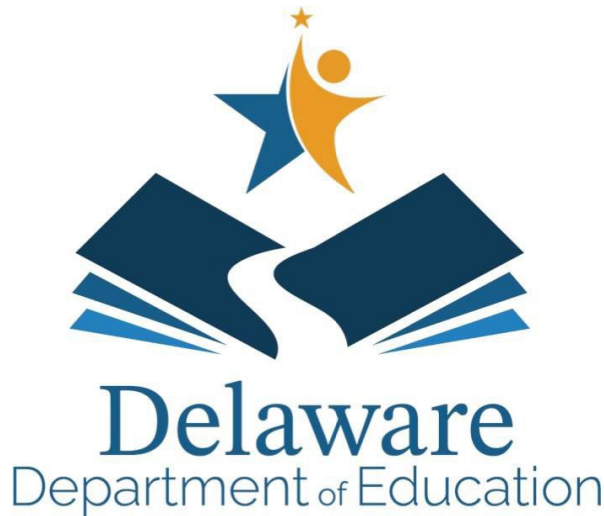


State of Delaware

K-3 Evidence-Based Reading Curricula and Professional Learning Annual Report

2023-2024



*As required by 14 Del C §158

Beginning in the 2022-2023 school year, each Delaware public school district and charter school is required to report out their reading curricula in grades kindergarten through 3, the individual identified to approve and provide professional development, and how the school district or charter school ensures that educators have access to and have completed professional development. This report details the educational programming and professional learning that is currently implemented by each public school district and charter school in accordance with § 4145 of Title 14 of Delaware Code (commonly known as SB 4).

December 31, 2023

K-3 Evidence-Based Reading Curricula and Professional Learning Annual Report

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Section 1. Background and Overview

On August 29, 2022, Governor John Carney signed [Senate Bill 4](#) of the 151st General Assembly into law. This legislation requires that by the beginning of the 2027-2028 school year, school districts and charter schools serving students in grades kindergarten through 3 all do the following:

1. Adopt a reading instruction curriculum from the Department's list.
2. Demonstrate that all educators who teach reading successfully complete professional development aligned with the essential components of evidence-based reading instruction.
3. Identify a school-based supervisory position responsible for assisting with the implementation of the adopted curriculum.

The Delaware Department of Education and the University of Delaware designed a survey to collect the required information. The information collected will be reported to the State Board of Education, the Governor, the Chairs of the Education Committees of the Senate and House of Representatives, the Director and the Librarian of the Division of Research of Legislative Council, the Delaware Public Archives, and also be available to the public on the Department's website.

As part of this legislation, the Department was tasked with creating an Alternative Curriculum Process for districts and charters that seek to use instructional resources other than those designated High Quality Instructional Materials (HQIM) on the state's [Publisher Profile](#) list. As such, some districts and charters have reported using this [alternative curricula process](#) outlined in [DE Senate Substitute 1 for Senate Bill 4 of the 151st General Assembly](#). Curricula submitted through the alternative process is reviewed using the [Reading League's Curriculum Evaluation Guidelines](#). Applicants should pay special attention to the "red flags" when reviewing their curriculum to ensure that it does not include practices not aligned with the science of reading. All districts and charter schools seeking to participate in the Alternative Curriculum Process, must email their completed Alternative K-3 Curriculum application to earlylitde@doe.k12.de.us.

Section 2. Delaware Department of Education Support

The Delaware Department of Education provides ongoing support to districts and charter schools as they implement evidence-based reading curricula and high-quality professional learning grounded in reading research. Those support systems include:

[The Delaware Literacy Coalition](#) is a community of practice devoted to the mission of ensuring that all Delaware students leave high school with levels of proficiency that will benefit them both academically and in the workplace. The majority of this community consists of literacy supervisors/coordinators from Delaware public schools whose primary role is to lead, coordinate, and/or evaluate the literacy program in schools or districts. During these monthly meetings, the DDOE shares information, resources, and planning tools that district and charter school members can use to support skillful implementation of high quality curricula. These literacy professionals also work closely with building administrators and literacy coaches to implement the teacher evaluation system and make judgments about teacher performance in regard to literacy instruction and then provide professional learning experiences needed to improve teaching practices. (ILA, Standards for the Preparation of Literacy Professionals, 2017). In addition to the Literacy Supervisors/Coordinators, this community of practice also includes representatives from post-secondary institutions, community organizations, and the Department of Education. The Coalition regularly convenes to learn and collaborate for the purpose of improving and supporting K-12 ELA instructional practices in Delaware schools. (Delaware Literacy Coalition, 2017.)

