the Birth – 3 population. Last, LEA representatives have also been active members of the SSIP Core Team and Advisory Council, which has been critical in developing improvement strategies to impact LEAs.

DE SSIP PHASE II PLAN – SECTION 3

EVALUATION

In this section, we address how the DE SSIP evaluation plan is aligned to the Theory of Action developed in Phase I, how stakeholders will be involved in the SSIP evaluation and how they will be kept informed of SSIP activities and results, how the results will be analyzed, and how the results will be used to improve program performance. A one-page, initiative-wide logic model is displayed in Appendix H, with eight logic models aligned with each of the eight improvement strategies included in Appendix I. A one-page, initiative-wide evaluation plan and a one page evaluation overview that connects the evaluation plan to Guskey's evaluation framework are presented in Appendix J, with eight evaluation plans aligned with each of the eight improvement strategies included in Appendix K.

> **3(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in the SiMR for children with disabilities.**

As shown in Appendix I, eight logic models were developed during Phase II (between August and November 2015), each aligned to one of the improvement strategies presented in the Phase I Theory of Action. Each logic model outlines the inputs (agencies, people, resources, technology, etc.) necessary to implement the SSIP; the improvement strategy activities to be conducted; the expected outputs; and intended short-term, intermediate, and long-term outcomes.

The logic models were developed by teams of members of the DE SSIP Core Team and Advisory Council, guided by the DE SSIP external evaluator. Two iterations of logic models reviews were conducted to provide sufficient opportunity for stakeholder review and input. The final set of inputs (including stakeholders), improvement activities, and intended outcomes are included in the eight SSIP Improvement Plans (template developed by ECTA, IDC, DaSy, and NCSI) in Appendix A.

> **3(b) Specify how the evaluation includes stakeholder involvement and how information from the evaluation will be disseminated to stakeholders.**

Like all DE SSIP planning activities, the development of SSIP logic models and corresponding evaluation plans relied on active stakeholder involvement through the DE SSIP Core Team and Advisory Council. As discussed in 3(a), stakeholder teams from the Core Team and Advisory Council developed eight logic models to align with the eight improvement strategies in the Phase I plan, under the guidance of the DE SSIP external evaluator. Each stakeholder identified the improvement strategy they felt they could contribute to the most, and provided input accordingly.

These same stakeholders went through the same process in reviewing and providing input on the corresponding evaluations plans, between December 2015 and February 2016. Last, the feedback from the logic models and evaluations plans were synthesized and incorporated into the eight SSIP Improvement Plans described above in 3(a) and included in Appendix A.

> **3(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SiMR.**

Evaluation plans were developed with stakeholder involvement and input (as described previously) that align with each of the eight DE SSIP improvement strategies. Each evaluation plan lists the outcome addressed, the audience the data will be collected from, the method of data collection, the timeline for collecting data, how the data will be analyzed, the persons responsible for data collection, and to whom and how the results will be disseminated.

The *primary audience* for data collection will include DDOE staff, LEA and school personnel, related agencies (PTI, GACEC, Part C, etc.), parents/families, and students. *Methods of data collection* will include fidelity tools, observations, surveys, interviews, focus groups, and existing school, LEA, and state data. *Data analyses strategies* will include trend analyses of state and school assessment data, as well as fidelity of implementation data; descriptive and frequency analyses of survey data; and qualitative analyses of open-ended survey data and interview and focus group data. *Results will be communicated* to all impacted parties, to include OSEP, the DE DDOE, LEAs, stakeholder groups, and the general public. *Information will be shared through* the DE State Performance Plan/Annual Performance Report (SPP/APR), formal reports, InfoGraphics (a one-page evaluation summary, see Appendix D for an example), and existing DDOE and LEA communication channels.

> **3(d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the progress toward achieving intended improvements, and to make modifications to the SSIP as necessary.**

The DE DDOE has contracted with Garrett Consulting, LLC to serve as external evaluator and to facilitate evaluation and reporting activities. Brent Garrett, the lead external evaluator also serves as the external evaluator for the DE SPDG, allowing for alignment in evaluation activities across initiatives. Each Phase II Core Team and Advisory Council meeting was evaluated to insure stakeholders were satisfied with the Phase II process and that they had opportunities for feedback and input. As shown in the meeting evaluation reports included in Appendix D, stakeholders were very satisfied with how the meetings were organized and facilitated. Qualitative data gathered through this process was consistent in the degree to which stakeholders perceived that were actively engaged and valued in shaping the Delaware Early Literacy Initiative.

The evaluation design was based on Thomas Guskey's framework of how to assess the five levels of professional learning (participants' satisfaction, participants' knowledge, participants' skills and practice, organizational practice, and student impact). This framework is aligned with existing DDOE evaluation frameworks.

Evaluation data and reports will be reviewed quarterly by the DE SSIP Core Team to inform ongoing policy and practices. It is the DDOE's intent to ensure that policy enables practice and practice informs policy. Decisions made as a result of the evaluation data will be shared with all project partners. These reports will be based on feedback from formal trainings and coaching opportunities; surveys/interviews with teachers, administrators, families, DDOE personnel; and informal data collection opportunities. The quarterly reports will be aggregated to form the basis of annual SSIP reports. Annual reports will summarize formative and summative data for each year, in a cumulative manner to better observe trends over the implementation period. We will also use more user-friendly methods of reporting to increase the likelihood that data and project findings will be shared, reviewed, and used by busy people such as principals, superintendents, and families.

Appendix A

Improvement Plans

I. State Systemic Improvement Plan (SSIP) Improvement Strategy #1

A. Improvement Strategy

School Leadership Strategy #1: Delaware Department of Education (DDOE) will utilize Implementation Science (IS) principles to ensure fidelity of systemic change for the ongoing development of effective preschool-grade 3 students with disabilities through: **sharing Implementation Science principles with teachers and leaders to strengthen their understanding of creating sustainable change**.

B. Key State Improvement Plans or Initiatives That Align With This Improvement Strategy

- Common Ground 3.0 - Building Implementation Team work and their implementation plans include elements of Implementation Science. The teams complete the hexagon activity prior to drafting their implementation plan.
- SPDG Professional Development activities

C. Barriers – Implementation science principles are not well understood at the Local Education Agency (LEA) and school level in Delaware. Concurrently, adding additional training, just on implementation science, is a strain on an already busy teacher professional learning schedule. The DE SSIP will rely on the knowledge and skills of the DE SSIP vendor and Strategic Planning Team to insure that implementation science principles are infused into all professional learning activities.

D. Improving Infrastructure and/or Practice

1. **Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.**

Governance	N/A	Accountability	N/A	Professional Learning	Yes	Finance	N/A
Data	N/A	Quality Standards	N/A	Cultural Competence	N/A		

2. **Is this strategy intended to directly improve practices?   Yes - X   No**

E. Stakeholders

DDOE Involvement			
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/ English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education	• National technical assistance (TA) consultants	• Teachers
		• External evaluator	• Vendor
		• LEA literacy consultants	• Administrators

F. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
Infuse IS into all professional learning materials.		X	X	1. Incorporate IS into all professional learning materials 2. Expert review of how IS is used.	IS Resources from SISEP/NIRN	Vendor LEAs/Schools Evaluator	Summer/Fall 2016	Review training model & evaluation data
Provide coaching based on IS principles.		X	X	1. Identify coaching needs 2. Implement EBD coaching model 3. Evaluate coaching	Coaching tools	Vendor LEAs/Schools Evaluator	2016-17	Review coaching model & evaluation data
Literature and other resources related to IS are provided to LEAs.		X	X	1. Identify pertinent resources 2. Disseminate resources 3. Evaluate the use of resources	IS Resources from SISEP/NIRN	Vendor LEAs/Schools Evaluator	2016-17	Review resources provided & evaluation data
Develop evaluation strategies to assess the impact of IS practices.		X	X	1. Identify/create pertinent evaluation tools 2. Evaluate the use of IS strategies	Evaluation Tools	Evaluator	2016-17	Review evaluation tools & findings

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
90% of participants report that the professional learning they participated in reflected IS principles.	Training evaluation data	As training is delivered.
90% of participants report that the coaching they received reflected IS principles.	Coaching evaluation data	Ongoing
90% of participants report that the literature and other resources they received on IS was of high quality, relevant, & useful.	Annual Participant Survey	End of each school year
Evaluation strategies to assess the impact of IS practices were developed.	Evaluation Tools	Start of the first year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (practice) (G-2)	DDOE and LEA staff are more knowledgeable about and confident to use IS practices within the early literacy initiative.
Intermediate (systems) (G-4)	Activities are implemented using implementation science practices.
Intermediate (practice) (G-3)	Teachers and administrators report that the use of IS has positively impacted their training, coaching, and administrative support.
Intermediate (practice) (G-3)	DDOE and LEA staff are more knowledgeable about and confident to use IS practices in activities outside of the early literacy initiative.
Long term (system) (G-3)	IS practices are sustained in LEA policies and practices.
Long term (system) (G-3)	School leadership has the capacity to sustain the use of IS practices.
Long term (system) (G-3)	Teachers/staff report school leadership supports their use of IS practices.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (practice) (G-2)	DDOE & LEA staff are more knowledgeable about & confident to use IS practices within the early literacy initiative.	To what degree do DDOE & LEA staff know more about & are confident to use IS practices within the early literacy initiative?	90% of participating DDOE & LEA staff are more knowledgeable about & confident to use IS practices within the early literacy initiative.	DDOE & LEA staff surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up End of each school year
Intermediate (systems) (G-4)	Activities are implemented using IS practices.	Were activities implemented using IS practices?	90% of participating schools demonstrate fidelity in using IS practices.	IS Fidelity Tool	Ongoing
Intermediate (practice) (G-3)	Teachers & administrators report that the use of IS has positively impacted their training, coaching, & administrative support.	To what degree did administrators & teachers report that the use of IS has positively impacted their training, coaching, & administrative support?	90% of participating teachers & administrators report that the use of IS has positively impacted their training, coaching, & administrative support.	Teacher &, administrator surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up End of each school year
Intermediate (practice) (G-3)	DDOE & LEA staff are more knowledgeable about & confident to use IS practices in activities outside of the early literacy initiative.	To what degree are DDOE & LEA staff are more knowledgeable about & confident to use IS practices in activities outside of the early literacy initiative?	90% of participating DDOE & LEA staff are more knowledgeable about & confident to use IS practices in activities outside of the early literacy initiative.	DDOE & LEA staff surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up End of each school year
Long term (system) (G-3)	IS practices are sustained in LEA policies & practices.	To what degree are IS practices sustained in LEA practices?	90% of schools demonstrate fidelity in sustaining IS practices.	IS Fidelity Tool	• Ongoing
Long term (system) (G-3)	School leadership has the capacity to sustain the use of IS practices.	To what degree does school leadership have the capacity to sustain the use of IS practices?	90% of participating administrators report they have the capacity to sustain the use of IS practices.	Administrator survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up End of each school year
Long term (system) (G-3)	Teachers/staff report school leadership supports their use of IS practices.	To what degree do teachers/staff report that school leadership support their use of IS practices?	90% of participating teachers/staff report that school leadership supports their use of IS practices.	Teacher/Staff survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up End of each school year

II. State Systemic Improvement Plan (SSIP) Improvement Strategy #2

A. Improvement Strategy

School Leadership Strategy #2: The Delaware Department of Education (DDOE) will work with participating Local Education Agencies (LEAs) to design a vision, with supporting policies and structures, regarding the **cultural competence and sensitivity of teachers and leaders** specifically to the social/emotional, linguistic and cultural uniqueness of students and their families in the reading process.

B. Key State Improvement Plans or Initiatives That Align With This Improvement Strategy

- **Common Ground for the Common Core** 1.0, 2.0 and 3.0 (i.e., years 1, 2 and 3) focuses on aligning instruction and assessment with the Common Core State Standards (CCSS). Two strands of Common Ground 3. 0 address closing the achievement gap for students with IEPs and English Language Learners.
- **Reimagining Professional Learning Grants -** Provided by DDOE to LEAs to work on continuing to support the implementation of Common Core in schools.
- **Title III Targeted Assistance Cycles -** Year-long professional learning opportunities for schools that have failed to meet EL targets (AMAOs) for 2 or more years.
- **ESL Coordinator Trainings -** Monthly meetings with administrators from LEAs to provide information related to the English learner population
- **EL Strategic Plan -** A five year plan that is being created for the department by a group of stakeholders to improve outcomes for English learners in Delaware.

C. Barriers – Delaware has become such a diverse state in recent years, addressing the cultural competence of school personnel, professional learning materials and process is a complex and multi-faceted set of activities. Addressing cultural competence requires careful study and relationship building among a wide range of stakeholders to be able to address the learning differences of all Delaware students. The DE SSIP has included a diverse group of stakeholders on the SSIP Advisory Council to insure a diversity of perspectives informs SSIP planning and implementation. The DE SSIP will also rely on the expertise of the DDOE World Language Acquisition work group to assist in the development and review of culturally competent professional learning materials and processes. Evaluation activities will assess to what degree the DE SSIP was able to impact the cultural competency of LEA and school personnel, and to infuse cultural competence into all professional learning and related materials.

D. Improving Infrastructure and/or Practice

3. **Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.**

Governance	N/A	Accountability	N/A	Professional Learning	Yes	Finance	N/A
Data	N/A	Quality Standards	N/A	Cultural Competence	Yes		

4. **Is this strategy intended to directly improve practices?**   **Yes - X**   **No**

E. Stakeholders

DDOE Involvement		Administrators, teachers	Governor's Advocacy Council	Students (with disabilities and different cultures)
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education	LEA literacy consultants	Parent Advocacy Organizations	Teacher prep programs
		Parent Training & Information Center (PIC)	Families	External Evaluator
		Parent Councils	Local Community Organizations (LACC, La Red, etc.)	Vender

F. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
Needs assessment tool to determine where holes in cultural competency exist, within DDOE, LEA administrators, & teachers.		X	X	1. Study existing cultural competency assessment tools 2. Implement needs assessment tool. 3. Evaluate data from tool	Cultural competency assessment tools	Vendor DDOE LEAs PTI Evaluator	Summer/Fall 2016	Review framework
Conduct pre/post family survey to receive input from families.			X	1.Collaborating with DDOE ELL staff, research to see if existing cultural competency assessment surveys for families exist	Pre/post family survey and data	Vendor LEAs PTI Evaluator	Fall 2016 Spring 2017	Review survey selected & survey results

| Activities to Meet Outcomes | High Priority | System Level | | Steps to Implement Activities | Resources Needed | Who Is Responsible | Timeline | How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved |
		State	Local					
				2. If not, create & test survey 3. Implement survey 4. Evaluate survey data				
Establish baseline of teachers & administrators knowledge of cultural competence for children.		X	X	1. Convene stakeholder group 2. Review evaluation data 3. Determine baseline & projected targets	Evaluation data	Vendor DDOE LEAs PTI Evaluator	• Fall 2016 • Reviewed annually	Participate in process & review findings
Cultural competency and the literacy learning differences of English-language learners is infused throughout all professional learning activities.			X	1. Vender and DDOE ELL staff collaborate on the development of training and coaching materials that reflect cultural competency 2. Evaluate how well training & coaching address cultural competency.	Training & coaching materials	Vendor DDOE Evaluator	• Training – Annually, beginning in summer/fall 2016 • Coaching - Ongoing	Review training model & evaluation data
Insure all communication materials reflect culturally competency			X	1. Develop cultural competency stakeholder review team. 2. Review existing communication materials for cultural competency. 3. Revise materials as necessary.	Access to existing communication channels	Vendor DOE Cultural Competency Stakeholder Review Team	Fall/Winter 2016	DDOE Communications staff, SSIP Core Team & AC will advise & review all materials

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
90% of partners report that the cultural competency needs assessment tool was a useful tool in identifying professional learning needs of stakeholders.	Needs assessment tool and documentation of process involved in approving the needs assessment tool	Summer/Fall 2016
50% of surveyed families respond to pre/post family survey.	Response rate from survey administration	Fall 2016
Baseline of teachers & administrators knowledge of cultural competence for children is established.	Results from needs assessment surveys	• Fall 2016 • Reviewed annually
90% of participants report they are more knowledgeable & skilled to provide culturally competent early literacy instruction as a result of training provided.	Training evaluation data	• Training – Annually, beginning in Summer/Fall 2016 • Coaching - Ongoing
90% of participating LEAs/school personnel, families, & project partners report the communication tools were sensitive to cultural competence.	LEA/School survey, interviews, focus groups Family survey, interviews, focus groups Partner survey, interviews	End of each school year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (practice) (G-2)	All professional learning and related materials have cultural competency embedded.
Short term (practice) (G-2)	LEA staff are more knowledgeable about and confident to use culturally competent literacy instruction.

Short term (practice) (G-2)	Increasing sensitivity/awareness of administrators and teachers on the impact of
	  o Actions on parents/students.
	  o Activities at a specific time of day.
	  o The implication of changing a meeting.
	  o Gender roles.
	  o Family dynamics.

Short term (practice) (G-2)	DDOE, administrators and teachers are more knowledgeable about nuances among subgroups.
Intermediate (practice) (G-3)	Instructional leaders have the capacity to support and sustain the use of culturally competent literacy instruction.
Intermediate (system) (G-2)	Administrators report that they have higher expectations regarding culturally competent literacy instruction.
Intermediate (practice) (G-3)	Increased number of teachers demonstrating cultural competence.

Intermediate (system) (G-4)	Teachers/staff report school leadership supports their use of culturally competent literacy instruction.
Intermediate (system) (G-4)	LEA plan to address the importance of CC for students and families based on the culture within their schools.
Intermediate (family) (G-3)	Appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD.
Intermediate (student) (G-5)	Students from diverse backgrounds show improvement on progress monitoring/ formative assessments.
Intermediate (system) (G-4)	Impacted instruction demonstrates more cultural competence.
Long term (family) (G-3)	Increased parent involvement.
Long term (system) (G-3)	Increased participation and engagement of subgroups.
Long term (student) (G-5)	Increased literacy achievement of all subgroups of SWD as measured by state assessments
Long term (student) (G-5)	Reduction in the number of students referred for special education.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (practice) (G-2)	All professional learning and related materials have cultural competency embedded.	Do all professional learning and related materials have cultural competency embedded?	90% of pertinent stakeholders agree that the professional learning and related materials have cultural competency embedded.	Document Review LEA survey, interviews, &/or focus groups	• Prior to adoption of training materials
Short term (practice) (G-2)	LEA staff are more knowledgeable about and confident to use culturally competent literacy instruction.	To what degree are LEA staff more confident & knowledgeable to use culturally competent literacy instruction?	90% of participating LEA staff are more confident & knowledgeable to use culturally competent literacy instruction.	LEA survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (practice) (G-2)	Increasing sensitivity/awareness of administrators and teachers on the impact of o Actions on parents/students. o Activities at a specific time of day.	To what degree are administrators and teachers more sensitive & aware of issues impacting culturally competent literacy instruction?	90% of participating administrators and teachers are more sensitive & aware of issues impacting culturally competent literacy instruction.	LEA survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
	o The implication of changing a meeting. o Gender roles. o Family dynamics.				
Short term (practice) (G-2)	DDOE, administrators, and teachers are more knowledgeable about nuances among subgroups.	To what degree are DDOE, administrators, and teachers are more knowledgeable about nuances among subgroups?	90% of participating DDOE, administrators, and teachers are more knowledgeable about nuances among subgroups.	DDOE, administrator & teacher surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-3)	Administrators have the capacity to support and sustain the use of culturally competent literacy instruction.	To what degree do administrators have the capacity to support and sustain the use of culturally competent literacy instruction?	90% of participating administrators have the capacity to support and sustain the use of culturally competent literacy instruction.	Instructional leader survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (system) (G-2)	Administrators have higher expectations regarding culturally competent literacy instruction.	To what degree do administrators have higher expectations regarding culturally competent literacy instruction?	90% of participating administrators have higher expectations regarding culturally competent literacy instruction.	Administrator & teacher surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-3)	Increased number of teachers demonstrating cultural competence.	What percentage of teachers demonstrate cultural competence?	90% of participating teachers demonstrate cultural competence.	Cultural Competency Assessment Tool (To Be Identified)	Ongoing
Intermediate (system) (G-4)	Teachers/staff report school leadership supports their use of culturally competent literacy instruction.	To what degree do teachers perceive that school leadership supports their use of culturally competent literacy instruction?	90% of participating teachers perceive that school leadership supports their use of culturally competent literacy instruction.	Teacher survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (system) (G-4)	LEAs plan to address the importance of CC for students and families based on the culture within their schools.	How well do LEA plans address the importance of CC for students and families based on the	All LEA plans address the importance of CC for students and families based on the culture within their schools.	Cultural Competency Assessment Tool (To Be Identified)	As completed

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
		culture within their schools?			
Intermediate (student) (G-5)	Students from diverse backgrounds show improvement on progress monitoring/ formative assessments.	To what degree do students from diverse backgrounds show improvement on progress monitoring/ formative assessments?	There is an increased percentage of impacted students from diverse backgrounds who show improvement on progress monitoring/ formative assessments.	Progress monitoring/ formative assessment data.	Fall/winter/spring
Intermediate (system) (G-3)	Impacted instruction demonstrates more cultural competence.	To what degree is instruction culturally competent?	All instruction is culturally competent.	Cultural Competency Assessment Tool (To Be Identified)	Ongoing
Long term (family) (G-3)	Increased parent involvement.	To what degree are parents more involved in their child's school?	There is an increased percentage of impacted parents more involved in their child's school.	Parent and teacher surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (student) (G-5)	Increased literacy achievement of all subgroups of SWD.	To what degree do SWD demonstrate increased literacy achievement?	There is an increased percentage of impacted SWD who demonstrate increased literacy achievement.	State assessment data	• Annually, as assessment data are released
Long term (student) (G-5)	Reduction in the number of students referred for special education.	What percentage of students are referred for special education?	There is a decreased percentage of impacted students who are referred for special education.	School special education referral data	• Annually, as referral data are available.