The Literacy Cadre is a community of district Literacy Coaches who provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing effective literacy programs and practices. They may serve as a resource to teachers, leading teachers through observation-feedback cycles as means of facilitating inquiry about instructional practices. These teachers work with educators to address many different topics to literacy (e.g. ways that assessment results data can inform instruction, lesson or curriculum design and implementation, differentiating instruction to meet the literacy needs of students, improving learning in the disciplines). Literacy Cadre members work closely with both district and building leadership to develop a vision and goals for school or district-based literacy program that is comprehensive, coherent, and evidence-based. The Delaware Department of Education hosts routine professional learning sessions during the school year for all literacy educators that serve as Literacy Coaches for collaboration and professional learning. These sessions are designed to adhere to the state's adopted standards and its guiding definition of high-quality professional learning.

The Early Literacy Advisory Committee is a group of educational stakeholders who work in collaboration with the Delaware Department of Education to support early literacy initiatives. The Advisory Committee is composed of representatives from the DDOE, ELA Directors and Supervisors, Special Education Directors, Literacy Coaches, general education teachers, Special Education teachers, and other literacy partners. The Committee meets regularly to support districts and charter schools with selection of

high-quality instructional materials, aligned professional learning to support evidence-based reading instruction, the selection and implementation of universal screeners, diagnostic tools, and reading interventions. The Committee discusses and shares additional supports needed, best practices in early literacy instruction, celebrations, and challenges in their SB 4 implementation journey. The following resources have been created with the support and feedback from the Early Literacy Advisory Committee:

- [Digital DE: Early Literacy Website](#)
- [DE Delivers Strong Early Readers Guide](#) (for School Systems)
- [At-Home Guide to Delivering Strong Early Readers](#) (for families)

Communication and Collaboration Network (CCN)-At monthly Communication and Collaboration Network (CCN) meetings, DDOE shares guidance, information, and resources to support districts and charter schools with the implementation of early literacy legislative requirements.

Support for district and building administrators and literacy specialists is also provided through an Early Literacy Leadership Academy (ELLA). In addition, the Delaware Department of Education has created an [Online Vendor Guide](#) to provide information on partners that have been through a rigorous vetting process and their professional learning opportunities align to the science of reading.

Section 3. SB4 Legislation



SPONSOR:

Sen. Sturgeon & Sen. S. McBride &
Rep. K. Williams & Rep. Heffernan

Sens. Bonini, Hansen, Lockman, Mantzavinos,
Sokola, Townsend, Walsh; Reps. Baumbach,
Morrison

DELAWARE STATE SENATE

151st GENERAL ASSEMBLY

SENATE BILL NO. 4

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO EVIDENCE-BASED READING CURRICULA.

WHEREAS, reading is the foundation for learning and lifelong success; and

WHEREAS, only 36% of Delaware's fourth graders scored proficient or advanced on the National Assessment of Educational Progress, placing the State below the national average; and

WHEREAS, based on 2019 data, in Delaware, 84% of Black students were not proficient in reading by 4th grade, 78% of Hispanic students were not proficient in reading by fourth grade, and 83% of students who were eligible for free or reduced lunch were not proficient in reading by fourth grade; and

WHEREAS, Delaware's economically-disadvantaged students are performing below the national average; and

WHEREAS, since 2002, Delaware's reading scores have dropped from sixth in the nation to thirty-seventh; and

WHEREAS, only 51% of third graders score at or above grade level in English Language Arts on Delaware's state assessment, with gaps in achievement among racial and socioeconomic subgroups; and

WHEREAS, advances in understanding how children learn to read has produced a body of research by linguists, psychologists, and cognitive scientists known as the “science of reading”; and

WHEREAS, the science of reading reflects a conclusion that effective early reading instruction has 6 essential components: phonemic awareness, phonics, reading fluency, vocabulary, text comprehension, and oral language; and

WHEREAS, research shows that children who do not achieve sound reading skills at an early age fall behind their peers and that the gap between proficient readers and those who struggle continues to widen over time; and

WHEREAS, proficient third grade readers are nearly 5 times more likely to graduate from high school than their struggling peers; and

WHEREAS, in the last decade, states that have adopted science of reading policy standards have seen dramatic gains in reading achievement; and

WHEREAS, there are no State standards in Delaware for instructional materials based on the science of reading or requirements that State funds must be used on these materials; and

WHEREAS, educators deserve support in selecting and implementing high-quality, research-based instructional materials based on the science of reading.

NOW, THEREFORE:

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend Chapter 41, Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows:

§ 4144. Evidence-based reading curricula.