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III. State Systemic Improvement Plan (SSIP) Improvement Strategy #3

A. Improvement Strategy

School Leadership #3: The Delaware Department of Education (DDOE) will support and develop partnerships and effective communication among the staff of the DDOE, teachers, school administrators, and parent support organizations **to provide literacy strategies to parents of children with disabilities**, preschool-grade 3.

B. Key State Improvement Plans or Initiatives that Align with this Improvement Strategy

- **Parent Councils** – Recently established through state legislation, parent councils will serve to provide a greater voice to parents of students with disabilities, and to allow a means for dissemination of information.
- **Delaware Parent Information Center (PIC)** – Working collaboratively with the DE SPDG, the PIC is providing training and resources to parents on standards-based IEPs.
- **Readiness Teams** – located in most school LEAs – team includes parents, administrators, teachers and community child care partners. Teams are focused on community activities to increase kindergarten readiness.
- **Head Start Kindergarten Readiness Plans** – Each Head Start program must develop a kindergarten readiness plan to increase children's literacy development.

C. Improving Infrastructure and/or Practice

5. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	Yes	Accountability	N/A	Professional Learning	Yes	Finance	N/A
Data	Yes	Quality Standards	N/A	Cultural Competence	Yes		

6. Is this strategy intended to directly improve practices?   Yes - X   No

D. Stakeholders

DDOE Involvement		Governor's Advisory Council for Exceptional Citizens	LEA (Administrators, Teachers, Parent Councils)	Readiness Teams
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/ English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education	Parent Information Center (PIC)	Literacy Coalition	Head Start Association
Part C/Early childhood		Parent Advocacy Organizations (Delaware PTA, etc.)	Other parent groups (WEIC, Title I, etc.)	Local libraries

E. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
Professional learning provided: ○ PIC ○ DOE ○ LEA ○ Parent Councils ○ Early Childhood Programs		X	X	3. Logistical planning for training 4. Implement training 5. Implement on-going coaching 6. Evaluate training & coaching	Training and coaching materials	Vendor DDOE Evaluator	• Annual training • Coaching - Ongoing	Review training model & evaluation data
Provide information updates and publicity.		X	X	1. Create communication materials/talking points 2. Vet materials 3. Development dissemination plan 4. Disseminate	Communication materials	Vendor DDOE Public Affairs PTI LEAs	Ongoing	Reviewing materials & assisting in dissemination
Develop communication plan		X	X	1. In collaboration with the DE PTI and PTA, as well as local parent councils, develop communication strategies to increase LEA, school, and family expectations for students with IEPs. 2. Evaluate the use, ease, and impact of communication strategies.	Communication materials	Vendor DDOE SSIP Advisory Council PTI/PTA Parent Councils LEAs/Schools	Fall 2016	Facilitate and support communication channels Review evaluation findings

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
						Evaluator		
Train parent trainers.		X	X	1. Logistical planning for training 2. Implement training 3. Implement on-going coaching for trainers 4. Evaluate training & coaching	Training materials	Vendor DDOE PTI Evaluator	• Annual training • Coaching - Ongoing	Review training model & evaluation data
Development of family engagement plan at each school.			X	1. Establish action planning format. 2. Incorporate action planning into Summer Institute and ongoing training. 3. Ongoing review of action plans	Family engagement plan	Vendor LEA/School	Beginning of school year	Review tool
Conduct family driven events.			X	1. Logistical planning for events 2. Implement events 3. Evaluate events	Agendas of events	Vendor LEAs PTI Evaluator	Ongoing	Review event planning & evaluation data
Adult literacy activities – to address literacy at the family level.			X	1. Logistical planning for activities 2. Implement events 3. Evaluate events	Agendas of events	Vendor LEAs PTI Evaluator	Ongoing	Review activities & evaluation data
Project staff meets on a regular basis with LEA staff to share updates & information on early literacy & literacy strategies.		X	X	1. Process developed to guide meetings 2. Meeting schedule established 3. Minutes developed & disseminated. 4. Impact of meetings evaluated	Meeting agendas	Vendor LEAs Evaluator	Ongoing	Review meeting minutes & evaluation data

F. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
90% of participants report that the professional learning opportunities were of high quality, relevant, & useful for introducing family literacy strategies.	Training/coaching evaluation data	As trainings are completed
90% of partners & stakeholders report that the information updates & publicity increased their awareness of the initiative.	Copies of information disseminated	Ongoing, summaries provided quarterly
90% of impacted parents report that communication between them and their children's schools was high quality, relevant, and useful.	Annual family survey, interviews, and/or focus groups	End of school year
90% of parent trainers report confidence in their ability to introduce early literacy strategies with families.	Documentation of social media use, frequency, reach	Ongoing, summaries provided quarterly
90% of families report satisfaction with the family engagement plan developed at each school.	Agendas Training/coaching evaluation data	As trainings are completed
90% of participants report that the adult literacy activities were of high quality, relevant, & useful in improving literacy.	Agendas Training/coaching evaluation data	As activities are completed
90% of LEA staff report that the regular meetings to share updates & information on early literacy & literacy strategies were relevant & useful for implementing the initiative.	Meeting agendas and minutes	Ongoing, summaries provided quarterly

G. Intended Outcomes

Type of Outcome	Outcome Description
Short term (system) (G-3)	Ongoing communication with partners (LEAs, agencies) in an effective manner.
Short term (family) (G-3)	Parents (including parents of English Language Learners (ELL) students with disabilities) report they have more information & more knowledge about early literacy and literacy strategies.
Short term (practice/family) (G-2 & 3)	Increased parent participation in literacy events, including increases in participation of parents of ELL students with disabilities.
Short term (family) (G-3)	More books & the use of activity guides to increase reading at home.
Short term (family) (G-3)	Increased opportunities for parents to engage in a wider variety of literacy activities.
Intermediate (system) (G-3)	LEAs, in collaboration with parent organizations, provide regular meeting opportunities at times convenient to families to educate them about early literacy and literacy strategies and how to problem solve application of this material to

	the home.
Intermediate (family) (G-3)	Parents incorporate literacy strategies with their children at home.
Intermediate (family) (G-3)	Parent organizations feature literacy as an initiative of their organizations' work.
Intermediate (practice/ family) (G-2 & 3)	SEA engaged with parent organizations specific to English learners in literacy initiatives for students with disabilities.
Intermediate (practice/ family) (G-2 & 3)	Increase in regular communication from SEA/LEA to parents (website, newsletter, demos, etc.) regarding literacy.
Intermediate (system) (G-3)	Literacy strategies are integrated across DDOE branches and workgroups
Long term (system/family) (G-3)	Systems are in place at the SEA, LEA and school level, and parent organizations to sustain partnerships with families.
Long term (student) (G-5)	SiMR is achieved.

H. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (system) (G-3)	Ongoing communication with partners (LEAs, agencies) in an effective manner.	To what degree & how well was communication used with partners in an effective manner?	To what degree & how well was communication used with partners in an effective manner?	Communication Logs Partner survey	Middle & end of each school year.
Short term (family) (G-3)	Parents (including parents of ELL students with disabilities) report they have more information & more knowledge about early literacy & literacy strategies.	Do families have more information & more knowledge about early literacy and literacy strategies?	Annually, 90% of impacted families have more information & more knowledge about early literacy and literacy strategies.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (practice/family) (G-2 & 3)	Increased parent participation in literacy events, including increases in participation of parents of ELL SWD.	To what degree are families participating in literacy events?	There is an annual increase of 5% participating in family literacy events.	Attendance Logs	Ongoing
Short term (family) (G-3)	More books & the use of activity guides to increase reading at home.	Are more families reading more books at home?	Annually, 70% of impacted families report they are reading more books, with the use of study guides, at home.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year

Short term (family) (G-3)	Increased opportunities for families to engage in a wider variety of literacy activities.	What opportunities, and how many) were provided for families to engage in a wider variety of literacy activities?	There are ___ literacy opportunities/ events provided each year for families to engage in a wider variety of literacy activities.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (system) (G-3)	LEAs, in collaboration with parent organizations, provide regular meeting opportunities at times convenient to families to educate them about early literacy & literacy strategies & how to problem solve application of this material to the home.	Did LEAs provide regular meeting opportunities at times convenient to families to educate them about early literacy and literacy strategies & how to problem solve application of this material to the home?	Did LEAs provide regular meeting opportunities at times convenient to families to educate them about early literacy and literacy strategies & how to problem solve application of this material to the home?	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (family) (G-3)	Families incorporate literacy strategies with their children at home (self-report, interviews, focus groups)	Did parents incorporate literacy strategies with their children at home?	Annually, 90% of impacted families report they incorporated literacy strategies with their children at home.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (family) (G-3)	Parent organizations feature literacy as an initiative of their organizations' work.	To what degree have parent organizations featured literacy as an initiative of their organizations' work?	Annually, 90% of impacted parent organizations featured literacy as an initiative of their organizations' work.	Parent organization survey, interviews, and/or focus groups	End of each school year
Intermediate (practice/ family) (G-2 & 3)	SEA engaged with parent organizations specific to English learners in literacy initiatives for students with disabilities.	To what degree has the SEA engaged with parent organizations specific to English learners in literacy initiatives for students with disabilities?	Annually, 90% of impacted parent organizations report that the SEA increased their capacity specific to English learners in literacy initiatives for students with disabilities	Parent organization survey, interviews, and/or focus groups	End of each school year

Intermediate (practice/ family) (G-2 & 3)	Increase in regular communication to parents (website, newsletter, demos, etc.).	Was there an increase in regular communication to parents?	Annually, 90% of impacted families report an increase in regular communication from schools.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (system) (G-3)	Literacy strategies are integrated across DDOE branches and workgroups.	To what degree, and how were literacy strategies integrated across DDOE branches and workgroups?	There is integration of literacy strategies across multiple DDOE offices.	Interviews with vendor and DDOE staff	End of each school year
Long term (system/family) (G-3)	Systems are in place at the SEA, LEA and school level to sustain partnerships with families.	Are systems in place at the SEA, LEA and school level to sustain partnerships with families?	Annually, 90% of participating stakeholders report that systems are in place at the SEA, LEA and school level to sustain partnerships with families?	Interviews with PTI, GACEC, & DDOE staff	End of each school year
Long term (student) (G-5)	SiMR is achieved	Was the SiMR achieved in participating schools/state?	There is a decrease of 5% of SWD who do not score in the proficient range of DE's state assessment system.	State assessment data	Annually

IV. State Systemic Improvement Plan (SSIP) Improvement Strategy #4

A. Improvement Strategy

Common Core Strategy #1: The Delaware Department of Education (DDOE) will enhance the State's current initiative focused on closing the achievement gap (Common Ground for the Common Core) for additional focus on improving the literacy achievement of preschool-grade 3 students with disabilities (SWD) within an educational program of rigorous standards, and curriculum and assessments, through **a professional learning (training, coaching, technical assistance, Professional Learning Communities, etc.) system that encompasses a capacity-building model that includes multi-modal training to the school personnel engaged in the professional learning and provides them with ongoing coaching and feedback**.

B. Key State Improvement Plans or Initiatives that Align with this Improvement Strategy

- **Literacy Coalition and Literacy Cadre** are for LEA administrators, curriculum leaders and reading specialists, with a focus on literacy strategies and RtI.
- **Common Ground for the Common Core** 1.0, 2.0 and 3.0 (i.e., years 1, 2 and 3) focuses on aligning instruction and assessment with the Common Core State Standards (CCSS). This initiative provides full day trainings for LEA or building-level leadership teams to participating schools' staff. Follow-Up on-line modules are available for all LEAs in the state.
- **Accessible Instructional Materials** (AIM) initiative is designed to provide text in multiple formats for students with identified print disabilities (e.g., reading learning disabilities, visual impairments) in order to increase students access to grade-level text and overall academic performance.
- **Delaware Assistive Technology Initiative** (DATI) provides support on how to use assistive technology (AT) and selection and implementation of educationally appropriate testing accommodations for reading to increase access to the general curriculum.
- **Writing Rigorous IEPs to Teach Educational Standards** (**WRITES**) – Focus on developing and implementing standards-based IEPS.
- **ACCESS Project - Grade Band Extensions (GBEs)** – GBEs are alternative standards that are aligned to the common core state standards. They assist special educators by providing a variety of entry points to the academic standards.
- **Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS)** – Focus on developing the capacity of school teams to improve the communication capacity to students so that they may have greater academic and social outcomes.

C. Barriers
Barriers – The primary barrier to large scale professional learning systems is resources. The DDOE has committed over $500,000 and close to 1 full-time position (across multiple positions) to support the development and expansion of a system of early literacy professional learning. Another barrier can be the degree to which the professional learning system meets the needs of local LEAs and the community. By insuring root cause analyses and needs assessments are conducted, it is likely the professional learning system will meet the needs of DE's LEAs and communities. Last, if professional learning isn't conducted in an evidence-based manner, it is not likely to impact teacher or

student outcome. The DE SSIP's eight improvement strategies and plans specify the importance of using evidence-based practices to impact change. The DE SSIP professional learning vendor had to demonstrate a history of providing evidence-based professional learning.

D. Improving Infrastructure and/or Practice

7. **Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.**

Governance	N/A	Accountability	N/A	Professional Learning	Yes	Finance	N/A
Data	Yes	Quality Standards	Yes	Cultural Competence	Yes		

8. **Is this strategy intended to directly improve practices?** **Yes - X** **No**

E. Stakeholders

DDOE Involvement		School Level Implementation Team		Statewide Stakeholders
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/ English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education	• Administrators • Teachers (across content areas) • Literacy specialist • Families • Parent Councils	• LEA personnel • LEA literacy consultants	• Literacy Cadre • Literacy Coalition

F. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
Root cause analysis		X	X	1. Conduct environmental analysis to determine what resources are available for root cause (in the leas, state and national) 2. Develop protocol for root cause analysis 3. Conduct root cause analysis with teams in each LEA over a series of meetings	Literature on, and tools for, conducting root cause analysis	Vendor Schools LEA	Summer/Fall 2016	Review protocol and protocol finding
Conduct a crosswalk of alignment of initiatives		X	X	1. Identify similar initiatives 2. Analyze similarity & differences among initiatives	Documentation of other initiatives	Vendor	Summer/Fall 2016	Review drafts & final product
Develop communication materials			X	4. Review existing communication channels for participating LEAs 5. Develop PL awareness materials about diagnostic assessments & instruction in multiple formats to meet LEA's needs 6. Disseminate PL materials through multiple channels	Access to existing communication channels	Vendor	Fall/Winter 2016	DDOE Communications staff, SSIP Core Team & AC will advise & review all materials
Create content PL		X		1. Draft PL materials utilizing research on EBD PL practices 2. PL materials reviewed by DDOE	Copies of professional learning materials	Vendor	Summer/Fall 2016	Review drafts & final PL materials
Provide formal training		X		7. Logistical planning for Early Literacy Institute 8. Implement training 9. Evaluate training	Training & evaluation materials	Vendor Evaluator	Summer/Fall 2016	Review training model & evaluation data
Provide external and internal coaching		X	X	1. Identify coaching needs 2. Implement EBD coaching model 3. Evaluate coaching	Coaching methodology & fidelity tool	Vendor LEA/School Literacy coaches Evaluator	2016-17	Review coaching model & evaluation data
Professional learning to support families in using early literacy			X	1. Draft family PL materials utilizing research on EBD PL practices 2. PL materials reviewed by DDOE & PTI.	Copies of professional learning materials	Vendor PTI GACEC	2016-17	Review drafts & final PL materials

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
strategies at home.				3. PL materials shared w/ local Parent Councils		Evaluator		
Facilitation of action planning for LEAs.		X	X	4. Establish action planning format 5. Incorporate action planning into Early Literacy Institute and ongoing training. 6. Ongoing review of action plans	Action plans	Vendor LEA/School	Fall 2016	Review tool
Create framework for problem solving process.		X	X	4. Study existing frameworks 5. Provide training & coaching on framework chosen	Problem solving framework	Vendor DDOE LEAs	Fall 2016	Review framework

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
The root cause analyses are completed and are considered acceptable by vendor, external evaluator, & DDOE.	Document review of root cause analyses	Fall 2016
A crosswalk of alignment of LEA & school initiatives has been completed and used to make infrastructure decisions.	Document review of crosswalk of alignment of initiatives	Fall 2016
90% of staff from participating LEAs/schools report the communication tools were useful in helping them understand the professional learning offerings.	Training evaluation data	As training is delivered.
Content PL is created and validated by a K-3 literacy expert.	Review of training materials by expert	Fall 2016
Formal training (early Literacy Institute) is provide & 90% of participants report that it was of high quality, relevant, & useful.	Training evaluation data	As training is delivered.
Ongoing external and internal coaching is provided & 90% of participants report that it was of high quality, relevant, & useful.	Teacher & coach interviews, focus groups, surveys	End of each semester (fall/spring)
90% of families report that the professional learning they received helped them use early literacy strategies at home.	Training evaluation data Annual family survey	As training is delivered
90% of participants report that the action planning was useful in implementing this initiative.	Participant Survey	End of each school year
90% of participants report that the framework for problem solving process was useful in addressing students' literacy needs.	Participant Survey	End of each school year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (practice) (G-2)	LEA literacy coaches/reading specialists are more knowledgeable about professional development (training, coaching, observing) strategies to support literacy instruction.
Short term (practice) (G-2)	LEA and school personnel are more knowledgeable about: components of reading, culturally competent Early Literacy instruction, Common Core Standards, data analysis methods, using data to inform instruction, and family literacy strategies
Intermediate (practice) (G-3)	LEA literacy coaches/reading specialists effectively support school level Early Literacy implementation.
Intermediate (practice) (G-4)	School staff implement CCS and Early Literacy practices with fidelity.
Intermediate (family) (G-3)	Schools incorporate culturally competent family literacy strategies in their professional development.
Long term (system) (G-3)	LEA has developed the capacity to support ongoing implementation of culturally competent Early Literacy

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Short term (practice) (G-2)	LEA literacy coaches/reading specialists know more about professional learning (training, coaching, observing) strategies to support literacy instruction.	To what degree are literacy coaches/reading specialists more knowledgeable about PL strategies to support literacy instruction?	90% of (1) coaches and (2) those receiving coaching report that the literacy coaches/reading specialists are knowledgeable of PL strategies to support literacy instruction.	• Coach survey &/or interviews • Teacher survey & focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (practice) (G-2)	LEA/school personnel know more about: components of reading, culturally competent early literacy instruction, CCSS, data analysis methods, using data to inform instruction, family literacy strategies.	To what degree are LEA and school personnel more knowledgeable about the topics listed in the description in the second column?	90% of (1) coaches and (2) LEA & school personnel report that they are knowledgeable of the topics listed in the description in the second column?	• Coach survey &/or interviews • Teacher survey & focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-3)	LEA literacy coaches/reading specialists effectively support school level Early Literacy implementation.	Did LEA literacy coaches/reading specialists effectively support Early Literacy implementation?	90% of participating school personnel report that the LEA literacy coaches/reading specialists effectively support school level Early Literacy implementation.	• Fidelity Tool • Teacher survey &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-	School staff implement culturally competent CCS and Early Literacy	Are CCS & Early Literacy practices implemented	90% of early literacy practices are implemented with fidelity within the	• Fidelity Tool • Coach survey &/or	• Ongoing data collection, annual

4)	practices with fidelity.	with fidelity?	first full year of implementation.	interviews	reporting.
Intermediate (family) (G-3)	Schools incorporate culturally competent family literacy strategies in their professional learning.	Are evidence-based family literacy strategies included in schools' PL?	• 90% of participating school personnel report that they are implementing EBD family literacy strategies as due the PL. • 90% of impacted parents perceive that the family literacy strategies are used at home & are useful.	Teacher survey &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (system) (G-3)	LEA has developed the capacity to support ongoing implementation of Early Literacy	Have LEAs developed the capacity to support ongoing implementation of Early Literacy?	• 90% of activities necessary to sustain EBD early literacy practices are implemented with fidelity • 90% of participating LEA personnel perceive that their LEA has the capacity to support ongoing implementation of Early Literacy.	• Sustainability rubric • LEA & school administrators, coach, & teacher focus groups	End of each school year

V. State Systemic Improvement Plan (SSIP) Improvement Strategy #5

A. Improvement Strategy

<u>**Common Core Strategy #2:**</u> The Delaware Department of Education (DDOE) will enhance the current literacy initiative (Common Ground for the Common Core) for additional focus on improving the literacy achievement of preschool-grade 3 students with disabilities (SWD) within an educational program of rigorous standards, curriculum and assessments, through a professional learning (PL) and technical assistance (TA) system that:

(1) **Utilizes a process with school personnel to identify and use appropriate diagnostic tools for assessing literacy needs of SWD, preschool-grade 3.**

(2) **Prepares teachers to examine diagnostic findings, and identify and align appropriate instructional interventions and resources to meet the uniquely identified, diagnosed literacy needs of SWD, preschool-grade 3.**

(3) **Addresses the 5 components of effective reading instruction (preschool-grade 3) within a balanced literacy structure and the use of progress curricula monitoring, data-based decision-making and evaluation to improve student outcomes in Early Literacy Foundations and the Common Core State Standards (CCSS) in English Language Arts.**

B. Key State Improvement Plans or Initiatives That Align With This Improvement Strategy
- **Common Ground for the Common Core** 1.0, 2.0 and 3.0 (i.e., years 1, 2 and 3) focuses on aligning instruction and assessment with the CCSS. This initiative provides full day trainings for LEA or building-level leadership teams and on-site coaching to participating schools' staff. On-line modules are available for all LEAs in the state.
- **Literacy Coalition and Literacy Cadre** are for LEA administrators, curriculum leaders and reading specialists, with a focus on literacy strategies and Response to Intervention (RtI).
- **Accessible Instructional Materials** (AIM) initiative is designed to provide text in multiple formats for students with identified print disabilities (e.g., reading learning disabilities, visual impairments) in order to increase students access to grade-level text and overall academic performance.
- **Delaware Assistive Technology Initiative** (DATI) provides support on how to use assistive technology (AT) and selection and implementation of educationally appropriate testing accommodations for reading to increase access to the general curriculum.
- **Writing Rigorous IEPs to Teach Educational Standards** (**WRITES)** – Focus on developing and implementing standards-based IEPS.
- **ACCESS Project - Grade Band Extensions (GBEs)** - GBEs are alternative standards that are aligned to the common core state standards. They assist special educators by providing a variety of entry points to the academic standards.
- **Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS)** – Focus on developing the capacity of school teams to improve the communication capacity to students so that they may have greater academic and social outcomes.

C. **Barriers** – In today's educational climate, any reference to assessment is often met with resistance. Some teachers and parents feel that there is too much testing already. As part of the successful implementation of this improvement plan, teachers and parents must understand the purpose and process of diagnostic assessments as part of carefully planned instruction. This, and other, DE SSIP improvement plans include key stakeholders from the DDOE curriculum office, who bring extensive expertise and credibility in this area. With DDOE staff working closely along-side the DE SSIP Professional Learning vendor, using evidence-based practices, it is more likely schools will adopt the improvement strategies in this plan. A well-developed communication plan will also be helpful to increase awareness about assessment and instruction.

D. **Improving Infrastructure and/or Practice**

9. **Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.**

Governance	N/A	Accountability	Yes	Professional Learning	Yes	Finance	N/A
Data	Yes	Quality Standards	Yes	Cultural Competence	Yes		

10. **Is this strategy intended to directly improve practices?**   **Yes - X**   **No**

E. **Stakeholders**

DDOE Involvement		School Level Implementation Team		Statewide Stakeholders
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/ English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education	• Administrators • Teachers (across content areas) • Literacy specialists/ coaches • School psychologies • Literacy Coalition	• LEA personnel • Assessment Coordinators • Families	• Literacy Cadre • Literacy Coalition

F. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
Research/select/purchase /develop evidence-based (EB) diagnostic and walkthrough/assessment materials.		X	X	1. Identify & evaluate diagnostic/assessment materials being used by schools 2. If needed, select EB appropriate diagnostic/assessment materials	Walkthrough/ assessment materials	Vendor DDOE LEAs/Schools	Summer/Fall 2016	Review & communicate findings
Train LEA staff on using diagnostic tools, materials, problem-solving process in reading. o Connect selecting diagnostics to instructional strategies.			X	1. Develop EB training materials, connected to problem solving process introduced in CCS #1 2. Implement training 3. Evaluate training	Training materials	Vendor LEAs/Schools Evaluator	Summer/Fall 2016	Review training model & evaluation data
Provide ongoing coaching for teachers & principals.			X	1. Identify coaching needs 2. Implement EB coaching model 3. Evaluate coaching	Coaching methodology & fidelity tool	Vendor LEAs/Schools Evaluator	2016-17	Review coaching model & evaluation data
Strengthen communication within schools and between DDOE, school & LEA, and with families. o Communication between assessment coordinators and school-level reading specialists to coordinate testing calendar & progress monitoring. o Communication within schools on the diagnostic process in reading. o Communication with		X	X	1. Implement communication strategies developed as part of DE's Phase II planning (more detail is provided in Phase II narrative report) 2. Evaluate the use, ease, and impact of communication strategies.	Communication materials	Vendor DDOE SSIP Core Team & Advisory Council LEAs/Schools Parent Councils Evaluator	2016-17	Facilitate and support communication channels Review evaluation findings

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
families.								
Examine DE schools that are doing well with SWD and reading progress—how funding is allocated, how they support teachers, with consideration of school demographics.		X	X	1. Identify DE schools (and if necessary, from nearby states) that meet these criteria. 2. Study and interview selected schools to determine strategies to replicate. 3. Work with participating schools to implement strategies. 4. Evaluate the impact.	School data	Vendor DDOE SSIP Core Team & Advisory Council LEAs/Schools Evaluator	Summer – Fall 2016	Review findings & support replication
Develop professional learning materials for parents related to diagnostic assessments & early literacy instruction.		X	X	1. Literature review to determine what similar materials already exist. 2. Develop draft materials & share with PTI & other parent groups to validate. 3. Provide training to PTI & local Parent Councils		Vendor DDOE PTI Parent Councils LEAs/Schools	Winter 2016-17	Review training model, materials & evaluation data

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
Each participating school has a system of diagnostic & walkthrough/assessment materials in place.	Documentation of decision making on diagnostic & assessment materials	Middle of first year
90% of participating personnel are more knowledgeable & confident of their use of diagnostic & assessment materials.	Training & coaching, skill-based evaluation data	As trainings are completed
90% of participating personnel report that LEA/school administrators provided support, guidance, & feedback on the problem-solving process of instruction aligned with the 5 components of reading.	Training evaluation data LEA & school administrator interviews	As trainings are completed End of school year
90% of participating personnel report that communication within schools & between school & LEA has been strengthened.	Training evaluation data LEA & school administrator interviews	As trainings are completed End of school year
Study of the reading performance of SWD across the state has been completed, analyzed, & acted upon.	Evaluation Reports Focus groups with administrators	End of school year
90% of participating families report that they are more knowledgeable about the use of diagnostic assessments to inform instruction. .	Training evaluation data Family survey, interviews, focus groups	As trainings are completed End of school year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (practice) (G-2)	LEA personnel are more knowledgeable and confident in using diagnostic assessments.
Short term (system) (G-3)	There is a culturally competent, instructional problem-solving process in place in the schools.
Intermediate (system) (G-3)	Principals and LEAs create structures for the diagnostic process at the school.
Intermediate (practice) (G-2)	LEA staff use diagnostic processes more frequently, with greater skill & purpose, and data are used to make instructional decisions.
Intermediate (practice) (G-4)	Instructional strategies are based on diagnostic and assessment data.
Intermediate (practice) (G-4)	Appropriate evidence-based, culturally competent reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD.
Intermediate (student) G-5)	A developmentally – appropriate summative measures for grades K-2 is established.
Intermediate (student) G-5)	Student formative assessment data from each of the five components of reading shows improvement.
Intermediate (student) G-5)	Increased movement within the lower two categories of the state assessment system.
Long term (student) (G-5)	Students' scores on statewide assessments improve. (SiMR)
Long term (system) (G-3)	Structure is in place at the school & LEA level to sustain the use of diagnostic assessments to make data-based decisions.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (practice) (G-2)	LEA personnel are more knowledgeable and confident in using diagnostic assessments.	To what degree are LEA personnel are more knowledgeable and confident of their use of diagnostic & assessment materials?	• 90% of participating personnel are more knowledgeable and confident of their use of diagnostic & assessment materials. • 90% of participating personnel demonstrate increased knowledge & confidence in their use of diagnostic & assessment materials.	• Teacher, coach, & administrator surveys, interviews, &/or focus groups • Pre/post competency assessments	• Baseline – Beginning of first year • Follow-up End of each school year
Short term (system) (G-3)	There is a culturally competent instructional problem-solving process in place in the schools.	How accepted and used is the problem-solving process?	Each participating school & LEA has a culturally competent problem-solving process in place, as reviewed by DDOE ELL staff.	• Coach & administrator interviews • Document review of problem-solving process	• Baseline – Beginning of first year • Follow-up End of each school year
Intermediate (system) (G-3)	Principals and LEAs create structures for the diagnostic process at the school.	How accepted and used are the diagnostic processes by school personnel?	Each participating school & LEA has a diagnostic process in place.	• Coach & administrator interviews • Document review of diagnostic process	• Baseline – Beginning of first year • Follow-up End of each school year
Intermediate (practice) (G-4)	LEA staff use diagnostic processes more frequently, with greater skill & purpose.	To what degree and how well are diagnostic processes used by school personnel?	• 90% of coaches & participating teachers report that diagnostic processes are used more frequently, with greater skill & purpose. • 90% of teachers demonstrate fidelity of implementation of diagnostic processes.	• Teacher, coach, & administrator surveys, interviews, &/or focus groups • Fidelity Tool	• Baseline – Beginning of first year • Follow-up End of each school year
Intermediate (practice) (G-4)	Instructional strategies are based on diagnostic data.	To what degree are instructional strategies are based on diagnostic data?	• 90% of coaches & participating teachers report that instructional strategies are based on diagnostic data. • 90% of teachers demonstrate fidelity of implementation of instructional strategies that are based on diagnostic data.	• Teacher, coach, & administrator surveys, interviews, &/or focus groups • Fidelity Tool	• Baseline – Beginning of first year • Follow-up End of each school year
Intermediate (practice) (G-4)	Appropriate evidence-based, culturally competent reading strategies will be selected	To what degree & how well are appropriate evidence-based reading strategies used?	• 90% of coaches, participating teachers, & families report that appropriate evidence-based reading strategies were selected & provided to meet the unique needs of preschool-3rd grade SWD.	• Teacher, coach, administrator, & family surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up End of

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
	and provided to meet the unique needs of preschool-3rd grade SWD.		• 90% of teachers use appropriate evidence-based reading strategies were selected & provided to meet the unique needs of preschool-3rd grade SWD.	• Fidelity Tool	each school year
Intermediate (student) (G-5)	Student formative assessment data from each of the five components of reading shows improvement.	Does student literacy performance increase over the course of the school year, relative to the expected increase?	75% of SWD will show increases in formative assessment data across the school year, compared to normed expectations.	Formative assessment data	Fall/winter/spring
Intermediate (student) (G-5)	Increased movement within the lower two categories of DE's state assessment system (from achievement levels 1 to 2, and 2 to 3).	Are there positive increases in performance of SWD within the lower two categories of DE's state assessment system?	There is a decrease in the percentage of SWD scoring at each of the lowest two levels of DE's state assessment system.	State assessment data	Annually
Long term (student) (G-5)	Students' scores on statewide assessments improve. (SiMR)	Do SWDs within participating schools show increases in annual assessment scores?	By spring 2017, there is a decrease of 5% of SWD who do not score in the proficient range of DE's state assessment system.	State assessment data	Annually
Long term (system) (G-3)	Structure is in place at the school and LEA level to sustain using diagnostic assessments.	Is the use of diagnostic and assessment materials sustained over the course of the project?	Each participating school & LEA shows evidence of diagnostic and assessment materials sustained over the course of the project.	• Coach & administrator interviews • Document review of diagnostic & assessment processes	Annually

VI. State Systemic Improvement Plan (SSIP) Improvement Strategy #6

A. Improvement Strategy

Common Core Strategy #3: If the Delaware Department of Education (DDOE) communicates and holds high expectations for the performance of SWD, then LEA and building leadership will be accountable for higher levels of improved performance for students with disabilities (SWD) in reading.

B. Key State Improvement Plans or Initiatives That Align With This Improvement Strategy

- **State Accountability System** – Promotes rigorous instruction and high expectations through the state general and alternate assessment system.
- **DDOE's technical assistance system** is designed to support a focus on results accountability. The model moves beyond short-term, episodic training to the development of a community of practice that is sustainable and builds Local Education Agency (LEA) capacity to improve results for SWD. The system focuses on implementation of the Common Core State Standards (CCSS), as well as a multi-tiered system of academic and behavioral supports.
- **Common Ground for the Common Core** 1.0, 2.0 and 3.0 (i.e., years 1, 2 and 3) focuses on aligning instruction and assessment with the CCSS. This initiative provides full day trainings for LEA or building-level leadership teams and on-site coaching to participating schools' staff. On-line modules are available for all LEAs in the state.
- **Writing Rigorous IEPs to Teach Educational Standards** (**WRITES)** – Focus on developing and implementing standards-based IEPS.
- **ACCESS Project - Grade Band Extensions (GBEs)** - GBEs are alternative standards that are aligned to the common core state standards. They assist special educators by providing a variety of entry points to the academic standards.
- **Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS)** – Focus on developing the capacity of school teams to improve the communication capacity to students so that they may have greater academic and social outcomes.
- **Reimagining Professional Learning Grants -** Provided to schools to further support the implementation of Common Core beyond the three years of Common Ground for the Common Core.

C. Barriers – historically, the state-assessment has presented challenges for students with IE, as well as gaps in academic performance between students receiving special and general education, it is an ongoing challenge to change these expectations. It is imperative that we work closely with the DE PTI, local Parent Councils, the DE PTA, and other organizations as key stakeholders to implement the improvement strategies in this improvement plan. Communication and training materials will be infused with information supporting the need for high expectations from all stakeholders to improve academic performance of all students.

D. Improving Infrastructure and/or Practice

11. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	N/A	Accountability	Yes	Professional Learning	Yes	Fiscal	Yes
Data	N/A	Quality Standards	N/A	Cultural Competence	Yes		

12. Is this strategy intended to directly improve practices?   Yes - X   No

E. Stakeholders

DDOE Involvement		• National technical assistance (TA) consultants	• Vendor
• Exceptional Children Resources	• SSIP Core Team		
• K-12 Initiatives/Curriculum/Instruction	• SSIP Advisory Council	• External evaluator	• Parent Councils
• Title 1	• Office of Early Learning		
• World Language/ English Language Learners (ELL)	• Policy and External Affairs	• Parents/Families	
• Assessment and Data Management	• State Board of Education		

F. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level State	System Level Local	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
Develop communication plan		X	X	3. In collaboration with the DE PTI and PTA, as well as local parent councils, develop communication strategies to increase LEA, school, and family expectations for students with IEPs. 4. Evaluate the use, ease, and impact of communication strategies.	Communication materials	Vendor DDOE SSIP Core Team & Advisory Council LEAs/Schools Evaluator	Fall 2016	Facilitate and support communication channels Review evaluation findings
Conduct building implementation team meetings facilitated by the vendor.		X	X	1. Process developed to guide meetings 2. Meeting schedule established 3. Minutes developed & disseminated. 4. Impact of meetings evaluated	Meeting agenda and minutes	Vendor LEAs Evaluator	Ongoing	Review meeting minutes & evaluation data
Observe model practices Provide real life examples of success		X	X	5. Identify DE schools (that meet these criteria. 6. Study and interview selected schools to determine strategies to replicate. 7. Incorporate findings into training materials.	List of schools and data from schools that meet criteria	Vendor DDOE SSIP Core Team & Advisory Council LEAs/Schools	Winter 2016-17	Review findings & support replication
Training materials created/adapted to emphasize high expectations.			X	4. Develop IS training materials 5. Implement early literacy institute 6. Evaluate early literacy institute	Training materials & evaluation data	Vendor LEAs/Schools Evaluator	Summer – Fall 2016	Review training model & evaluation data
Plan for celebrations of improved student performance.			X	1. Develop agenda/plan 2. Implement celebrations	Meeting agenda	Vendor DDOE LEAs/Schools	Spring 2017	Review plans & support celebrations
Data analysis at building level			X	1. Develop protocol for data system analysis 2. Conduct state & LEA-level data system analysis to determine needs for data based decision making	Results of data analysis	Vendor DDOE & LEA data staff	Fall 2016	Review protocol and protocol finding

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
90% of participating personnel report that communication within schools and between school & LEA has been strengthened.	Training evaluation data LEA and school administrator interviews	As trainings are completed End of school year
90% of participants at DDOE & LEA meetings report that the meetings were effective in developing strategies for focusing on high expectations for students with disabilities.	Participant Survey	Upon completion of meetings
90% of participants report that the model practices and real life examples of success that were shared were effective in developing strategies for focusing on high expectations for students with disabilities.	Annual Participant Survey	End of school year
90% of participants report that their peers have higher expectations for students with disabilities.	Training evaluation data Annual Participant Survey	As trainings are completed End of each school year
Plan for celebrations of improved student performance.	Plan for addressing gaps in current data systems Partner Survey	End of school year
90% of participants report that the data analysis conducted at the building level was useful in understanding student performance.	Annual Participant Survey	End of school year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (systems) (G-4)	LEA/building leadership & project stakeholders report that DDOE communication has positively impacted their expectations for SWD.
Short term (practice) (G-2)	LEA/building leadership & project stakeholders report that SSIP professional learning has increased their expectations for SWD.
Short term (practice) (G-2)	Teacher/child interactions improve
Intermediate (practice) (G-3)	LEA staff are more skilled in using accountability measures to increase expectations for SWD.
Intermediate (systems) (G-4)	Increased expectations for students with disabilities by teachers, families, and students themselves.
Intermediate (family) (G-3)	Increased parent/family awareness of higher expectations.
Long term (student) (G-5)	School climate improves
Long term (student) (G-5)	Parents report improved student success.
Long term (student) (G-5)	Students' scores on statewide assessments improve.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (systems) (G-4)	LEA & building leadership, & project partners report that DDOE communication has positively impacted their expectations for SWD.	To what degree & how well was DDOE communication used with LEAs and families in an effective manner?	90% of participating LEA staff report that the communication with the DOE was effective.	Communication Logs LEA survey Family survey	Middle & end of each school year.
Short term (practice) (G-2)	LEA/building leadership & project stakeholders report that SSIP professional learning has increased their expectations for SWD. (ST)	To what degree did attitudes change about student expectations as a result of training?	90% of training participants report changed attitude about student expectations.	Training evaluation data	Upon completion of trainings
Short term (practice) (G-2)	Teacher/child interactions improve	To what degree did teacher/child interactions improve?	90% of participating teachers report improved child interactions.	Teacher survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-3)	LEA staff are more skilled in using accountability measures to increase expectations for SWD.	To what degree are LEA staff more skilled in using accountability measures to increase expectations for SWD?	90% of participating LEA staff more skilled in using accountability measures to increase expectations for SWD.	LEA staff survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (systems) (G-4)	Increased expectations for students with disabilities by teachers, families, and students themselves.	To what degree are there increased expectations for students with disabilities by teachers, families, & students themselves?	90% of participating teachers, families, and students report increased expectations for students with disabilities?	Parent and teacher surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (family) (G-3)	Increased parent engagement & awareness of higher expectations.	To what degree are parents engaged & aware of higher expectations?	90% of impacted parents are engaged & aware of higher expectations.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Long term (student) (G-5)	School climate improves	To what degree has school climate improved?	90% of project participants report that the school climate improved.	Annual participant survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (student) (G-5)	Parents report improved student success.	To what degree do parents perceive improved student success?	90% of impacted parents perceive improved student success.	Annual family survey, interviews, and/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (student) (G-5)	Students' scores on statewide assessments improve.	Was the SiMR is achieved in participating schools/state?	There is a decrease of 5% of SWD who do not score in the proficient range of DE's state assessment system.	State assessment data	Annually

VII.   State Systemic Improvement Plan (SSIP) Improvement Strategy #7

A.   Improvement Strategy

Support for Struggling Schools: The Delaware Department of Education (DDOE) will develop a model that interfaces with existing DDOE processes for assisting Local Education Agencies (LEAs) to design a vision, with supporting policies and structures, regarding the **cultural competence and sensitivity of teachers and leaders**, schools, and early childhood programs in identifying and addressing root causes of low early literacy and reading achievement of preschool-grade 3 students with disabilities (SWD) that:

1. **Focuses on a small group of first adopter LEAs, schools or early childhood programs and scales up across the state over a five year period.**
2. **Utilizes evidenced-based strategies, implemented with fidelity, to address root causes.**
3. **Incorporates Implementation Science principles at the LEA, school and early childhood program level for addressing root causes.**
4. **Aligns existing state initiatives and identifies new strategies and resources to address LEA, school and early childhood program level root causes for low early literacy and reading achievement of preschool- grade 3 students with disabilities (SWD).**

B.   Key State Improvement Plans or Initiatives that Align with this Improvement Strategy

- **State Accountability System** – Promotes rigorous instruction and high expectations through the state general and alternate assessment system.
- **DDOE's technical assistance system** is designed to support a focus on results accountability. The model moves beyond short-term, episodic training to the development of a community of practice that is sustainable and builds LEA capacity to improve results for SWD. The system focuses on implementation of the Common Core State Standards (CCSS), as well as a multi-tiered system of academic and behavioral supports.
- **Literacy Coalition and Literacy Cadre** are for LEA administrators, curriculum leaders and reading specialists, with a focus on literacy strategies and Response to Intervention (RtI).
- **Common Ground for the Common Core** 1.0, 2.0 and 3.0 (i.e., years 1, 2 and 3) focuses on aligning instruction and assessment with the CCSS. This initiative provides full day trainings for LEA or building-level leadership teams and on-site coaching to participating schools' staff. On-line modules are available for all LEAs in the state.
- **Accessible Instructional Materials** (AIM) initiative is designed to provide text in multiple formats for students with identified print disabilities (e.g., reading learning disabilities, visual impairments) in order to increase students access to grade-level text and overall academic performance.
- **Delaware Assistive Technology Initiative** (DATI) provides support on how to use assistive technology (AT) and selection and implementation of educationally appropriate testing accommodations for reading to increase access to the general curriculum.
- **Writing Rigorous IEPs to Teach Educational Standards** (**WRITES**) – Focus on developing and implementing standards-based IEPS.