(a)(1) The Department of Education (Department) shall maintain a list of evidence-based, reading instruction curricula for grades kindergarten through 3. A curriculum on this list must meet all of the following requirements:

- a. Align with the essential components of evidence-based reading instruction listed under § 1280(c)(3) of this title.
- b. Include a logical scope and sequence for skill instruction.
- c. Include or support the use of high-quality instructional materials.

(2) The Department shall publish the current list of curricula under paragraph (a)(1) of this section annually, by December 1.

(b) If a school district or charter school serves students in 1 or more of the grades kindergarten through 3, the school district or charter school must do all of the following before the beginning of the 2027 – 2028 school year:

(1) Adopt a reading instruction curriculum from the list created under subsection (a)(1) of this section, for students served in grades kindergarten through 3.

(2) Approve competency-based professional development for educators providing reading instruction. This professional development must be completed during the contractual day and must be high-quality professional learning aligned with the essential components of evidence-based reading instruction, including any of the following:

a. Professional learning associated with the curriculum adopted under paragraph (b)(1) of this section.

b. Attainment of micro-credentials.

(3) Identify a school-based supervisory position responsible for assisting with the implementation of the curricula adopted under paragraph (b)(1) of this section.

(4) Demonstrate that all educators responsible for reading instruction or coaching have completed approved professional development under paragraph (b)(2) of this section, including all educators certified as any of the following:

a. Elementary teacher.

b. School reading specialist.

c. Reading interventionist.

d. Special education teacher of students with disabilities.

e. Literary coordinator.

(c) Beginning October 31, 2023, each school district and charter school shall annually report all of the following to the Department:

(1) The curricula adopted under this section.

(2) The individuals identified under paragraph (b)(3) of this section and each individual's responsibilities for approving and providing professional development required under paragraphs (b)(2) and (b)(4) of this section.

(3) How the school district or charter school will ensure that educators comply with the professional development required under paragraph (b)(4) of this section.

(d)(1) Beginning December 31, 2023, the Department shall produce an annual report that provides all of the following:

- a. A list of the curricula adopted under paragraph (a)(1) of this section and the number of schools that have adopted each curriculum listed.
- b. The number of educators who have received each type of professional development provided under paragraph (b)(2) of this section.
- c. The percentage of the educators required to receive professional development under paragraph (b)(4) of this section that have completed professional development required under paragraph (b)(2) of this section.

(2) The Department shall send the report required under this subsection to the President Pro Tempore of the Senate and the Speaker of the House of Representatives, the members of the House and Senate Education Committees, the Governor, State Board of Education, P-20 Council, Professional Standards Board, the Director and the Librarian of the Division of Research of Legislative Council, and the Delaware Public Archives.

Section 2. Amend Chapter 41, Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows and redesignating accordingly:

§ 4144. Evidence-based reading curricula.

(d)(2) The report required under paragraph (d)(1) of this section may be consolidated with the report required under § 158 of this title and submitted as a single report.

Section 3. If House Bill No. 304 is enacted into law before January 1, 2023, Section 2 of this Act takes effect January 1, 2023.

Section 4. If House Bill No. 304 is not enacted into law, Section 2 of this Act does not take effect.

SYNOPSIS

This Act requires the Department of Education (“Department”) to maintain and publish a list of evidence-based, reading instruction curricula for grades kindergarten through 3. Each curriculum on this list must align with the essential components of literacy, known as the “science of reading” and use high-quality instructional materials.

This Act also requires that by the beginning of the 2027-2028 school year, school districts and charter schools serving students in grades kindergarten through 3 do all of the following:

1. Adopt a reading instruction curriculum from the Department list.

2. Demonstrate that all educators who teach reading complete professional development aligned with the essential components of evidence-based reading instruction.

3. Identify a school-based supervisory position responsible for assisting with the implementation of the adopted curriculum.

In addition, this Act requires school district and charter schools to provide an annual report to the Department regarding the implementation of these requirements and the Department must produce an annual report summarizing this information. The information required in the Department's report may be consolidated into a single report with the requirements under § 158 of Title 14, if House Bill No. 304 is also enacted this year.