- **ACCESS Project - Grade Band Extensions (GBEs)** - GBEs are alternative standards that are aligned to the common core state standards. They assist special educators by providing a variety of entry points to the academic standards.
- **Early Childhood/WIDA** (World-Class Instructional Design and Assessment)

C.   Improving Infrastructure and/or Practice

13. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	Yes	Accountability	Yes	Professional Learning	Yes	Finance	N/A
Data	Yes	Quality	Yes	Cultural Competence	Yes		

14. Is this strategy intended to directly improve practices?   Yes - X   No

D.   Stakeholders

DDOE Involvement		LEA Implementation Team (both LEA and building level, including teachers, & parents)	Readiness Teams
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/ English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education		
		Community	DE Parent Information Center
		Parent Councils	Funders (including Title 1)

E. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
Training on how to conduct a root cause analysis.		X	X	1. Development of root cause analysis protocol 2. Logistical planning for training 3. Implement training 4. Evaluate training	Training materials	Vendor DDOE LEAs Evaluator	Fall 2016	Review training model & evaluation data
Coaching is provided to support root cause analyses.			X	1. Develop coaching model 2. Implement coaching 3. Evaluate coaching	Coaching methodology	Vendor Evaluator		Review model & evaluation data
Root cause analyses conducted.			X	1. Coordinate planning with schools/LEAs 2. Collect necessary data 3, Root cause analysis process implemented.	Literature on root cause analysis	Vendor LEAs DDOE Evaluator		Review findings
Differentiated resources provided.		X	X	1. Needed resources identified through root cause analysis 2. Determine feasibility of resources 3. Provide and evaluate use of resources	To be determined	Vendor LEAs DDOE Evaluator	2016-17	Review resources needed & assist in obtaining/ providing resources
Develop a communication plan.		X	X	1. Implement communication plan developed during Phase II planning	Communication materials	Vendor DDOE Public Affairs LEAs	Ongoing	Reviewing materials & assisting in dissemination

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
90% of participating personnel are more knowledgeable and confident to conduct a root cause analysis as a result of training received.	Training Evaluation Data	Fall 2016
90% of participating personnel are more knowledgeable and confident to conduct a root cause analysis as a result of coaching received.	Coaching Evaluation Data	2016-17
90% of participating personnel report that the root cause analyses process was effective in determining areas of literacy improvement.	Annual Participant Survey	End of each school year
90% of participating personnel report that the necessary resources for their schools were identified and obtained.	Annual Participant Survey	End of each school year
90% of partners and stakeholders report that communication plan was an effective way of increasing awareness of the initiative.	Annual Participant Survey	End of each school year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (systems) (G-2)	First adopters selected.
Short term (practice) (G-2)	LEA and school staff are knowledgeable of root cause analyses strategies.
Short term (practice/ systems) (G-2&3)	Progress monitoring data are collected regularly.
Intermediate (practice) (G-4)	Data from root cause analyses are used to improve reading achievement.
Intermediate (practice) (G-4)	RtI data used effectively to make instructional changes.
Intermediate (practice) (G-4)	Enhanced teacher instructional practices.
Intermediate (family) (G-3)	Increase in family participation in their child's learning.
Intermediate (systems) (G-3)	Greater levels of community engagement.
Intermediate (systems) (G-3)	Greater levels of administrative support.
Long term (system) (G-3)	LEA funding to continue work (capacity building and sustaining).
Long term (system) (G-3)	Connection between all initiatives (resources, staff, and money).
Long term (system) (G-3)	Replicated across other schools in LEA.
Long term (student) (G-5)	Students' scores on statewide assessments improve.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (practice) (G-2)	LEA & school staff are knowledgeable of root cause analyses strategies.	To what degree are LEA & school staff knowledgeable of root cause analyses strategies?	90% of participating LEA & school staff are knowledgeable of root cause analyses strategies.	LEA/school survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (practice/ systems) (G-2&3)	Progress monitoring data are collected regularly.	How often are progress monitoring data collected?	Progress monitoring data are collected & analyzed on an ongoing basis.	Progress monitoring data	Ongoing
Intermediate (practice) (G-4)	Data from root cause analyses are used to improve reading achievement.	To what degree data from root cause analyses used to improve reading achievement?	90% of participating teachers & coaches use data from root cause analyses to improve reading achievement.	School & coach survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-4)	RtI data used effectively to make instructional changes.	To what degree & how were RtI data used to make instructional changes?	90% of participating teachers & coaches use RtI data to make instructional changes.	School & coach survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-4)	Enhanced teacher instructional practices.	To what degree has teacher instructional practices been enhanced?	90% of participating teachers have demonstrated enhanced instructional practices.	Fidelity Tool	Ongoing
Intermediate (family) (G-3)	Increase in family participation in their child's learning.	To what degree is there an increase in family participation in their child's learning?	80% of impacted families are more actively participating in their child's learning.	Family survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (systems)(G-3)	Greater levels of community engagement.	To what degree is the community engaged with the initiative?	Increased number of community partners participate/support in literacy activities.	Tracking of community participation	Ongoing

Intermediate (systems) (G-3)	Greater levels of administrative support.	To what degree do administrators provide support to implementing teachers?	90% of participating administrators provide effective support to implementing teachers.	Administrator & teacher surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (system) (G-3)	LEA funding to continue work (capacity building & sustaining).	LEA funding to continue work (capacity building & sustaining).	Increased LEA support to sustain literacy activities.	LEA survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (system) (G-3)	Connection between all initiatives (resources, staff, & money).	How well are similar initiatives connected (resources, staff, & money)?	After two years, all similar initiatives are connected (resources, staff, & money).	LEA survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (system) (G-3)	Replicated across other schools in LEA.	How many other schools in the LEA adopt the initiative?	At least 50% of schools in each LEA adopt the initiative.	Tracking of school participation	Annually
Long term (student) (G-5)	Students' scores on statewide assessments improve. (SiMR)	Do SWDs within participating schools show increases in annual assessment scores?	There is a decrease of 5% of SWD who do not score in the proficient range of DE's state assessment system.	State assessment data	Annually

VIII. State Systemic Improvement Plan (SSIP) Improvement Strategy #8

A. Improvement Strategy

<u>Transparent Data:</u> The Delaware Department of Education (DDOE) will improve the consistency, sensitivity and flexibility of the state's data systems and engage their use:

1. Through creating consistent data governance features to help ensure valid data analysis
2. For targeting reading services for students with disabilities (SWD) from a variety of school and early childhood program level data (e.g., data from Response to Intervention (RtI), Individual Education Plans (IEPs)).
3. For aligning diagnostic information on preschool-grade 3 SWD to guide the selection of appropriate reading interventions based on each child's uniquely diagnosed literacy needs.
4. For conducting monitoring and accountability activities to specifically support early literacy and reading achievement of preschool-grade 3 SWD by enhancing existing state structures designed for these two purposes.

B. Key State Improvement Plans or Initiatives That Align With This Improvement Strategy

- **Data Workgroup** – The DDOE reorganized its structure so that all data personnel worked collaboratively in one workgroup.
- **State Accountability System** – Promotes rigorous instruction and high expectations through the use of student summative data
- **DDOE's technical assistance system** is designed to support a focus on results on data and accountability. The model moves beyond short-term, episodic training to the development of a community of practice that is sustainable and builds Local Education Agency (LEA) capacity to use data to improve results for SWD.

C. Barriers – While many of Delaware's LEAs use the same data system, not all LEAs do, which makes data aggregations and comparisons difficult. The intent of the DE SSIP is not to require a singular data system, but to identify common data points related to early literacy, assessment, Least Restrictive Environments (LRE), family engagement, and other intended SSIP outcomes. The DE SSIP vendor will work closely with DDOE and LEA/school data staff to identify impacted data and to determine strategies for the sharing and use of these data. Another barrier is the degree of comfort of LEA and school personnel to use data to guide instruction. Many school personnel are not confident in their knowledge and skills on how to access, interpret, and use data to inform instruction. Specific strategies to address this barrier are included in the improvement activities beginning

D. Improving Infrastructure and/or Practice

15. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	Yes	Accountability	Yes	Professional Learning	Yes	Finance	N/A
Data	Yes	Quality Standards	Yes	Cultural Competence	Yes		

16. Is this strategy intended to directly improve practices?   Yes -X   No

E. Stakeholders

DDOE Involvement		LEAs	Data systems vendors
• Exceptional Children Resources • K-12 Initiatives/Curriculum/Instruction • Title 1 • World Language/ English Language Learners (ELL) • Assessment and Data Management	• SSIP Core Team • SSIP Advisory Council • Office of Early Learning • Policy and External Affairs • State Board of Education	• Data administrators • Instructional administrators • Parents • Parent Councils	• Data Service Center staff • Performance Plus staff

F. Improvement Plan

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
1. Develop professional learning materials related to use of data and data-based decision making.		X	X	7. Identify staff ability to use the data system 8. Draft professional learning (PL) materials utilizing research on evidence-based (EB) PL practices 9. PL materials reviewed by DDOE	Training and coaching materials	Vendor DDOE & LEA data staff	Summer/Fall 2016	Review drafts & final PL materials
2. Develop communication plan related to the use of data to inform instruction.		X	X	5. In collaboration with data staff from the DDOE, LEAs, & schools, develop communication strategies to increase LEA, school, and family knowledge & skills to use data. 6. Evaluate the use, ease, and	Communication materials	Vendor DDOE SSIP Core Team & Advisory Council	Fall 2016	Facilitate and support communication channels Review evaluation

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
				impact of communication strategies related to data use.		LEAs/Schools Evaluator		findings
7. Training on state and LEA management systems.		X	X	5. Logistical planning for training 6. Implement training 7. Evaluate training	Training materials	Vendor DDOE & LEA data staff Evaluator	Annual training	Review training model & evaluation data
8. Coaching on state and LEA management systems.		X	X	4. Develop coaching model 5. Implement coaching 6. Evaluate coaching	Coaching materials	Vendor DDOE & LEA data staff Evaluator	As needed	Review model & evaluation data
9. Conduct data system analysis for meeting needs of data based decision making.		X	X	1. Develop protocol for data system analysis 2. Conduct state & LEA-level data system analysis to determine needs for data based decision making	Data & data protocol	Vendor DDOE & LEA data staff	Summer/Fall 2016	Review protocol and protocol finding
10. Plan for addressing gaps in analysis.		X	X	1. Using findings from previous activity, convene stakeholders to develop plan 2. Identify for collection and analysis what data SEA & LEA see as essential for informing instruction and measuring impact (i.e., progress monitoring). 3. Determine the ability of existing data systems to collect and analyze these data in order to determine what needs to change. 4. Draft plan for DDOE & LEA review	Data & data protocol	Vendor DDOE & LEA data staff	Summer/Fall 2016	Review & approve plan
11. Create the data system to collect and analyze SEA needed data and LEA specific desired data.		X	X	1. Review existing SEA & LEA data systems 2. Review data systems used by other SEAs &/or LEAs outside DE 3. Obtain agreement among SEA & LEA data staff on data systems	Data & data protocol	Vendor DDOE & LEA data staff Evaluator	Fall/Winter 2016	Review & approve data systems

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline	How Other State Education Agencies (SEA) Offices & Other Agencies Will Be Involved
		State	Local					
12. Identify the data rules and definitions for each of the data elements required by the SEA.		X	X	1. Review current SEA data rules & definitions to determine 2. Improve rules & definitions if necessary 3. Disseminate rules & definitions	Data & data protocol	Vendor DDOE & LEA data staff	Fall 2016	Review & approve rules & definitions
13. Identify the dashboard for the data system.		X	X	1. Review existing SEA & LEA dashboards 2. Review dashboards used by other SEAs &/or LEAs outside DE 3. Obtain agreement among SEA & LEA data staff on dashboard to use	Dashboards	Vendor DDOE & LEA data staff	Winter 2016	Review & approve dashboard
14. Create the interface of data systems with the dashboard.		X	X	1. Work with appropriate technology staff to create interface 2. Evaluate usability of interface	Dashboards	Vendor DDOE & LEA data staff	Spring 2017	Review & approve interface

G. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline
1. Training materials related to use of data and data-based decision making are developed & validated by expert in field.	Review of training materials by expert in the field	At least a month prior to training
2. 90% of participating LEAs/school personnel report the communication tools related to data were useful and relevant.	LEA/School survey, interviews, focus groups	End of each school year
2. 90% of participants report that the training they received on state and LEA management systems was of high quality, relevant, & useful.	Training evaluation data	As training is delivered.
3. 90% of participants report that the coaching they received on state and LEA management systems was of high quality, relevant, & useful.	Coaching evaluation data	End of each school year
4. 90% of partners report that the data system analysis conducted met the needs of SEA & LEA data based decision making.	Findings from data system analysis	Fall 2016
5. 90% of partners report that the plan developed addresses the current gaps in data analysis.	Plan for addressing gaps in current data systems	Fall 2016

	Partner Survey	
6. 90% of partners report that the data system developed/ used was useful in collecting and analyzing SEA needed data and LEA specific desired data.	Partner Survey/Interviews	Winter 2016
7. 90% of impacted stakeholders report that the data rules and definitions for each of the data elements required by the SEA were clear to them.	Stakeholder Survey/Interviews	End of each school year
8. 90% of partners were satisfied with the process for identifying the dashboard for the data system.	Partner Survey/Interviews	Fall 2016
9. 90% of impacted stakeholders report that the interface of data systems with the dashboard was easy to use and useful for decision making.	Stakeholder Survey/Interviews	End of each school year

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (practice) (G-2)	State and LEA staff are knowledgeable about and more confident in accessing and using data from their data management systems.
Short term (practice) (G-2)	School staff are more knowledgeable and confident about how to use multiple sources of internal and external data to inform instructional practices.
Short term (systems) (G-3)	Teachers and SEA and LEA staff have access to the data needed.
Short term (systems) (G-3)	LEA personnel report that the data are easy to access.
Short term (practice) (G-2)	Data are being accessed more frequently.
Intermediate (practice) (G-3)	School staff are knowledgeable about and more confident in using data from their data management systems to make decisions about appropriate evidence-based reading strategies.
Intermediate (practice) (G-4)	School staff use multiple sources of internal and external data to inform instructional practices.
Long term (system) (G-3)	State and LEA data management systems are considered robust, consistent, and flexible enough to support LEA and school staff needs.
Long term (system) (G-3)	Robust means the data system includes the identification of the key ingredients/data elements that inform instruction and that measure the impact of instruction.
Long term (system) (G-3)	Consistent means the data that LEAs enter into a data system for LEA and SEA examination follow the same data rules and definitions; and that the data entered into the data systems are at a minimum the same data elements across all LEAs to be used for comparison and benchmarking within the state.
Long term (system) (G-3)	Flexible means that the data system collects whatever the SEA requires and whatever else the LEA wants that will assist them in their work on this project.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline
Short term (practice) (G-2)	State & LEA staff are knowledgeable about & more confident in accessing & using data from their data management systems.	To what degree are state & LEA staff know more & are more confident about accessing & using data from their data management system?	90% of participating DDOE & LEA staff are more knowledgeable & confident about accessing & using data from their data management system.	State & LEA surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (practice) (G-2)	School staff are more knowledgeable & confident about how to use multiple sources of internal & external data to inform instructional practices.	To what degree are school staff more knowledgeable & confident about how to use multiple sources of internal & external data to inform instructional practices?	90% of participating school staff are more knowledgeable & confident about how to use multiple sources of internal & external data to inform instructional practices.	School survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (systems) (G-3)	Teachers & SEA & LEA staff have access to the data needed.	To what degree do SEA staff, teachers & LEA staff have access to the data needed?	90% of participating SEA staff, teachers & LEA staff have access to the data needed.	State & LEA surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (systems) (G-3)	LEA personnel report that the data are easy to access.	To what degree do LEA personnel find that data are easy to access?	90% of participating LEA personnel find that data are easy to access.	LEA survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Short term (practice) (G-2)	Data are being accessed more frequently.	How often are data being accessed?	90% of participating school staff reporting accessing student data more frequently.	LEA survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year

Intermediate (practice) (G-3)	School staff are knowledgeable about & more confident in using data from their data management systems to make decisions about appropriate evidence-based reading strategies.	To what degree are school staff more knowledgeable & confident in using data from their data management systems to make decisions about appropriate evidence-based reading strategies?	90% of participating school staff are more knowledgeable & confident in using data from their data management systems to make decisions about appropriate evidence-based reading strategies.	School survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Intermediate (practice) (G-4)	School staff use multiple sources of internal & external data to inform instructional practices.	To what degree do school staff use multiple sources of internal & external data to inform instructional practices?	90% of participating school staff use multiple sources of internal & external data to inform instructional practices.	School survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year
Long term (system) (G-3)	State & LEA data management systems are considered robust, consistent, & flexible enough to support LEA & school staff needs.	To what degree are the state & LEA data management systems considered robust, consistent, & flexible enough to support LEA & school staff needs?	90% of participating LEA & school staff find the state & LEA data management systems to be robust, consistent, & flexible enough to support LEA & school staff needs.	LEA & school surveys, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year

Appendix B

State Indicator of Measurable Progress (SiMR)

Business Rules for Data Analyses

Business Rules for SiMR Data

SiMR: Increase the literacy proficiency of students with disabilities in K-3rd grade as measured by a decrease in the percentage of 3rd grade students with disabilities scoring below proficiency on statewide assessment.

Description

1. This is a combined data set of Smarter and DCAS-Alt1 students.
2. The percentages of students who are proficient/not proficient and by each performance level will not be able to be compared to any summaries currently available, because these sets of assessments have been combined.
3. Each assessment was individually generated and data checked against the current state summary and other reports available.
4. The summary report data (participation rate and number and percent proficient) follow different business rules and are generated differently than those generated for accountability purposes. Therefore, summary data should not be compared to accountability data.
5. The data was then combined using the identified parameters below.

Parameters for assessment data used in the State Identified Measurable Result (SiMR)

The FCT_Assessment table in the analysis cubes was used which includes all students who participated or completed an assessment.

The following data sets were generated:

Data Set 1: All assessments administered to grade three students with disabilities who participated in the Smarter Balanced assessment. *This data was then verified against the state summary information for grade 3.*

Data Set 2: All assessments administered to grade three students with disabilities who participated in the DCAS-Alt1 assessment. *This data was then verified against the state summary information for grade 3.*

Data Set 3: All asssessments for grade 3 students with disabilities combined who participated in the Smarter and the DCAS-Alt1 assessments.

1. The following parameters were applied to the first assessment extract:

> Test Grade = 3
> SchoolYear = 2015
> SWD = SWD only
> School-District – All districts/schools have grade 3
> ContentArea = 'ELA' and 'MATH'
> Test Set = SBAC 2015
> AssessmentName = 'SBAC'

2. The following parameters were applied to the second assessment extract:

> Test Grade = 3
> SchoolYear = 2015
> SWD = SWD only
> School-District – All districts/schools have grade 3
> ContentArea = 'ELA' and 'MATH'
> Test Set = 2015 DCAS-Alt1
> AssessmentName = 'DCAS-Alt1'

3. The following parameters were applied to the third assessment extract:

> Test Grade = 3
> SchoolYear = 2015
> SWD = SWD only
> School-District – All districts/schools have grade 3
> ContentArea = 'ELA' and 'MATH'
> Test Set = SBAC 2015 and 2015 DCAS-Alt1
> AssessmentName = 'SBAC', 'DCAS-Alt1'

Appendix C

List Stakeholders

SSIP Phase II Stakeholder Representation

SSIP Phase II Core Team	

DDOE	• Teaching and Learning Chief Academic Officer/Associate Secretary
	• Exceptional Children Resources
	    o Director
	    o General Supervision
	    o Secondary Transition
	    o Unique Alternatives & Instructional Behavior Support
	    o Procedural Safeguards & Monitoring
	    o SPDG
	• K-12 Initiatives/Curriculum/Instruction/ Educator Engagement
	• Title 1/Planning/Application and Monitoring
	• World Language/Bilingual/English Language Learners
	• Assessment
	• Data Management
	• Office of Early Learning/619 Coordinator
	• Policy and External Affairs/Associate Secretary
	• State Board of Education
	• Strategic Planning and Evaluation

LEAs	• Capital School District: Director of Special Education Services & District Literacy Specialist • Colonial School District: Director of Special Education Services • Indian River School District: Director of Special Education Services
Families	• Appoquinimink School District • Parent Information Center of Delaware
State Agencies/ Stakeholder Groups	• Part C Coordinator • Governor's Advisory Council for Exceptional Citizen • Access to the General Education Curriculum Committee
Federal Agencies	• OSEP • NCSI • IDEA Data Center • WestEd

SSIP Phase II Stakeholder Representation

SSIP Phase II Advisory Council	
DDOE	- Teaching and Learning Chief Academic Officer/Associate Secretary - Exceptional Children Resources - Director - General Supervision - Secondary Transition - Unique Alternatives & Instructional Behavior Support - Procedural Safeguards & Monitoring - SPDG - K-12 Initiatives/Curriculum/Instruction/ Educator Engagement - Title 1/Planning/Application and Monitoring - World Language/Bilingual/English Language Learners - Office of Assessment - Office of Data Management - Office of Early Learning & Development/619 Coordinator and 619 Data Manager - Policy and External Affairs/Associate Secretary - State Board of Education - Strategic Planning and Evaluation
LEAs	- Early Childhood Building Administrator: Appoquinimink School District - Director of Special Education Services: Capital School District - District Literacy Specialist: Capital School District - Director of Special Education Services: Colonial School District - Director of Special Education Services: Indian River School District - Director of Special Education Services: Red Clay School District - Director of Special Education Services: Milford School District - Director of Special Education Services: Gateway Lab Charter School - School Psychologist: Red Clay School District - School Psychologist: Kuumba Academy Charter School - School Psychologist: Colonial School District - EL Coordinator: Smyrna School District - Transition Cadre: Milford School District - Transition Cadre: Caesar Rodney School District - Special Education Teacher: Christina School District - PBS Cadre: Caesar Rodney School District 619 Coordinator: Capital School District
Families	- Appoquinimink School District - Red Clay School District - Parent Information Center of Delaware - Red Clay School District
State Agencies/ Stakeholder Groups	- Part C Coordinator - Part C Assistant Coordinator - Governor's Advisory Council for Exceptional Citizen - Access to the General Education Curriculum Committee - Center for Disability Studies, University of Delaware - Developmental Disabilities Council

SSIP Phase II Stakeholder Representation

	• Delaware Early Childhood Council • Office of Attorney General • Delaware PTA
Federal Agencies	• OSEP • NCSI • IDEA Data Center • WestEd

Appendix D

Planning Meetings Evaluation Data

Delaware Early Literacy Initiative
Advisory Council Meeting – Evaluation Summary
August 20, 2015

Purpose: The goal of Phase II of Delaware's State Systemic Improvement Plan (SSIP) is to develop a plan that includes the activities, steps and resources required to implement the DE Early Literacy Initiative, with attention to the research on evidence-based practices and implementation, timelines for implementation and measures needed to evaluate implementation and impact on (1) literacy outcomes for K-3 students, including students with disabilities and English Language Learners and (2) state and LEA capacity to sustain these outcomes. This purpose of the first Phase II Advisory Council meeting was for participants to: (1) understand the roles of Advisory Council members, (2) identify personal strengths to bring to the advisory council, (3) develop a deeper understanding of Phase II and the DE SSIP, and (4) provide input to the Department." This summary provides the results of this meeting.

Participant Feedback on Most Important Aspects of the Meeting

- *Opportunity for all to share their ideas, all ideas were considered and valued.*
- *The ability to allow stakeholders to review documents and have a voice in the roll-out of the initiative.*
- *Opportunities to collaborate with DOE staff and stakeholders from a range of districts.*
- *Gaining a better understanding of the application process.*
- *Everyone at the table was totally engaged and heard.*
- *The small group discussion and sharing.*

Chart 1: Advisory Council Feedback

Statement	Score
I felt that my views were listened to and honored.	3.94
The meeting was aligned with the goals and purpose of the SSIP.	3.94
The meeting was a good use of my time.	3.88
I had an opportunity to express my views.	3.88
The meeting included opportunities for collaboration and open sharing of ideas.	3.88
The meeting was well organized.	3.82
The meeting followed the agenda appropriately.	3.76

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Summary: __ DE SSIP stakeholders attended the August 20, 2015 Advisory Council Meeting in Dover, DE. Respondents to the evaluation survey included seven DDOE staff, four personnel from other state agencies or stakeholder groups, four staff from Local Education Agencies, and one parent/family representative. Overall, the resulting evaluation data were very positive. As displayed in Chart 1, participants generally strongly agreed that the meeting followed the agenda appropriately, included opportunities for collaboration and open sharing of ideas, was well organized and aligned with the goals and purpose of the SSIP, and was a good use of their time. Stakeholders reported that they had opportunities to express their views, which were listened to and honored. The qualitative participant feedback gathered at the meeting reinforced the quantitative data in Chart 1, as participants praised the collaborative opportunity to provide input on the project timeline, LEA application, and other aspects of the DE SSIP.

Evaluation conducted by Garrett Consulting, LLC: brent@bgarrettconsulting.net

For more information contact:
Barbara Mazza at 302-735-4219

Delaware Early Literacy Initiative
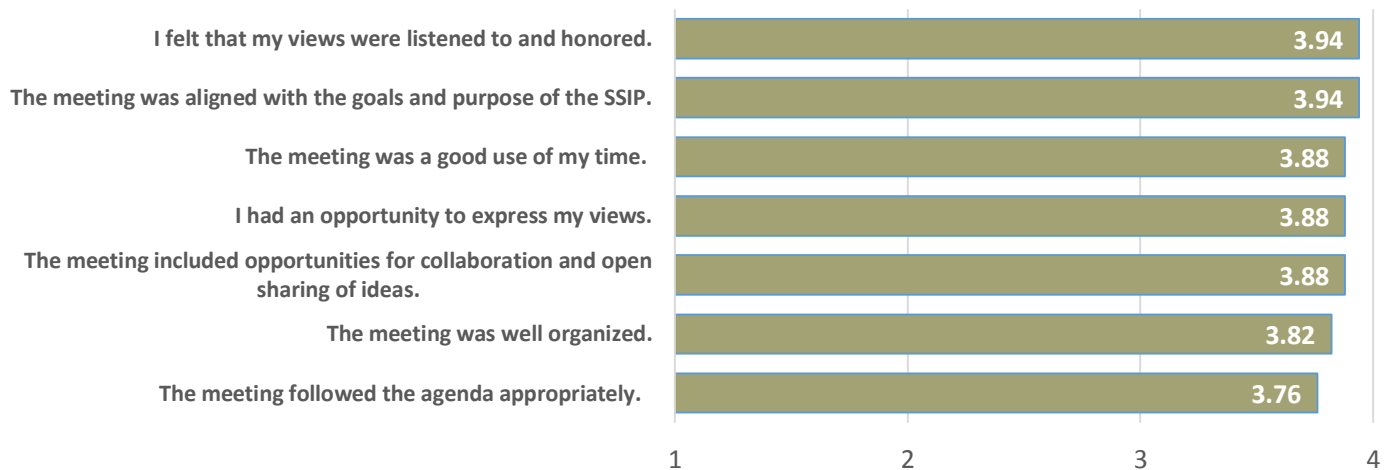## Advisory Council Meeting – Evaluation Summary
November 12, 2015

Purpose: The goal of Phase II of Delaware's State Systemic Improvement Plan (SSIP) is to develop a plan that includes the activities, steps and resources required to implement the DE Early Literacy Initiative, with attention to the research on evidence-based practices and implementation, timelines for implementation and measures needed to evaluate implementation and impact on (1) literacy outcomes for K-3 students, including students with disabilities and English Language Learners and (2) state and LEA capacity to sustain these outcomes. This purpose of the second Phase II Advisory Council meeting was for participants to: (1) develop a communication plan for multiple stakeholders and (2) review and revise the logic model for evaluation planning. This summary provides an overview of the results of this meeting.

Advisory Council Members's Meeting Feedback
(1=Strongly Disagree, 4 = Strongly Agree)

	August 20 (N=17)	November 12 (N=16)
Meeting was a good use of my time	3.88	3.88
My views were listened to and honored	3.94	3.88
I had an opportunity to express my views	3.88	3.88
Meeting was aligned with the goals/purpose of the SSIP	3.94	3.88
Meeting was well organized	3.82	3.81
Meeting included opportunities for collaboration/open sharing of ideas	3.88	3.94
Meeting followed the agenda	3.76	3.75

Participant Feedback on Most Important Aspects of the Meeting

- *Meeting in small groups for discussion and mixing of groups midway through.*
- *Very productive and interactive meeting.*
- *Gathering input from stakeholders.*
- *Feedback from a wide variety of stakeholders that is really listened to.*
- *Defining individual group's communication plans.*
- *Creating a communication plan.*
- *Planning to communicate Early Literacy initiative to local groups.*
- *The focus on communication planning early on in the project! Great!*
- *Looking at and discussing the logic model. Sharing out and offering ideas for the model.*

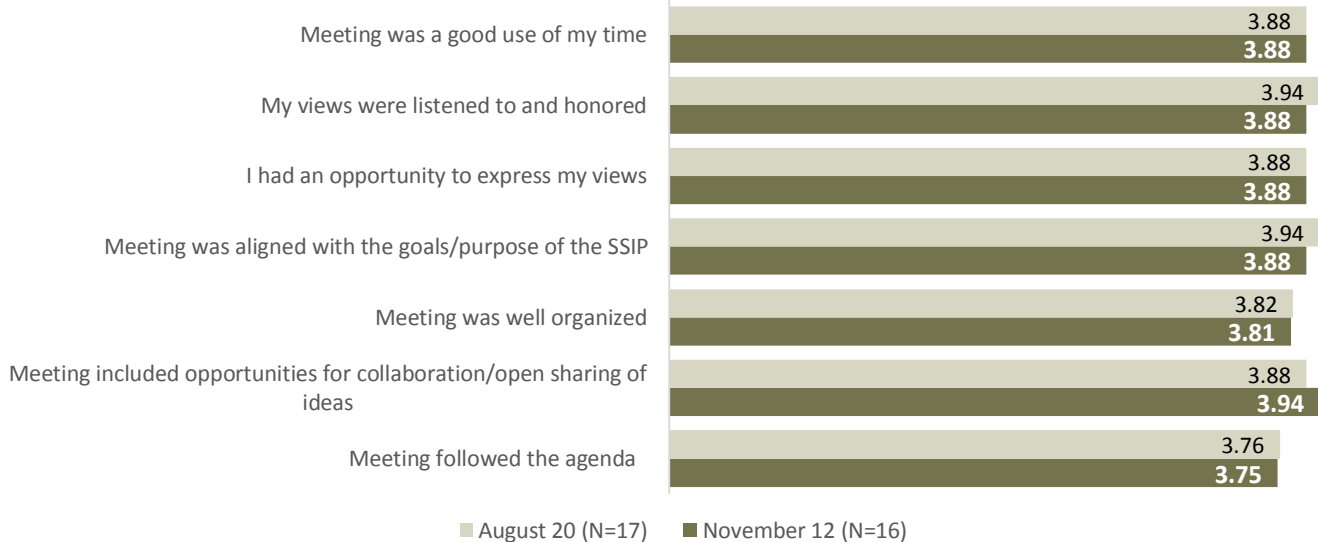For more information contact:
Barbara Mazza at 302-735-4219

Delaware Early Literacy Initiative
Advisory Council Meeting – Evaluation Summary
February 25, 2016

Purpose: The goal of Phase II of Delaware's State Systemic Improvement Plan (SSIP) is to develop a plan that includes the activities, steps and resources required to implement the DE Early Literacy Initiative, with attention to the research on evidence-based practices and implementation, timelines for implementation and measures needed to evaluate implementation and impact on (1) literacy outcomes for K-3 students, including students with disabilities and English Language Learners and (2) state and LEA capacity to sustain these outcomes. The purpose of the third and final Phase II Advisory Council meeting was for participants to: (1) review and provide feedback on communication tools, (2) provide input/considerations regarding the baseline data and revisions to the targets, and (3) prepare for feedback on the written report of Phase II.

Advisory Council Members's Meeting Feedback
(1=Strongly Disagree, 4 = Strongly Agree)

Item	Feb. '16 (N=13)
Meeting was a good use of my time	3.77
My views were listened to and honored	3.77
I had an opportunity to express my views	3.77
Meeting was aligned with the goals/purpose of the SSIP	3.77
Meeting was well organized	3.77
Meeting included opportunities for collaboration/open sharing of ideas	3.85
Meeting followed the agenda	3.77

Legend: Aug. 15 (N=17), Nov. '15 (N=16), Feb. '16 (N=13)

Most important contribution(s) participants made in the planning and development of Phase II of DE's SSIP

- *Informing target strategy and identify contributing factors for success with stakeholders*
- *Participation in the discussions*
- *Target setting and over all planning*
- *Asking clarifying questions that helps everyone.*
- *Providing feedback on LEA application and SiMR targets based on new data.*

Appendix E

Communication Protocols

DEPARTMENT OF EDUCATION

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DOE WEBSITE: http://www.doe.k12.de.us

Steven H. Godowsky
Secretary of Education
Voice: (302) 735-4000

Delaware Early Literacy Initiative

The Exceptional Children Resources at the Delaware Department of Education has established the Delaware Early Literacy Initiative to implement Delaware's IDEA State Systemic Improvement Plan (SSIP). The SSIP is one requirement of the Individuals with Disabilities Education Act (IDEA) designed to improve educational outcomes for students with disabilities.

The goals of Delaware's Early Literacy Initiative are:

1. Improve literacy achievement of **all** students preschool through third grade including students with disabilities and English Language Learners
2. To support LEAs in providing a robust Multi-Tiered System of Academic Supports
3. Decrease the percent of students with disabilities scoring below proficiency on the state assessment

All districts and charters are invited to participate in the initiative. Districts that join the project will enter into a memorandum of understanding with the Department of Education and will be committing to PK – third grade teachers from a designate school(s) participating in professional learning activities. The professional learning activities will include an Early Literacy Institute followed by technical assistance and on-site coaching for participating staff. In addition, a Building Implementation Team will be established and will participate in regular meetings facilitated by the vendor (selected through a competitive bid process) to plan, implement, and sustain. The participating schools/teachers (with support from the vendor) will implement high quality research-based literacy instruction, including interventions, with fidelity, collect and report student progress data, participate in evaluation activities, and work with the vendor and the Department of Education to develop a plan to scale up within the district, building capacity to produce improved outcomes in literacy for **all** students. Districts (schools) selected will receive a stipend from the Department of Education, Special Education Resources to assist with the implementation of high quality, research based literacy instruction.

For more information on the State Systemic Improvement Plan and/or the Delaware Early Literacy Initiative, contact Barbara Mazza (Barbara.mazza@doe.k12.de.us).

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Delaware Early Literacy Initiative

The Exceptional Children Resources at the Delaware Department of Education has established the Delaware Early Literacy Initiative to implement Delaware's IDEA State Systemic Improvement Plan (SSIP). The SSIP is one requirement of the Individuals with Disabilities Education Act (IDEA) designed to improve educational outcomes for students with disabilities.

The goals of the Delaware Early Literacy Initiative are:

1. Improve literacy achievement of **all** students preschool through third grade including students with disabilities and English Language Learners
2. To support LEAs in providing a robust Multi-Tiered System of Academic Supports
3. Decrease the percent of students with disabilities scoring below proficiency on the state assessment

What are the benefits of participating in this initiative?

- Strengthen and enhance what is already working and coordinate with existing early literacy initiatives.
- Multi-year plan of comprehensive training, technical assistance, and on-site coaching grounded in research and tailored to the needs of the school.
- Support teachers in increasing early literacy skills for **ALL** students including students with disabilities and English Language Learners.

For more information about the Delaware Early Literacy Initiative, contact Barbara Mazza (Barbara.mazza@doe.k12.de.us).

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Delaware Early Literacy Initiative

What is the Delaware Early Literacy Initiative?

The Exceptional Children Resources at the Delaware Department of Education has established the Delaware Early Literacy Initiative to implement Delaware's IDEA State Systemic Improvement Plan (SSIP). The SSIP is one requirement of the Individuals with Disabilities Education Act (IDEA) designed to improve educational outcomes for students with disabilities.

The goals of the Delaware Early Literacy Initiative are:
1. Improve literacy achievement of **all** students preschool through third grade including students with disabilities and English Language Learners
2. To support LEAs in providing a robust Multi-Tiered System of Academic Supports
3. Decrease the percent of students with disabilities scoring below proficiency on the state assessment

By participating in the Initiative, schools and districts will receive:
*   High quality professional learning for all Preschool through Grade 3 staff and administrators
*   On-site coaching, focused on literacy and the problem solving process, tailored to the needs of the School.
*   Consultation and indirect support including interactive webinars, virtual consultation, etc.
*   Opportunities to network with other participating schools
*   Financial support to purchase materials for Tier II/Tier III literacy interventions that align with training provided and to support substitutes/stipends for Building Implementation Team meetings and teacher coaching.

Why is this important?

A national study released by the Annie E Casey Foundation shows that students who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers (Hernandez, 2012). This Initiative was designed specifically for Delaware schools to close the achievement gap. Educators know that students need the foundational skills of reading in order to succeed in later schooling.

The Initiative helps build resources for priorities that already exist within districts, such as Response to Intervention (RTI) and literacy professional development. The additional opportunities available through this Initiative will strengthen schools' abilities to deliver effective literacy interventions to **all** students.

Who is eligible to participate?

All districts and charters are invited to participate in the initiative. Selected districts/charters will work closely with Exceptional Children Resources and the vendor (selected through a competitive bid process) to align the goals of the training and coaching with the strategic goals and vision for the school. The selected districts/ charters that join the project will enter into a memorandum of understanding with the Department of Education and will be committing to PK – third grade teachers from a designate school(s) participating in professional learning activities.

All participating districts/charters will enter into a Memorandum of Understanding with the Department committing to the following partnership:

- Years 1 and 2
    - o Provide the time for, participate in and successfully complete professional learning activities including a Summer Institute and on-site coaching for Preschool - Grade 3 staff along with monthly Building Implementation Team meetings facilitated by vendor
    - o Implement research-based literacy interventions with fidelity and collect/report student progress data
    - o Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)
    - o Develop a plan to scale up within the district, build capacity, and sustain the work in collaboration with vendor
- Years 3 and 4
    - o Participate in consultation, technical assistance, and indirect support
    - o Implement research-based literacy interventions with fidelity and collect/report student progress data
    - o Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)

This work will be coordinated by two types of leadership teams: a District Leadership Team and a Building Implementation Team at the school level. These teams will consist of knowledgeable district personnel who have leadership and curriculum responsibilities.

What is the anticipated impact of this initiative?

This Initiative is intended to support districts' and charters' capacity to deliver effective literacy instruction for all students in preschool through grade three, in order to close achievement gaps and increase literacy proficiency.

Expected Outcomes:

- Year 1
  - Teacher Outcomes: Expect to see change in teacher practice as measured by implementation evaluation tools and fidelity check tool
  - Student Outcomes: Beginning to see increase in student performance on progress monitoring assessments by end of year
- Year 2
  - Teacher Outcomes: Expect to see continued fidelity of implementation in practice as measured by fidelity check tools
  - Student Outcomes: Expect to see increase in student performance on progress monitoring assessments by end of year and beginning to see decrease in the % of students with disabilities that score below proficiency on the state-wide assessment.

Where can I find more information?

Additional information may be found at http://www.doe.k12.de.us/Page/2343, and/or by contacting Barbara Mazza (barbara.mazza@doe.k12.de.us).

Delaware Early Literacy Initiative

Delaware Early Literacy Initiative

The Exceptional Children Resources at the Delaware Department of Education has established the Delaware Early Literacy Initiative to implement Delaware's IDEA State Systemic Improvement Plan (SSIP). The SSIP is one requirement of the Individuals with Disabilities Education Act (IDEA) designed to improve educational outcomes for students with disabilities.

Delaware Early Literacy Initiative

The goals of the Delaware Early Literacy Initiative are:

1. Improve literacy achievement of **all** students preschool through third grade including students with disabilities and English Language Learners

2. To support LEAs in providing a robust Multi-Tiered System of Academic Supports

3. Decrease the percent of students with disabilities scoring below proficiency on the state assessment

WHAT is the

Delaware Early Literacy Initiative?

High quality literacy instruction

System of Multi-Tiered System of Academic Supports grounded in research-based interventions

To improve literacy achievement of **ALL** students in grades K-3 including students with disabilities and English Language Learners

90

WHY is it a great opportunity for districts and charters?