Section 4. Charter School Reports

SB4 Survey Responses for Academia Antonia Alonso

Person in Academia Antonia Alonso Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Academia Antonia Alonso

Name	Caridad Alonso
Title	Curriculum Director/Reading Specialist
Email	caridad.alonso@academia.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Academia Antonia Alonso

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	McGraw Hill: Wonders (2020)
Grade 1	Yes	McGraw Hill: Wonders (2020)
Grade 2	Yes	McGraw Hill: Wonders (2023)
Grade 3	Yes	McGraw Hill: Wonders (2020)

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Academia Antonia Alonso

Grade	Additional Curriculums
Kindergarten	Imagine Learning
Grade 1	Imagine Learning
Grade 2	Imagine Learning
Grade 3	Imagine Learning

Available Professional Development Activities

Table 4: Available Professional Development Activities in Academia Antonia Alonso

PD Activity
Delaware Early Literacy Micro-credentials
DE approved vendor: Reading Assist
New Teacher Center

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Academia Antonia Alonso

Competency-Based Professional Development
Our K-3 teachers have access to professional development aligned with evidence-based reading instruction, including Heggerty phonemic awareness training and Sound Wall instruction from the 95% Group. Additionally, we are collaborating with Reading Assist to provide Orton Gillingham training, further equipping our teachers to excel in teaching foundational skills.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Academia Antonia Alonso

Process
To ensure evidence-based reading instruction in our K-3 classrooms, our teachers have received professional development in Heggerty and Sound Wall training from the 95% Group. They actively collaborate during Professional Learning Communities (PLCs) to enhance phonemic awareness and phonics instruction, fostering a culture of shared best practices and continuous improvement. Regular student data analysis is a crucial part of our process, allowing us to gauge the impact of professional development efforts on reading outcomes and make informed adjustments to our instructional strategies. This integrated framework underscores our commitment to nurturing strong literacy skills in our young learners. Furthermore, our reading specialist provides ongoing coaching and support in terms of best practices for vocabulary development, fluency, and comprehension, reinforcing our dedication to comprehensive and effective reading instruction.

SB4 Survey Responses for Academy Of Dover Charter School

Person in Academy Of Dover Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Academy Of Dover Charter School

Name	Dr. Michele Marinucci
Title	Head of School
Email	michele.marinucci@aod.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Academy Of Dover Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	EL Education
Grade 1	Yes	EL Education
Grade 2	Yes	EL Education
Grade 3	Yes	EL Education

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Academy Of Dover Charter School

Grade	Additional Curriculums
Kindergarten	iReady (reading instruction) and Words Their Way
Grade 1	iReady (reading instruction) and Words Their Way
Grade 2	iReady (reading instruction) and Words Their Way
Grade 3	iReady (reading instruction) and Words Their Way

Available Professional Development Activities

Table 4: Available Professional Development Activities in Academy Of Dover Charter School

PD Activity
DE approved vendor: Back to Basics
DE approved vendor: Reading Assist

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Academy Of Dover Charter School

Competency-Based Professional Development
Training is offered at the beginning and throughout the academic year.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Academy Of Dover Charter School

Process
We keep a complete list of all educators and the trainings/professional development opportunities that have been completed to ensure all have been successfully trained.

SB4 Survey Responses for Campus Community School

Person in Campus Community School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Campus Community School

Name	Gretchen DiVietro
Title	Director of Curriculum and Instruction
Email	gretchen.divietro@ccs.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Campus Community School

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Campus Community School

Currently, for grades K-2, we are using Zaner Bloser SuperKids Curriculum. In Grade 3 we are using a teacher-written curriculum. We are currently in the process of piloting two curriculums in these grade levels. We are piloting Wit and Wisdom and Amplify/CKLA.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Campus Community School

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Campus Community School

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Campus Community School

Competency-Based Professional Development
Access is provided through pre-scheduled K-3 meetings around the Science of Reading.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Campus Community School

Process
The professional development is mostly done together through pre-scheduled meetings. Teachers also have the opportunity to sign up for other professional developments through me, and we meet so that teachers can share what they have learned.

SB4 Survey Responses for Charter School of New Castle

Person in Charter School of New Castle Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Charter School of New Castle

Name	Amy Novosel
Title	Principal
Email	amy.novosel@csnc.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Charter School of New Castle

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	Yes	NA	

Alternative Curriculum Process for Grade Levels in Charter School of New Castle

We are using Bookworms for grades K-2. We are implementing the shared reading, English language arts, differentiated instruction for foundational skills, as well as Bookworms writing. We are using Expeditionary Learning for grade 3, which is recognized as a HQIM with the state of Delaware. We are teaching the full curriculum with fidelity.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Charter School of New Castle

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Charter School of New Castle

PD Activity
Other
Jounce

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Charter School of New Castle

Competency-Based Professional Development
Add this to Rachel Valentin Jounce’s mission, which is to ensure schools provide children with the opportunity to succeed. To do this, we equip school leaders with the expertise to skillfully invest in teacher practice. While class size, district funding, and family involvement are all factors in a student’s development, research has repeatedly shown that teacher effectiveness is the single most important in-school determinant of student achievement. In physics, Jounce is the second derivative of acceleration: the acceleration of acceleration. Jounce-trained leaders accelerate teacher learning in order to accelerate student learning.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Charter School of New Castle

Process
Leaders develop deep knowledge of the content their teachers will deliver, the curricula and assessments with which students will engage, and the daily student-learning data that drive ongoing improvements. They support their teams to effectively implement high quality instructional materials (HQIM), and they understand the detailed science behind teaching and learning in each content area.