Enhance what is already working

High Yield Investment

Tailored to the Needs of the School

Robust Technical Assistance and Coaching re: literacy instruction/ literacy strategies
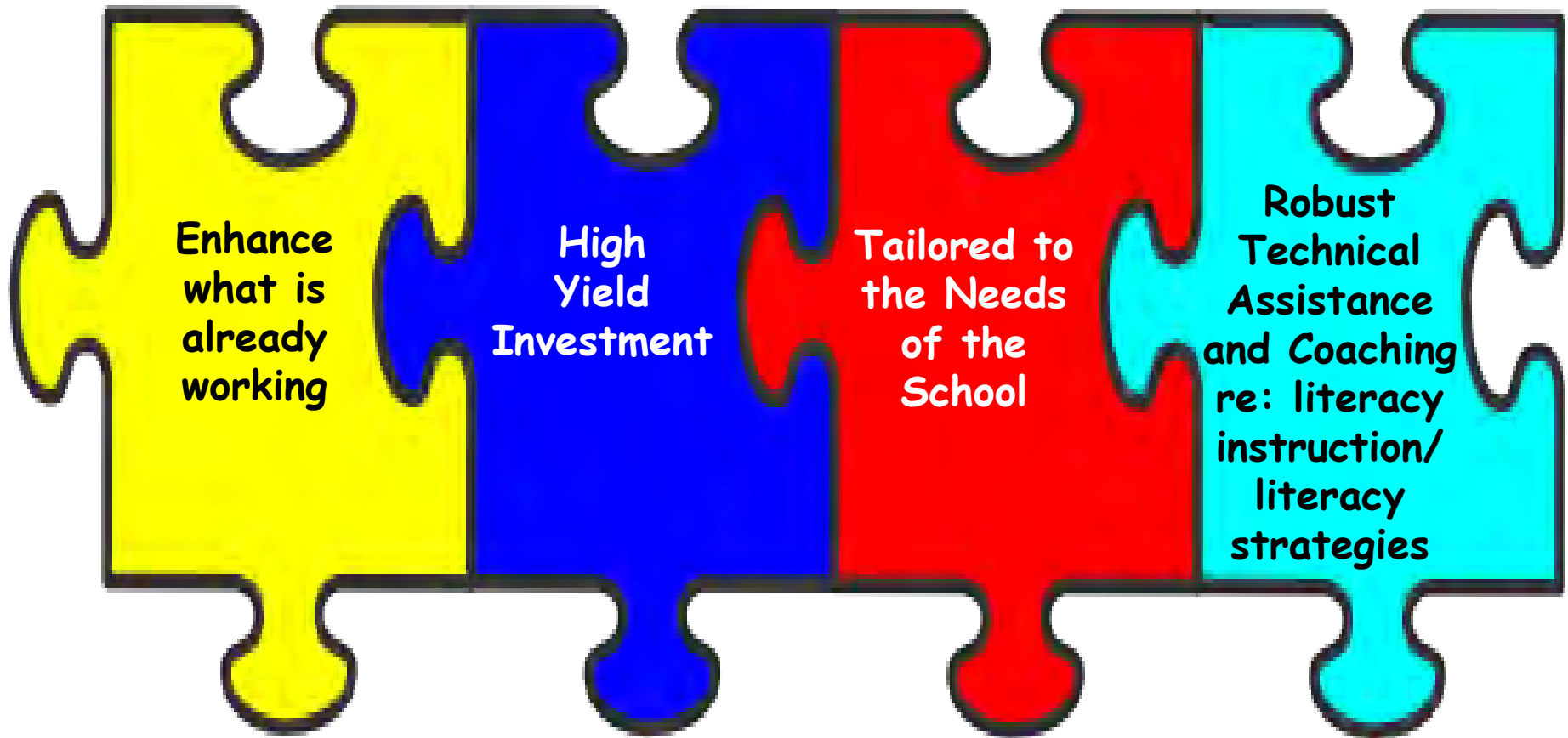
HOW can districts and charters participate?

All districts and charters are invited to submit an application to participate in the Delaware Early Literacy Initiative to improve the literacy of all students.

Participating schools will receive:

- High quality professional learning for all Preschool through Grade 3 staff and administrators

- Initial Literacy Institute to provide comprehensive training in diagnostic assessments and early literacy strategies.

- On-site coaching, focused on literacy and the problem solving process, tailored to the needs of the school.

- Consultation and indirect support including interactive webinars, virtual consultation, etc.

- Financial support to purchase materials for Tier II/Tier III literacy interventions that align with training provided and to support substitutes/stipends for Building Implementation Team meetings and teacher coaching

Participating schools will:

Enter into a **Memorandum of Understanding** with the Department committing to the following:

- Identify a Building Implementation Team including district level staff, building staff representing expertise in early literacy, special education, English Language Learners, and parents

- Provide the time for, participate in and successfully complete professional learning activities facilitated by vendor selected through a competitive bid process

- Implement research-based literacy interventions with fidelity and collect/report student progress data

- Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)

- Develop a plan to scale up within the district, build capacity, and sustain the work in collaboration with vendor

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To obtain an application or learn more about the

Delaware Early Literacy Initiative

contact

Barbara Mazza (barbara.mazza@doe.k12.de.us)

Appendix F

District & Charter Applications for SSIP Participation

DEPARTMENT OF EDUCATION

The Townsend Building
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Delaware

Department of Education

Steven H. Godowsky
Acting Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

Application Review Rubric

GES = General Education Students/SWD = Students with Disabilities

Criteria	0	1	2	3
LEA				
Rationale for Applying to Participate	Weak rationale for applying to participate	Basic rationale for applying to participate	Basic rationale for applying to participate including references to data	Strong rationale for applying to participate including analysis of data
Common Core State Standards	No evidence of professional learning for staff in the Common Core State Standards	Evidence of professional learning for staff in the Common Core State Standards but no K-3 teachers of SWD and ELLs were included	Evidence of professional learning for staff in the Common Core State Standards and some K-3 teachers of SWD and ELLs were included	Evidence of professional learning for staff in the Common Core State Standards and all K-3 teachers of SWD and ELLs were included
Alignment with Current Priorities	No evidence of alignment with other LEA priorities.	Basic statement of links to LEA priorities.	Statement of how the work will be integrated with other LEA priorities.	Detailed description of how the work with be integrated with other LEA priorities.
Commitment to Participation	No evidence of commitment to participating in Summer Institute, coaching, and evaluation process	Weak evidence of commitment to participating in Summer Institute, coaching, and evaluation process	Moderate evidence of commitment to participating in Summer Institute, coaching, and evaluation process	Strong evidence of commitment to participating in Summer Institute, coaching, and evaluation process
Reading Specialist/ Reading Coach	No reading specialist or reading coach and not able to assign staff to fill this role.	Evidence that a current reading specialist/ coach or individual to be assigned this task will commit to 10 hours or less to this initiative.	Evidence that a current reading specialist/ coach or individual to be assigned this task will commit to 10 - 20 hours to this initiative.	Evidence that a current reading specialist/ coach or individual to be assigned this task will commit to more than 20 hours to this initiative.
Alignment with Current Initiatives	No evidence of alignment with early literacy initiative	Weak evidence of alignment with early literacy initiative	Moderate evidence of alignment with early literacy initiative	Strong evidence of alignment with early literacy initiative

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October 12, 2015

MEMORANDUM

TO: District Superintendents

THROUGH: Michael S. Watson
           Chief Academic Officer

FROM: Mary Ann Mieczkowski
           Director, Exceptional Children Resources

SUBJECT: Delaware Early Literacy Initiative

Exceptional Children Resources is pleased to notify you that we have established the Delaware Early Literacy Initiative to implement Delaware's IDEA State Systemic Improvement Plan (SSIP). Information about the SSIP can be found at http://www.doe.k12.de.us/Page/1763.

The goals of this initiative are:

- Support LEAs in providing a robust Multi-Tiered System of Academic Supports
- Improve literacy achievement of all students preschool through third grade, including students with disabilities and English Language Learners
- Decrease the percent of students with disabilities scoring below proficiency on the state assessment

Exceptional Children Resources plans to select 3 districts (1 school in each) and 1 charter school to participate in Cohort I of this initiative. This memo serves as an invitation to submit an application for participation. Districts should consider applying on behalf of a school with overall low achievement in early literacy, schools with strong instructional leaders, and schools who have the time to commit to and embrace the work of this initiative.

Selected Districts will be expected to:

- Enter into a Memorandum of Understanding with the Department committing to the following partnership:
  - Years 1 and 2
    - ✓ Provide the time for, participate in and successfully complete professional learning activities including a Summer Institute and on-site coaching for Preschool – Grade 3 staff along with monthly Building Implementation Team meetings facilitated by vendor
    - ✓ Implement research-based literacy interventions with fidelity and collect/report student progress data

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- ✓ Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)
- ✓ Develop a plan to scale up within the district, build capacity, and sustain the work in collaboration with vendor
  - o Years 3 and 4
    - ✓ Participate in consultation, technical assistance, and indirect support
    - ✓ Implement research-based literacy interventions with fidelity and collect/report student progress data
    - ✓ Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)
- Identify a District Leadership Team including but not limited to the Director of Elementary Curriculum, Director of Special Education Services, and district level literacy specialists
- Identify a Building Implementation Team including but not limited to K-3 and preschool principals and reading specialists/reading coaches of participating school, one ELL staff representative, two parents representing preschool and K-3 in identified buildings, one preschool and one K-3 regular education teacher, and one preschool and one K-3 special education teacher
- Identify a staff member to serve as literacy coach for the school if one is not already in place

Selected Districts will receive:

- High quality professional learning for all Preschool through Grade 3 staff and administrators
- On-site coaching, focused on literacy and the problem solving process, tailored to the needs of the school
- Consultation and indirect support including interactive webinars, virtual consultation, etc.
- Stipends for teachers attending the Summer Institute
- Opportunities to network with other participating schools
- $5,000 in year 1 to support substitutes/stipends for monthly Building Implementation Team meetings, professional learning, and materials
- $8,000 in year 2 to support purchase of materials for Tier II/Tier III literacy interventions that align with training provided through Summer Institute and to support substitutes/stipends for Building Implementation Team meetings and teacher coaching

All applications must be submitted to the following **no later than November 13, 2015**:

Barbara Mazza
401 Federal Street, Suite 2
Dover DE 19901
barbara.mazza@doe.k12.de.us

For further information and questions, please contact Barbara Mazza.

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Timeline/Required Activities

*References to "Building Implementation Team" are inclusive of district leadership.

Year 1			
	February - March, 2016	**March - June, 2016**	**Summer, 2016**
Building Implementation Team	• Participate in and support vendor's evaluation of school's Multi-Tiered System of Academic Supports (RtI) including collection of baseline data and classroom observations	• Meet monthly with vendor to analyze building level and student level literacy data, conduct a Root Cause Analysis, and develop an Action Plan • Communicate progress/barriers to District Leadership Team on a monthly basis • Participate in evaluation activities	
Preschool – Grade 3 staff and Building Implementation Team			• Attend 5 days of training in early literacy strategies (stipend will be provided)

Year 2			
	August, 2016 – March, 2017	**March, 2017 – May, 2017**	**Summer, 2017**

Building Implementation Team	• Meet monthly with vendor to review training/coaching data and implementation fidelity check data
	• Participate in evaluation activities
		• Meet monthly with vendor to review training/coaching data and implementation fidelity check data
		• Communicate progress/barriers to District Leadership Team on a monthly basis
		• Participate in evaluation activities
		• Offer training to community preschools in collaboration with vendor
		• Evaluate status of implementation and develop plan for:
		  ○ Scaling up to additional LEA schools
		  ○ Sustaining initiative
			• Continue planning for sustaining initiative and scaling up with support from vendor
			• Based on status evaluation, DOE begins transitioning to consultative support

Preschool – grade 3 staff and Building Implementation Team	• Participate in ongoing training and/or coaching • Implement instructional strategies with fidelity • Participate in evaluation activities	• Participate in ongoing training and/or coaching • Implement instructional strategies with fidelity • Participate in evaluation activities	

Year 3:
- Consultation and technical assistance (interactive webinars, virtual PLC, phone/virtual consultation with LEA, etc.)
- Implement research-based literacy interventions with fidelity and collect/report student progress data
- Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)

Year 4:
- Indirect Support
- Implement research-based literacy interventions with fidelity and collect/report student progress data
- Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)

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*Department
of Education*

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Acting Secretary of Education
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FAX: (302) 739-4654

Delaware Early Literacy Initiative
District Application

District:
Superintendent:
Director of Elementary Curriculum:
Director of Special Education Services:
Literacy Cadre Representative:
Individual Assigned to Coordinate Initiative:

Why does the District desire to participate in this initiative?
Describe the District's current plan for ensuring fidelity of implementation of the Common Core State Standards. Please include information regarding professional learning provided to K-3 teachers in the ELA CCSS and the participation of general education, special education, and EL staff.
Describe the District's current plan for raising literacy achievement for all students.
How does this literacy initiative on align with the District's priorities and how will District leadership support this initiative?
What resources will the District commit to support participation in this work? What is the district's commitment to scale up within the district and to sustain this initiative?
Identify the school the District has selected to participate. What is the District's rationale for selecting this school? (e.g. data used to inform decision, level of need, level of readiness, readiness of administration and staff for systemic change, etc.)

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School:
Principal:
Assistant Principal (if applicable):
Reading Specialist/Reading Coach (if applicable):

To what do you attribute the gap in achievement between the school's students with disabilities, ELLs and general education students?
How will you ensure full participation of the Building Implementation Team and Preschool – Grade 3 staff (regular education and special education) in the Summer Institute and in the evaluation process? How will you ensure full participation of Preschool – Grade 3 staff in coaching?
Describe the school's Multi-Tiered System of Academic and Behavioral Supports.
What resources does the school have to support participation in this initiative?
Does the school currently have a reading specialist or reading coach? If yes, how much time will this individual have available to commit to this initiative? If no, is the school prepared to identify staff to fulfill this role and how much time will they have available to commit to this initiative?
What other initiatives is this school undertaking during the 2015 – 2016 and 2016 – 2017 school years?

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How will this initiative align with current school initiatives?

In addition to the RtI data below, what additional data would you like the Selection Committee to consider? Please attach.
Note: DOE will be reviewing the LEA's and school's profile data.

Please provide RtI Tier data in accordance with Business Rules established by the Department. For more information, please contact Barbara Mazza.

	Total School Data			**Tier II** (above ELL or special education services)			**Tier III** (above ELL or special education services)		
	%SWD	%ELLs	SWD/ELL	%SWD	%ELLs	SWD/ELL	%SWD	%ELLs	SWD/ELL
Gr. K									
Gr. 1									
Gr. 2									
Gr. 3									

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Delaware Early Literacy Initiative
Application Review Rubric

GES = General Education Students/SWD = Students with Disabilities

Criteria	0	1	2	3
LEA				
Rationale for Applying to Participate	Weak rationale for applying to participate	Basic rationale for applying to participate	Basic rationale for applying to participate including references to analysis of data	Strong rationale for applying to participate including analysis of data
Common Core State Standards	No evidence of professional learning for staff in the Common Core State Standards	Evidence of professional learning for staff in the Common Core State Standards but no K-3 teachers of SWD and ELLs were included	Evidence of professional learning for staff in the Common Core State Standards and some K-3 teachers of SWD and ELLs were included	Evidence of professional learning for staff in the Common Core State Standards and all K-3 teachers of SWD and ELLs were included
Alignment with Current LEA Priorities	No evidence of alignment with other LEA priorities.	Basic statement of links to LEA priorities.	Statement of how the work will be integrated with other LEA priorities.	Detailed description of how the work with be integrated with other LEA priorities.
Commitment of Resources	No evidence of commitment of resources	Weak evidence of commitment of resources	Moderate evidence of commitment of resources	Strong evidence of commitment of resources including identifying specific resources
Commitment to scale up within the district and to sustain this initiative?	No evidence of commitment to scale up within the district/sustain the initiative	Weak evidence of commitment to scale up within the district/sustain the initiative	Moderate evidence of commitment to scale up within the district/sustain the initiative	Strong evidence of commitment to scale up within the district/sustain the initiative including proposed plan
School Selection	No evidence of the following: data used to inform decision, level of need, level of readiness, readiness of administration and staff for systemic change.	Weak evidence of the following: data used to inform decision, level of need, level of readiness, readiness of administration and staff for systemic change.	Moderate evidence of the following: data used to inform decision, level of need, level of readiness, readiness of administration and staff for systemic change.	Strong evidence of the following: data used to inform decision, level of need, level of readiness, readiness of administration and staff for systemic change.

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Criteria	0	1	2	3
School				
Gap in Achievement	No evidence of data analysis or root cause analysis	Evidence of data analysis or root cause analysis	Basic evidence of data analysis and root cause analysis	Strong evidence of data analysis and root cause analysis
Commitment to Participation	No evidence of commitment to participating in Summer Institute, coaching, and evaluation process	Weak evidence of commitment to participating in Summer Institute, coaching, and evaluation process	Moderate evidence of commitment to participating in Summer Institute, coaching, and evaluation process	Strong evidence of commitment to participating in Summer Institute, coaching, and evaluation process
Reading Specialist/ Reading Coach	No reading specialist or reading coach and not able to assign staff to fill this role.	Evidence that a current reading specialist/ coach or individual to be assigned this task will commit to 10 hours or less to this initiative.	Evidence that a current reading specialist/ coach or individual to be assigned this task will commit to 10 - 20 hours to this initiative.	Evidence that a current reading specialist/ coach or individual to be assigned this task will commit to more than 20 hours to this initiative.
Alignment with Current School Initiatives	No evidence of alignment with early literacy initiative	Weak evidence of alignment with early literacy initiative	Moderate evidence of alignment with early literacy initiative	Strong evidence of alignment with early literacy initiative

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FAX: (302) 739-4654

October 12, 2015

MEMORANDUM

TO: Heads of Charter Schools

THROUGH: Michael S. Watson
            Chief Academic Officer

FROM: Mary Ann Mieczkowski
            Director, Exceptional Children Resources

SUBJECT: Delaware Early Literacy Initiative

Exceptional Children Resources is pleased to notify you that we have established the Delaware Early Literacy Initiative to implement Delaware's IDEA State Systemic Improvement Plan (SSIP). Information about the SSIP can be found at http://www.doe.k12.de.us/Page/1763.

The goals of this initiative are:

- Support LEAs in providing a robust Multi-Tiered System of Academic Supports
- Improve literacy achievement of all students preschool through third grade, including students with disabilities and English Language Learners
- Decrease the percent of students with disabilities scoring below proficiency on the state assessment

Exceptional Children Resources plans to select 3 districts (1 school in each) and 1 charter school to participate in Cohort I of this initiative. This memo serves as an invitation to submit an application for participation. Charters with overall low achievement in early literacy, strong instructional leaders, and time to commit to and embrace the work of this initiative should consider applying.

Selected Charters will be expected to:
- Enter into a Memorandum of Understanding with the Department committing to the following partnership:
  - Years 1 and 2
    - ✓ Provide the time for, participate in and successfully complete professional learning activities including a Summer Institute and on-site coaching for Kindergarten – Grade 3 staff along with monthly Building Implementation Team meetings facilitated by vendor
    - ✓ Implement research-based literacy interventions with fidelity and collect/report student progress data

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- ✓ Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)
- ✓ Develop a plan to build capacity and sustain the work in collaboration with vendor;
  - o Years 3 and 4
    - ✓ Participate in consultation, technical assistance, and indirect support
    - ✓ Implement research-based literacy interventions with fidelity and collect/report student progress data
    - ✓ Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)
- Identify an individual to coordinate this initiative
- Identify a Leadership Team including but not limited to a school administrator, general education and special education instructional leaders, reading specialists/reading coaches, 1 ELL staff representative, two parents representing K-3, one K-3 regular education teacher, and one K-3 special education teacher
- Identify a staff member to serve as literacy coach for the school if one is not already in place

Selected Charter will receive:

- High quality professional learning for all Kindergarten through Grade 3 staff and administrators
- On-site coaching, focused on literacy and the problem solving process, tailored to the needs of the school
- Consultation and indirect support including interactive webinars, virtual consultation, etc.
- Stipends for teachers attending the Summer Institute
- Opportunities to network with other participating schools
- $5,000 in year 1 to support substitutes/stipends for monthly Building Implementation Team meetings, professional learning, and materials
- $8,000 in year 2 to support purchase of materials for Tier II/Tier III literacy interventions that align with training provided through Summer Institute and to support substitutes/stipends for Implementation Team meetings and teacher coaching.

All applications must be submitted to the following **no later than November 13, 2015**:

Barbara Mazza
401 Federal Street, Suite 2
Dover DE 19901
barbara.mazza@doe.k12.de.us

For further information and questions, please contact Barbara Mazza.

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Timeline/Required Activities

Year 1			
	February - March, 2016	**March – June, 2016**	**Summer, 2016**
Implementation Team	• Participate in and support vendor's evaluation of school's Multi-Tiered System of Academic Supports (RtI) including collection of baseline data and classroom observations	• Meet monthly with vendor to analyze building level and student level literacy data, conduct a Root Cause Analysis, and develop an Action Plan • Participate in evaluation activities	
Kindergarten – Grade 3 staff and Implementation Team			• Attend 5 days of training in early literacy strategies (stipend will be provided)

Year 2			
	August, 2016 – March, 2017	**March, 2017 – May, 2017**	**Summer, 2017**

Implementation Team	• Meet monthly with vendor to review training/coaching data and implementation fidelity check data
	• Participate in evaluation activities
		• Meet monthly with vendor to review training/coaching data and implementation fidelity check data
		• Participate in evaluation activities
		• Evaluate status of implementation and develop plan for:
		  ○ Sustaining initiative
		  ○ Scaling up to other grades
			• Continue planning for sustaining initiative and scaling up LEA-side with support from vendor
			• Based on status evaluation, DOE begin transitioning to consultative support

Kindergarten – grade 3 staff and Implementation Team	• Participate in ongoing training and/or coaching • Implement instructional strategies with fidelity • Participate in evaluation activities	• Participate in ongoing training and/or coaching • Implement instructional strategies with fidelity • Participate in evaluation activities	

Year 3:
- Consultation and technical assistance (interactive webinars, virtual PLC, phone/virtual consultation with LEA, etc.)
- Implement research-based literacy interventions with fidelity and collect/report student progress data
- Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)

Year 4:
- Indirect Support
- Implement research-based literacy interventions with fidelity and collect/report student progress data
- Participate in all evaluation activities facilitated by the Department and external evaluator (pre/post surveys, interviews, focus groups, etc.)

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Delaware Early Literacy Initiative
Charter Application

Charter:
School Administrator:
General Education Director/Instructional Leader:
Special Education Director/Instructional Leader:
Literacy Cadre Representative (if applicable):
Individual Assigned to Coordinate Initiative:

Why does the Charter desire to participate in this initiative? (e.g. data used in making decision, level of need, level of readiness, readiness of administration and staff for systemic change, etc.)
Describe the Charter's current plan for ensuring fidelity of implementation of the Common Core State Standards. Please include information regarding professional learning provided to K-3 teachers in the ELA CCSS and the participation of general education, special education, and EL staff.
Describe the Charter's current plan for raising literacy achievement for all students.
How does this literacy initiative on align with the Charter's priorities?
How will this initiative align with current initiatives?

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What resources will the Charter commit to support participation in and sustaining of the initiative?
To what does the Charter attribute the gap in performance between students with disabilities, ELLs and general education students?
How will you ensure full participation of the Building-Level Implementation Team and Kindergarten – Grade 3 staff (regular education and special education) in the Summer Institute and in the evaluation process? How will you ensure full participation of Preschool – Grade 3 staff in coaching?
Describe the school's Multi-Tiered System of Academic and Behavioral Supports.
Does the Charter currently have a reading specialist or reading coach? If yes, how much time will this individual have available to commit to this initiative? If no, is the Charter prepared to identify staff to fulfill this role and how much time will they have available to commit to this initiative?
What other initiatives is the Charter undertaking during the 2015 – 2016 and 2016 – 2017 school years?
In addition to the RtI data below, what additional data would you like the Selection Committee to consider? Please attach. Note: DOE will be reviewing the LEA's and school's profile data.

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Please provide RtI Tier data in accordance with Business Rules established by the Department. For more information, please contact Barbara Mazza.

	Total School Data			**Tier II** (in addition to ELL or special education services received in Tier I)			**Tier III** (in addition to ELL or special education services received in Tier I)		
	%SWD	%ELLs	SWD/ELL	%SWD	%ELLs	SWD/ELL	%SWD	%ELLs	SWD/ELL
Gr. K									
Gr. 1									
Gr. 2									
Gr. 3									

Delaware Early Literacy Initiative

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Appendix G

DE SSIP Scale-Up Plan

Delaware Early Literacy Initiative Proposed Scaling Up Plan

	Cohort 1	Cohort 2	Cohort 3
	4-5 LEAs	4-5 LEAs	4-5 LEAs
SY 16/17	**DOE:** Direct Support: Training		
SY 17/18	**DOE:** Direct Support: Training/Coaching/Technical Assistance **Teacher Outcomes:** Expect to see change in teacher practice as measured by implementation evaluation tools and fidelity check tool (vendor/outside evaluator) **Student Outcomes:** *Beginning to see increase in student performance on progress monitoring assessments by end of year **Establish plan for:** *Evaluation of status and readiness to transition from direct support to consultative DOE moving from direct state support to indirect/consultative for next school year *LEA continuing and sustaining the work after current school year *LEA scaling up to include additional schools next school year	**DOE:** Direct Support: Training	
SY 18/19	**DOE:** Consultation: Interactive webinars, virtual PLC, phone/virtual consultation with LEA, etc. **Teacher Outcomes:** Expect to see continued fidelity of implementation in practice as measured by fidelity check tools (outside evaluator) **Student Outcomes:** *Expect to see increase in student performance on progress monitoring assessments by end of year *Beginning to see decrease in the % of students with disabilities that score below proficiency on the state-wide assessment	**DOE:** Direct Support: Training/Coaching/Technical Assistance	**DOE:** Direct Support: Training
SY 19/20	**DOE:** Indirect Support: Interactive webinars **Teacher Outcomes:** Expect to see continued fidelity of implementation in practice as measured by fidelity check tools (outside evaluator) **Student Outcomes:** *Expect to see increase in student performance on progress monitoring assessments by end of year *Expect to see decrease in the % of students with disabilities that score below proficiency on the state-wide assessment	**DOE:** Consultation: Interactive webinars, virtual PLC, phone/virtual consultation with LEA, etc.	**DOE:** Direct Support: Training/Coaching/Technical Assistance
SY 20/21	**LEA:** Continues the work	**DOE:** Indirect Support: Interactive webinars	**DOE:** Consultation: Interactive webinars, virtual PLC, phone/virtual consultation with LEA, etc.
SY 20/21		**LEA:** Continues the work	**DOE:** Indirect Support: Interactive webinars
SY 21/22			**LEA:** Continues the work

Consultation = Interactive Webinars, Virtual Professional Learning Community, Direct Phone/Virtual Consultation, Ongoing Evaluation/Fidelity Checks
Indirect = Ongoing Evaluation/Fidelity Checks

Appendix H

Initiative-Wide Logic Model

DE State Systematic Improvement Plan (SSIP) Project-Level Logic Model

Inputs	Improvement Strategies/Theory of Action Components	Outputs (Specific measures (counts) of activities)	Short-Term Impacts (Change in Knowledge, Self-Efficacy, Interest, Motivation)	Intermediate Impacts (Change in Instructional Practices, Administrative Support, Policies)	Long-Term Impacts (Most Important Outcomes)

• DOE
  o Exceptional Children Resources (ECR)
  o K-12 Initiatives/ Curriculum/Instruction
  o Title 1
  o Office of Early Learning
  o World Language/ELL
  o Policy & External Affairs
  o Assessment & Data Management
  o State Board of Education
  o SSIP Core Team & Advisory Council
• Vendor
• Part C – Child Development
• PIC, GACEC, PTA, Parent Councils
• School Level Implementation Team
  o Administrators
  o Teachers (across content areas)
  o Literacy specialist
  o Families/students
  o District personnel
• Literacy Coalition/Literacy Cadre
• Preschool/Early Learning programs
• Early literacy collaborative
• Community agencies
• External evaluators
• Community
• Technology
• Diagnostic tools, books, & materials aligned with the five components of reading.
• Social media
	1. Implementation Science is used to lead change.
	2. PD on culturally competent literacy instruction & sensitivity to the needs of students & families.
	3. Partnerships & communication among DDOE staff, parent agencies, LEA administrators, & teachers to provide early literacy/literacy strategies for families.
	4. PD that supports implementation of literacy instruction in the Early Literacy Foundations & Common Core Standards using multi-modal training, coaching, feedback, monitoring, data-based decision-making & evaluation.
	5. Training on diagnostic processes & alignment with instructional strategies including assessments & tools for 5 components of reading.
	6. High expectations for the performance of SWD.
	7. Use of high quality data & data-based decision making.
	8. First adopters conduct root cause analyses to study low reading achievement, & allocates differentiated, supports & resources as appropriate.
		• Amount of
		  o Professional Learning
		  o Coaching
		  o Observing, feedback
		• Implementation Team developed
		• Initiative plans & materials reflect the use of:
		  o Implementation science.
		  o Cultural competence
		  o Family involvement
		  o Learning Forward standards
		• Literacy materials developed
		• Evaluation instruments
		  o Progress monitoring
		  o Fidelity tool
		  o DDOE, district, school, & family surveys, interviews, & focus groups
		• Communication plan is developed.
		• Website updated regularly with links.
			• DDOE staff, LEA administrators, teachers, & staff, families, & other partners are more knowledgeable about:
			  o Implementation science
			  o Culturally competent literacy instruction
			  o High expectations for SWD
			  o Components of reading
			  o Use of diagnostic processes
			  o Early Literacy instruction
			  o Common Core Standards
			  o Data analysis methods
			  o Using data to inform instruction
			  o Family literacy strategies
			• Established competency of trainers.
			• There is a problem-solving process in place in the schools.
			• Increased parent participation in literacy events & awareness of higher expectations.
			• LEA and school staff are knowledgeable of root cause analyses strategies.
			• Progress monitoring data are collected regularly.
			• Greater use of data for instruction & decision-making.
				• Increased rigor and expectations for students with disabilities by teachers, families, and students themselves.
				• School staff implement CCS and Early Literacy practices with fidelity.
				• LEA staff use diagnostic processes more frequently, with greater skill & purpose.
				• Instructional strategies are based on diagnostic & assessment data.
				• Appropriate evidence-based reading strategies will be selected & provided to meet the unique needs of preschool-3rd grade students with disabilities.
				• Schools use multiple sources of internal & external data to inform instructional practices.
				• Student formative assessment data from each of the five components of reading shows improvement.
				• Increased movement within the lower two categories of the state assessment system.
				• Parents incorporate literacy strategies with their children at home.
					• 3rd grade students' scores on statewide reading assessment improve. (SMIR)
					• Higher percentage of students with disabilities score in proficient range.
					• Increased literacy achievement of all subgroups of students with disabilities.
					• Reduction in the number of students referred for special education.
					• State educational climate has greater emphasis on high expectations for students with disabilities.
					• LEA has developed the capacity to support ongoing implementation of Early Literacy.
					• Coaching capacity in all content areas increased.
					• Systems are in place at the SEA, LEA and school level to sustain partnerships with families
					• Increased parent involvement.

Appendix I

Improvement Plan Logic Models

1. School Leadership Strategies #1 (Implementation Science) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
DDOE & LEA staff are more knowledgeable about & confident to use implementation science practices. (**ST**)	DDOE staff District & LEA administrators Teachers & staff	Teacher/Staff Survey	End of school year	Frequency/descriptive & qualitative analyses	Vendor Evaluator DDOE Staff SSIP Strategic Planning Team	Project Management SSIP Core Team & Advisory Council DDOE Staff LEAS/Schools OSEP	Formative reports
PD activities are implemented using implementation science practices. (I)	Vendor	Implementation Science Rubric?	Ongoing	Review of PD activities & materials			
Teachers & administrators report that the use of implementation science has positively impacted literacy instruction. (I)	School staff LEA administrators	Administrator & Teacher/Staff Survey, Interview, Focus Group	End of school year	Frequency/descriptive & qualitative analyses			
Implementation science practices are sustained & embedded in LEA policies & practices. (LT)	District & LEA administrators	Review of Policies Interviews Observations	Every six months	Qualitative analyses			
School leadership has the capacity to sustain the use of implementation science practices. (LT)	District & LEA administrators School staff	Administrator & Teacher/Staff Survey, Interview, Focus Group	End of school year	Frequency/descriptive & qualitative analyses			
Teachers/staff report school leadership supports their use of implementation science practices. (LT)	School staff	Teacher/Staff Survey, Interview, Focus Group	End of school year	Frequency/descriptive & qualitative analyses			

2. School Leadership Strategies #2 (Cultural Competence – (CC)) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
All professional development & related materials have CC embedded. (ST)	Vendor/trainers	Training materials review Survey	Prior to finalizing materials Ongoing	Review of professional development & related materials	CC Expert(s) Evaluator Training Staff	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC LEAS/Schools OSEP	Formative reports
LEA staff are more knowledgeable about & confident to use CC literacy instruction. (ST)	LEA administrators, teachers, & staff	LEA Staff survey Pre/post competency assessment	Beginning & end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	CC Expert(s) Evaluator Vendor		Annual Report InfoGraphics DDOE communication
Increasing sensitivity/awareness of administrators & teachers on the impact of (ST) (see specific items in logic model)	LEA administrators, teachers, & staff Families	Administrator & Teacher/Staff survey interviews, focus group	End of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor		
Administrators report that they have higher expectations regarding CC literacy instruction. (ST)	LEA administrators	Administrator survey interviews, focus group					
DDOE, administrators & teachers are more knowledgeable about nuances among subgroups. (ST)	DDOE staff District & LEA administrators Teachers & staff	DDOE, Administrator & Teacher/Staff survey,	Beginning & end of school year				
Instructional leaders have the capacity to support & sustain the use of CC literacy instruction. (I)	LEA administrators, teachers, & staff	Administrator & Teacher/Staff survey interviews, focus group	End of school year				
Teachers/staff report school leadership supports their use of CC literacy instruction. (I)	Teachers & staff	Teacher/Staff survey interviews, focus group				Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	
Teachers report that administrators exhibit greater expectations in regards to cultural competency. (I)	Teachers						
LEA plan to address the importance of CC for students & families based on the culture within their schools. (I)	LEA administrators Students Families	Review of LEA Plan Interviews Observations	Upon completion	Qualitative analyses/document review			
Appropriate evidence-based reading strategies will be selected & provided to meet the unique needs of preschool-3rd grade SWD. ()	Teachers Reading Specialists	Interviews Observations	Every six months	Qualitative analyses			
Students from diverse backgrounds show improvement on progress monitoring/ formative assessments. (I)	Teachers	Formative assessment data	Ongoing	Frequency, descriptive, & student growth analyses	School data staff Evaluator		

Increased number of teachers demonstrating CC. (I)	Teachers	Pre/post competency assessment Fidelity tool	Beginning & end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	Annual Report InfoGraphics DDOE communication channels
Increased parent involvement. (LT)	District/school data staff	Parent survey Log of parent/family participation	End of each school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor Parent Organizations		
Increased literacy achievement of all subgroups of SWD. (LT)	District/school data staff	Statewide assessment data		Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator DDOE & LEA data staff Vendor		
Reduction in the number of students referred from diverse backgrounds (subgroups) for special education. (LT)	District/school data staff Special education administrator	Special education referral data					

3. School Leadership Strategies #3 (Families) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
Ongoing communication with partners (LEAs, agencies) in an effective manner. (ST)	Vendor Partners	Communication Log	Ongoing	Review of log	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff OSEP	
Increased parent/family knowledge of literacy strategies. (ST)	Parents/Families	Family survey	End of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor Parent Organizations DDOE Staff	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC PTAs OSEP	Semi-annual & annual reports Communication briefs for the PTI/GACEC Social media Internet
Increased parent participation in literacy events. (ST)	School personnel Parents/Families	Log of parent/family participation Family survey	Ongoing End of school year				
More books & the use of study guides at home. (ST)	Parents/Families	Family survey	End of school year				
Increased opportunities for parents to engage in a wider variety of literacy activities. (ST)	School personnel Parents/Families	Log of parent/family participation Family Survey	Beginning of intervention & end of school year				
LEAs provide regular meeting opportunities at times convenient to families to educate them about early literacy & literacy strategies. (I)	School personnel Parents/Families (targeted) Parent Councils PTA meetings	Log of parent/family communication Family Survey Focus groups/interviews LEA schedule Meeting evaluations					
Parents incorporate literacy strategies with their children at home. (I)	Parents/Families	Family survey					
Parent organizations feature literacy as an initiative of their organizations' work.	Parent/Family Organizations	Parent/Family Organization survey					
SEA engaged with parent organizations specific to English learners in literacy initiatives for students with disabilities.							
Increase in regular communication to parents (website, newsletter, demos, etc.). (I)	School personnel Parents/Families	Log of parent/family communication Family survey					
Literacy strategies are integrated across DDOE branches & workgroups. (I)	DDOE staff	DDOE survey, interviews	Beginning & end of school year			Project Management	Semi-annual & annual reports

						DDOE Staff SSIP Core Team & Advisory Council OSEP	
Systems are in place at the SEA, LEA & school level to sustain partnerships with families. (LT)	SEA Staff LEA Personnel Parents/Families PTI	Interviews Focus groups	End of school year	Qualitative analyses	Evaluator Vendor	Project Management DDOE Staff PTI/GACEC LEA/School Staff OSEP	
SiMR is achieved. (LT)	District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	Annual Report InfoGraphics DDOE communication channels

4. Common Core Strategies #1 (PD System) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
LEA literacy coaches/reading specialists are more knowledgeable about professional development (training, coaching, observing) strategies to support literacy instruction. (ST)	LEA literacy coaches/reading specialists	Pre/post competency assessment	Beginning/end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
LEA & school personnel are more knowledgeable about: (ST) (see specific items in logic model)	School staff	Teacher/Staff survey, interviews, focus group	Beginning/end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
School staff perceive themselves as skilled in the implementation of Early Literacy practices & CCS. (I)	School staff	Teacher/Staff survey, interviews, focus group	Beginning/end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
School staff implement CCS & Early Literacy practices with fidelity. (I)	Teachers/School Staff	Fidelity Tool	Ongoing	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
Schools incorporate family literacy strategies in their professional learning.	Parents/Families	Family Survey	Beginning/end of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
LEA has developed the capacity to support ongoing implementation of Early Literacy. (LT)	District & LEA administrators	Interviews Observations	Every six months	Qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
SiMR is achieved. (LT)	DDOE/District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	Annual Report InfoGraphics DDOE communication channels

5. Common Core Strategies #2 (Diagnostic (Processes and Alignment with Instructional Strategies) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
LEA personnel are more knowledgeable and confident (see logic model for list of items). (ST)	LEA literacy coaches/reading specialists	Pre/post competency assessment	Beginning/end of school year	Frequency/descriptive, repeated measures (ANOVA)	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual and annual reports
There is a culturally competent, instructional problem-solving process in place in the schools. (ST)	District & LEA administrators Teachers/Staff	Interviews Observations	Every six months	Qualitative analyses			
LEA staff use diagnostic processes more frequently, with greater skill & purpose. (I)	Teachers/staff Reading Specialists	Fidelity Tool Interviews Observations	Ongoing	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses			
Instructional strategies are based on diagnostic and assessment data. (I)							
Appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD. (I)							
Student formative assessment data from each of the five components of reading shows improvement. (I)	District/school data staff	Formative assessment data Grades	Fall/Winter/Spring (usually)				
Increased movement within the lower two categories of the state assessment system.		Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & school staff PTI/GACEC Public OSEP	Annual Report InfoGraphics DDOE communication channels
Structure is in place at the school and LEA level to sustain using diagnostics. (LT)	Teachers LEA & school administrators	Interviews Observations	Every six months	Qualitative analyses	Evaluator Vendor		
Students' scores on statewide assessments improve. (LT) (SIMR)	DDOE/District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor		

6. Common Core Strategies #3 (High Expectations) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
LEA personnel (district & school) report PD is of high quality, relevant, & useful. (ST)	LEA/School staff	Communication Logs LEA survey Family survey	Middle & end of each school year.	Frequency/descriptive & qualitative analyses	Evaluator Project Trainers	Project Management OSEP	Formative training reports
LEA/building leadership & project stakeholders report that SSIP professional learning has increased their expectations for SWD. (ST)		Training evaluation data	Upon completion of trainings		Evaluator Vendor Parent/Family Organizations	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & school staff PTI/GACEC Public OSEP	Semi-annual and annual reports
Teacher/child interactions improve	LEA/School staff Families Students	Teacher survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year				
LEA staff are more skilled in using accountability measures to increase expectations for SWD. (I)	LEA/School staff	LEA staff survey, interviews, &/or focus groups					
Increased expectations for students with disabilities by teachers, families, and students themselves. (I)	LEA/School staff Families Students	Parent and teacher surveys, interviews, &/or focus groups					
Increased parent/family awareness of higher expectations.	Families	Annual family survey, interviews, and/or focus groups					
School climate improves(LT)	LEA/School staff Families Students	Annual participant survey, interviews, and/or focus groups					
Parents report improved student success. (LT)	Families	Annual family survey, interviews, and/or focus groups					
Students' scores on statewide assessments improve. (SiMR) (LT)	District/school data staff	State assessment data	Annually	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor		Annual Report InfoGraphics DDOE communication channels

7. Support for Struggling Schools Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
First adopters selected. (ST)	List of schools that applied & were accepted.	LEA/school applications	Winter 2015-16	Tracking	Evaluator Vendor		
LEA & school staff are knowledgeable of root cause analyses strategies. (ST)	LEA & school staff	Administrator/Teacher/Staff survey, interview, focus group	Beginning/End of school year	Frequency/descriptive & qualitative analyses	Adopter School Staff/Community Evaluator Vendor DDOE Curriculum staff	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual and annual reports DOE Website
Progress monitoring data are collected regularly. (ST)	District/school data staff	Progress monitoring data	Ongoing	Frequency, descriptive, & student growth analyses			
Data from root cause analyses are used to improve reading achievement. (I)	Teachers Reading Specialists Problem solving teams	Interviews/Observations PST practices DPAS II data aggregated RTI systems data	Ongoing 6 weeks at PST PLC meetings	Qualitative analyses			
RtI data used effectively to make instructional changes. (I)							
Enhanced teacher instructional practices. (I)	Teachers	Fidelity tool	Ongoing	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses			
Increase in family participation in their child's learning. (I)	Parents/Families	Family survey	Beginning/End of school year	Frequency/descriptive & qualitative analyses			
Greater levels of community engagement. (I)	Community						
Greater levels of administrative support. (I)	School staff	LEA/School survey, interview, focus group					
Connection between all initiatives (resources, staff, & money). (LT)	LEA staff School administrators, teachers, & staff		Ongoing	Fiscal & resource tracking Qualitative analyses	Evaluator Vendor DDOE staff LEA Administrators		Annual Report InfoGraphics DDOE communication channels
Replicated across other schools in LEA. (LT)	LEA & school administrators						
District funding to continue work (capacity building and sustaining). (LT)	LEA Administrators						
Students' scores on statewide assessments improve. (LT)	District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses			

8. Transparent Data Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
State & LEA staff are knowledgeable about & more confident in accessing & using data from their data management systems. (ST)	School staff	Teacher/Staff survey, interview, focus group	Every six months	Frequency/descriptive & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council LEA & School Staff OSEP	Semi-annual and annual reports
School staff are more knowledgeable & confident about how to use multiple sources of internal & external data to inform instructional practices. (ST)							
Teachers and SEA and LEA staff have access to the data needed. (ST)							
LEA personnel report that the data are easy to access. (ST)							
Data are accessed more frequently. (ST)					SEA/LEA/school data staff Evaluator Vendor		
School staff are knowledgeable about & more confident in using data from their data management systems to make decisions about appropriate evidence-based reading strategies. (I)	School staff	Teacher/Staff survey, interview, focus group	End of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor		
School staff use multiple sources of internal & external data to inform instructional practices. (I)							
Data system includes the identification of the key ingredients/data elements that inform instruction and that measure the impact of instruction. (Robust) (LT)	SEA/LEA/school data staff	Interview, focus group	Every six months	Qualitative analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Leadership & data staff LEA & school data staff OSEP	Annual reports
Data that districts enter into a data system for LEA and SEA examination follow the same data rules and definitions. The data entered into the data systems are at a minimum the same data elements across all LEAs to be used for comparison and benchmarking within the state. (Consistent) (LT)							
Data system collects whatever the SEA requires and whatever else the LEA wants that will assist them in their work on this project. (Flexible) (LT)							

Appendix J

Initiative-Wide Evaluation Plan

DE State Systematic Improvement Plan (SSIP) Project-Level Evaluation Plan

Evaluation Questions	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	How are results reported?
1. To what degree was Implementation Science used to lead to change at the DDOE, SEAs, and LEAs? 2. Was the professional learning on culturally competent literacy instruction & sensitivity to the needs of students & families delivered effectively and impact instruction? 3. Were partnerships developed & did communication occur among DDOE staff, parent agencies, LEA administrators, & teachers to support the use of early literacy/literacy strategies by families? 4. Was the PL to support implementation of literacy instruction in the Early Literacy Foundations & Common Core Standards effective in impacting teachers' knowledge and skills & student achievement? 5. Did the PL on diagnostic processes & alignment with instructional strategies impact teacher skills & student achievement? 6. Did participants' expectations for the performance of SWD increase? 7. Was high quality data & data-based decision making used to support implementation? 8. Did the information from the root cause analyses impact reading achievement, & allow for the allocation of differentiated supports & resources as appropriate?	• DDOE staff • LEA & school administrators • Teachers/staff • Literacy Specialists • Family Groups o DE Parent Information Center (PIC) o Governor's Advisory Council on Exceptional Citizens (GACEC) o DE PTA o Parent Councils o Other local groups • Families • Students •	• Evaluations of training & coaching • Collection of developed products • Surveys/Interviews/ focus groups o DDOE personnel o LEA personnel o Partners o Families • Fidelity tools/ Observations • Impacted LEA staff • Outcome data o Formative assessment data (ie, STARS, DIBELS) o Progress monitoring data o DCAS Measure B o SBAC & alternate assessment data (disaggregated by SWD, scales within categories, etc.)	• Formative data (i.e., training & coaching evaluation data, surveys, fidelity data) o Ongoing • Summative data (i.e., student & school-level data, end of year survey data) o Beginning & end of each school year	• Tracking of activities, communication, meetings, etc. • Root Cause Analyses • Frequency analyses • Descriptive analyses (i.e. means, medians, standard deviations) • Growth analyses (i.e., HLM) • Qualitative analyses • Document reviews • Tracking of activities	• Evaluator • Vendor • DDOE staff • LEA Staff • Partner organizations • Families & students	• Project Management • SSIP Core Team & Advisory Council • DDOE Leadership • LEA & school administrators & staff • PTI, GACEC, PTA, Parent Councils • OSEP • Public	• Formative reports (i.e., training evaluations) • Semi-annual & annual report • InfoGraphics (one-page report summaries • DDOE communication channels

Delaware Early Literacy Initiative
Evaluation Plan

Timeline	Expected Outputs and Outocmes	Data Collection Tools	Guskey
Year 1	**DOE: Direct Support: Training**		

	• Monthly meetings with individual School Implementation Teams
	   o Provide training in:
	     ✓ Implementation Science
	     ✓ Conducting a Root Cause Analysis
	     ✓ Developing an Action Plan
		• Pre-Post Surveys	• Level 1: Participants' Reactions
			• Level 2: Participants' Learning

	• Summer Early Literacy Institute	• Pre-Post Surveys	• Level 1: Participants' Reactions • Level 2: Participants' Learning
Year 2	**DOE: Direct Support: Training/Coaching/Technical Assistance**		
	• Technical assistance and coaching		
	• Monthly meetings with School Implementation Teams	• Pre-Post Surveys	• Level 1: Participants' Reactions • Level 2: Participants' Learning
	• Duplicate of 2016 Summer Institute for new teachers.	• Pre-Post Surveys	• Level 1: Participants' Reactions • Level 2: Participants' Learning
	• **Teacher Outcomes:** o Expect to see change in teacher practice as measured by implementation evaluation tools and fidelity check tool	• Fidelity of implementation checks to evaluate change in teacher practice	• Level 1: Participants' Reactions • Level 2: Participants' Learning • Level 4: Participants' use of new knowledge or skills
	• **Student Outcomes:** o Beginning to see increase in student performance on progress monitoring assessments by end of year	• Progress monitoring data	• Level 5: Student Learning Outcome
	• **System's Change:** o Evaluation of status and readiness to transition from direct support to consultative	• Staff Surveys • Student/Family Focus Groups	• Level 3: Organization Support and Change
Year 3	**DOE: Consultation: Interactive webinars, virtual PLC, phone/virtual consultation with LEA, etc.**		
	• **Teacher Outcomes:** o Expect to see continued fidelity of implementation in practice as measured by fidelity check tools	• Fidelity of implementation checks to evaluate change in teacher practice	• Level 1: Participants' Reactions • Level 2: Participants' Learning • Level 4: Participants' use of new knowledge or skills

	• **Student Outcomes:**
	   o Expect to see increase in student performance on progress monitoring assessments by end of year
	   o Beginning to see decrease in the % of students with disabilities that score below proficiency on the state-wide assessment
		• Progress monitoring data
		• Smarter Data
			Level 5: Student Learning Outcome

Year 4	**DOE: Indirect Support: Interactive webinars**		
	• **Teacher Outcomes:** o Expect to see continued fidelity of implementation in practice as measured by fidelity check tools	• Fidelity of implementation checks to evaluate change in teacher practice	• Level 1: Participants' Reactions • Level 2: Participants' Learning • Level 4: Participants' use of new knowledge or skills

	• **Student Outcomes:**
	   o Expect to see increase in student performance on progress monitoring assessments by end of year
	   o Expect to see decrease in the % of students with disabilities that score below proficiency on the state-wide assessment
		• Progress monitoring data
		• Smarter Data
			Level 5: Student Learning Outcome

Appendix K

Improvement Plan Evaluation Plans

1. School Leadership Strategies #1 (Implementation Science) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
DDOE & LEA staff are more knowledgeable about & confident to use implementation science practices. (**ST**)	DDOE staff District & LEA administrators Teachers & staff	Teacher/Staff Survey	End of school year	Frequency/descriptive & qualitative analyses	Vendor Evaluator DDOE Staff SSIP Strategic Planning Team	Project Management SSIP Core Team & Advisory Council DDOE Staff LEAS/Schools OSEP	Formative reports
PD activities are implemented using implementation science practices. (I)	Vendor	Implementation Science Rubric?	Ongoing	Review of PD activities & materials			
Teachers & administrators report that the use of implementation science has positively impacted literacy instruction. (I)	School staff LEA administrators	Administrator & Teacher/Staff Survey, Interview, Focus Group	End of school year	Frequency/descriptive & qualitative analyses			
Implementation science practices are sustained & embedded in LEA policies & practices. (LT)	District & LEA administrators	Review of Policies Interviews Observations	Every six months	Qualitative analyses			
School leadership has the capacity to sustain the use of implementation science practices. (LT)	District & LEA administrators School staff	Administrator & Teacher/Staff Survey, Interview, Focus Group	End of school year	Frequency/descriptive & qualitative analyses			
Teachers/staff report school leadership supports their use of implementation science practices. (LT)	School staff	Teacher/Staff Survey, Interview, Focus Group	End of school year	Frequency/descriptive & qualitative analyses			

2. School Leadership Strategies #2 (Cultural Competence – (CC)) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
All professional development & related materials have CC embedded. (ST)	Vendor/trainers	Training materials review Survey	Prior to finalizing materials Ongoing	Review of professional development & related materials	CC Expert(s) Evaluator Training Staff	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC LEAS/Schools OSEP	Formative reports
LEA staff are more knowledgeable about & confident to use CC literacy instruction. (ST)	LEA administrators, teachers, & staff	LEA Staff survey Pre/post competency assessment	Beginning & end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	CC Expert(s) Evaluator Vendor		Annual Report InfoGraphics DDOE communication
Increasing sensitivity/awareness of administrators & teachers on the impact of (ST) (see specific items in logic model)	LEA administrators, teachers, & staff Families	Administrator & Teacher/Staff survey interviews, focus group	End of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor		
Administrators report that they have higher expectations regarding CC literacy instruction. (ST)	LEA administrators	Administrator survey interviews, focus group					
DDOE, administrators & teachers are more knowledgeable about nuances among subgroups. (ST)	DDOE staff District & LEA administrators Teachers & staff	DDOE, Administrator & Teacher/Staff survey,	Beginning & end of school year				
Instructional leaders have the capacity to support & sustain the use of CC literacy instruction. (I)	LEA administrators, teachers, & staff	Administrator & Teacher/Staff survey interviews, focus group	End of school year				
Teachers/staff report school leadership supports their use of CC literacy instruction. (I)	Teachers & staff	Teacher/Staff survey interviews, focus group				Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	
Teachers report that administrators exhibit greater expectations in regards to cultural competency. (I)	Teachers						
LEA plan to address the importance of CC for students & families based on the culture within their schools. (I)	LEA administrators Students Families	Review of LEA Plan Interviews Observations	Upon completion	Qualitative analyses/document review			
Appropriate evidence-based reading strategies will be selected & provided to meet the unique needs of preschool-3rd grade SWD. ()	Teachers Reading Specialists	Interviews Observations	Every six months	Qualitative analyses			
Students from diverse backgrounds show improvement on progress monitoring/ formative assessments. (I)	Teachers	Formative assessment data	Ongoing	Frequency, descriptive, & student growth analyses	School data staff Evaluator		

Increased number of teachers demonstrating CC. (I)	Teachers	Pre/post competency assessment Fidelity tool	Beginning & end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	Annual Report InfoGraphics DDOE communication channels
Increased parent involvement. (LT)	District/school data staff	Parent survey Log of parent/family participation	End of each school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor Parent Organizations		
Increased literacy achievement of all subgroups of SWD. (LT)	District/school data staff	Statewide assessment data		Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator DDOE & LEA data staff Vendor		
Reduction in the number of students referred from diverse backgrounds (subgroups) for special education. (LT)	District/school data staff Special education administrator	Special education referral data					

3. School Leadership Strategies #3 (Families) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
Ongoing communication with partners (LEAs, agencies) in an effective manner. (ST)	Vendor Partners	Communication Log	Ongoing	Review of log	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff OSEP	
Increased parent/family knowledge of literacy strategies. (ST)	Parents/Families	Family survey	End of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor Parent Organizations DDOE Staff	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC PTAs OSEP	Semi-annual & annual reports Communication briefs for the PTI/GACEC Social media Internet
Increased parent participation in literacy events. (ST)	School personnel Parents/Families	Log of parent/family participation Family survey	Ongoing End of school year				
More books & the use of study guides at home. (ST)	Parents/Families	Family survey	End of school year				
Increased opportunities for parents to engage in a wider variety of literacy activities. (ST)	School personnel Parents/Families	Log of parent/family participation Family Survey	Beginning of intervention & end of school year				
LEAs provide regular meeting opportunities at times convenient to families to educate them about early literacy & literacy strategies. (I)	School personnel Parents/Families (targeted) Parent Councils PTA meetings	Log of parent/family communication Family Survey Focus groups/interviews LEA schedule Meeting evaluations					
Parents incorporate literacy strategies with their children at home. (I)	Parents/Families	Family survey					
Parent organizations feature literacy as an initiative of their organizations' work.	Parent/Family Organizations	Parent/Family Organization survey					
SEA engaged with parent organizations specific to English learners in literacy initiatives for students with disabilities.							
Increase in regular communication to parents (website, newsletter, demos, etc.). (I)	School personnel Parents/Families	Log of parent/family communication Family survey					
Literacy strategies are integrated across DDOE branches & workgroups. (I)	DDOE staff	DDOE survey, interviews	Beginning & end of school year			Project Management	Semi-annual & annual reports

						DDOE Staff SSIP Core Team & Advisory Council OSEP	
Systems are in place at the SEA, LEA & school level to sustain partnerships with families. (LT)	SEA Staff LEA Personnel Parents/Families PTI	Interviews Focus groups	End of school year	Qualitative analyses	Evaluator Vendor	Project Management DDOE Staff PTI/GACEC LEA/School Staff OSEP	
SiMR is achieved. (LT)	District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	Annual Report InfoGraphics DDOE communication channels

4. Common Core Strategies #1 (PD System) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
LEA literacy coaches/reading specialists are more knowledgeable about professional development (training, coaching, observing) strategies to support literacy instruction. (ST)	LEA literacy coaches/reading specialists	Pre/post competency assessment	Beginning/end of school year	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual & annual reports
LEA & school personnel are more knowledgeable about: (ST) (see specific items in logic model)	School staff	Teacher/Staff survey, interviews, focus group					
School staff perceive themselves as skilled in the implementation of Early Literacy practices & CCS. (I)		Teacher/Staff survey, interviews, focus group					
School staff implement CCS & Early Literacy practices with fidelity. (I)	Teachers/School Staff	Fidelity Tool	Ongoing				
Schools incorporate family literacy strategies in their professional learning.	Parents/Families	Family Survey	Beginning/end of school year	Frequency/descriptive & qualitative analyses			
LEA has developed the capacity to support ongoing implementation of Early Literacy. (LT)	District & LEA administrators	Interviews Observations	Every six months	Qualitative analyses			
SiMR is achieved. (LT)	DDOE/District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff PTI/GACEC OSEP Public	Annual Report InfoGraphics DDOE communication channels

5. Common Core Strategies #2 (Diagnostic (Processes and Alignment with Instructional Strategies) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
LEA personnel are more knowledgeable and confident (see logic model for list of items). (ST)	LEA literacy coaches/reading specialists	Pre/post competency assessment	Beginning/end of school year	Frequency/descriptive, repeated measures (ANOVA)	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual and annual reports
There is a culturally competent, instructional problem-solving process in place in the schools. (ST)	District & LEA administrators Teachers/Staff	Interviews Observations	Every six months	Qualitative analyses			
LEA staff use diagnostic processes more frequently, with greater skill & purpose. (I)	Teachers/staff Reading Specialists	Fidelity Tool Interviews Observations	Ongoing	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses			
Instructional strategies are based on diagnostic and assessment data. (I)							
Appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD. (I)							
Student formative assessment data from each of the five components of reading shows improvement. (I)	District/school data staff	Formative assessment data Grades	Fall/Winter/Spring (usually)				
Increased movement within the lower two categories of the state assessment system.		Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & school staff PTI/GACEC Public OSEP	Annual Report InfoGraphics DDOE communication channels
Structure is in place at the school and LEA level to sustain using diagnostics. (LT)	Teachers LEA & school administrators	Interviews Observations	Every six months	Qualitative analyses	Evaluator Vendor		
Students' scores on statewide assessments improve. (LT) (SIMR)	DDOE/District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor		

6. Common Core Strategies #3 (High Expectations) Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
LEA personnel (district & school) report PD is of high quality, relevant, & useful. (ST)	LEA/School staff	Communication Logs LEA survey Family survey	Middle & end of each school year.	Frequency/descriptive & qualitative analyses	Evaluator Project Trainers	Project Management OSEP	Formative training reports
LEA/building leadership & project stakeholders report that SSIP professional learning has increased their expectations for SWD. (ST)		Training evaluation data	Upon completion of trainings		Evaluator Vendor Parent/Family Organizations	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & school staff PTI/GACEC Public OSEP	Semi-annual and annual reports
Teacher/child interactions improve	LEA/School staff Families Students	Teacher survey, interviews, &/or focus groups	• Baseline – Beginning of first year • Follow-up - End of each school year				
LEA staff are more skilled in using accountability measures to increase expectations for SWD. (I)	LEA/School staff	LEA staff survey, interviews, &/or focus groups					
Increased expectations for students with disabilities by teachers, families, and students themselves. (I)	LEA/School staff Families Students	Parent and teacher surveys, interviews, &/or focus groups					
Increased parent/family awareness of higher expectations.	Families	Annual family survey, interviews, and/or focus groups					
School climate improves(LT)	LEA/School staff Families Students	Annual participant survey, interviews, and/or focus groups					
Parents report improved student success. (LT)	Families	Annual family survey, interviews, and/or focus groups					
Students' scores on statewide assessments improve. (SiMR) (LT)	District/school data staff	State assessment data	Annually	Frequency, descriptive, & student growth analyses	SEA/LEA/school data staff Evaluator Vendor		Annual Report InfoGraphics DDOE communication channels

7. Support for Struggling Schools Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
First adopters selected. (ST)	List of schools that applied & were accepted.	LEA/school applications	Winter 2015-16	Tracking	Evaluator Vendor		
LEA & school staff are knowledgeable of root cause analyses strategies. (ST)	LEA & school staff	Administrator/Teacher/Staff survey, interview, focus group	Beginning/End of school year	Frequency/descriptive & qualitative analyses	Adopter School Staff/Community Evaluator Vendor DDOE Curriculum staff	Project Management SSIP Core Team & Advisory Council DDOE Staff LEA & School Staff OSEP	Semi-annual and annual reports DOE Website
Progress monitoring data are collected regularly. (ST)	District/school data staff	Progress monitoring data	Ongoing	Frequency, descriptive, & student growth analyses			
Data from root cause analyses are used to improve reading achievement. (I)	Teachers Reading Specialists Problem solving teams	Interviews/Observations PST practices DPAS II data aggregated RTI systems data	Ongoing 6 weeks at PST PLC meetings	Qualitative analyses			
RtI data used effectively to make instructional changes. (I)							
Enhanced teacher instructional practices. (I)	Teachers	Fidelity tool	Ongoing	Frequency/descriptive, repeated measures (ANOVA) & qualitative analyses			
Increase in family participation in their child's learning. (I)	Parents/Families	Family survey	Beginning/End of school year	Frequency/descriptive & qualitative analyses			
Greater levels of community engagement. (I)	Community						
Greater levels of administrative support. (I)	School staff	LEA/School survey, interview, focus group	Ongoing	Fiscal & resource tracking Qualitative analyses	Evaluator Vendor DDOE staff LEA Administrators		Annual Report InfoGraphics DDOE communication channels
Connection between all initiatives (resources, staff, & money). (LT)	LEA staff School administrators, teachers, & staff						
Replicated across other schools in LEA. (LT)	LEA & school administrators						
District funding to continue work (capacity building and sustaining). (LT)	LEA Administrators						
Students' scores on statewide assessments improve. (LT)	District/school data staff	Statewide assessment data	End of school year	Frequency, descriptive, & student growth analyses			

8. Transparent Data Evaluation Plan

Outcomes	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	Format of Reporting
State & LEA staff are knowledgeable about & more confident in accessing & using data from their data management systems. (ST)	School staff	Teacher/Staff survey, interview, focus group	Every six months	Frequency/descriptive & qualitative analyses	Evaluator Vendor	Project Management SSIP Core Team & Advisory Council LEA & School Staff OSEP	Semi-annual and annual reports
School staff are more knowledgeable & confident about how to use multiple sources of internal & external data to inform instructional practices. (ST)							
Teachers and SEA and LEA staff have access to the data needed. (ST)							
LEA personnel report that the data are easy to access. (ST)							
Data are accessed more frequently. (ST)					SEA/LEA/school data staff Evaluator Vendor		
School staff are knowledgeable about & more confident in using data from their data management systems to make decisions about appropriate evidence-based reading strategies. (I)	School staff	Teacher/Staff survey, interview, focus group	End of school year	Frequency/descriptive & qualitative analyses	Evaluator Vendor		
School staff use multiple sources of internal & external data to inform instructional practices. (I)							
Data system includes the identification of the key ingredients/data elements that inform instruction and that measure the impact of instruction. (Robust) (LT)	SEA/LEA/school data staff	Interview, focus group	Every six months	Qualitative analyses	SEA/LEA/school data staff Evaluator Vendor	Project Management SSIP Core Team & Advisory Council DDOE Leadership & data staff LEA & school data staff OSEP	Annual reports
Data that districts enter into a data system for LEA and SEA examination follow the same data rules and definitions. The data entered into the data systems are at a minimum the same data elements across all LEAs to be used for comparison and benchmarking within the state. (Consistent) (LT)							
Data system collects whatever the SEA requires and whatever else the LEA wants that will assist them in their work on this project. (Flexible) (LT)							