SB4 Survey Responses for East Side Charter School

Person in East Side Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at East Side Charter School

Name	Marco Alberti
Title	Assistant Principal
Email	marco.alberti@escs.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for East Side Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	McGraw Hill: Wonders (2023)
Grade 1	Yes	McGraw Hill: Wonders (2023)
Grade 2	Yes	McGraw Hill: Wonders (2023)
Grade 3	Yes	McGraw Hill: Wonders (2023)

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at East Side Charter School

Grade	Additional Curriculums
Kindergarten	UFLI
Grade 1	UFLI
Grade 2	UFLI
Grade 3	UFLI

Available Professional Development Activities

Table 4: Available Professional Development Activities in East Side Charter School

PD Activity
Delaware Early Literacy Micro-credentials
DE approved vendor: UD School Success Center (formerly Professional Development Center for Educators)

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in East Side Charter School

Competency-Based Professional Development
Via McGraw Hill, as well as on-site PD

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at East Side Charter School

Process
Regular checks and weekly PD

SB4 Survey Responses for Edison (Thomas A.) Charter School

Person in Edison (Thomas A.) Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Edison (Thomas A.) Charter School

Name	Robyn Neal
Title	Literacy Coordinator
Email	robyn.blair@tecs.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Edison (Thomas A.) Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	Yes	Amplify Education, Inc.: Amplify CKLA

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Edison (Thomas A.) Charter School

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Edison (Thomas A.) Charter School

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Edison (Thomas A.) Charter School

Competency-Based Professional Development
Teachers are provided PD with follow-up walkthroughs to determine if the competency-based learning was implemented into instruction.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Roadblocks for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Edison (Thomas A.) Charter School

Barriers to Establishing a Process
Never considered it in this way.

SB4 Survey Responses for First State Montessori Academy

Person in First State Montessori Academy Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at First State Montessori Academy

Name	Liz Madden
Title	Education Director
Email	liz.madden@fsma.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for First State Montessori Academy

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in First State Montessori Academy

We are using both the Montessori Curriculum and the University of Florida Literacy Initiative (UFLI)

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at First State Montessori Academy

Grade	Additional Curriculums
Kindergarten	UFLI
Grade 1	UFLI
Grade 2	UFLI
Grade 3	UFLI

Available Professional Development Activities

Table 4: Available Professional Development Activities in First State Montessori Academy

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities
UFLI

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in First State Montessori Academy

Competency-Based Professional Development
All of our K-3 Teachers took the UFLI training before the school year started. We have identified a coach for our K-3 who meets with teachers regularly about their SoR practice.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at First State Montessori Academy

Process
We ensure all teachers are trained in the SoR.

SB4 Survey Responses for Gateway Charter School

Person in Gateway Charter School Responsible for Approving Literacy Curriculum

Table 7: Person Responsible for Approving Literacy Curriculum at Gateway Charter School

Name	Marlin White
Title	Principal
Email	marlin.white@gcs.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Gateway Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	McGraw Hill: Wonders (2023)
Grade 1	Yes	McGraw Hill: Wonders (2023)
Grade 2	NA	NA
Grade 3	Yes	McGraw Hill: Wonders (2020)

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Gateway Charter School

Grade	Additional Curriculums
Kindergarten	Fundations
Grade 1	Fundations
Grade 2	NA
Grade 3	Fundations

Available Professional Development Activities

Table 4: Available Professional Development Activities in Gateway Charter School

PD Activity
Delaware Early Literacy Micro-credentials
Wilson Reading

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Gateway Charter School

Competency-Based Professional Development
We use a PD 8 days before school starts. Teachers have morning PD throughout the year.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Gateway Charter School

Process
PD is done through the MCGraw-Hill and Delaware Early Literacy.

SB4 Survey Responses for Kuumba Academy Charter School

Person in Kuumba Academy Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Kuumba Academy Charter School

Name	Angelina Peterson
Title	Reading Specialist
Email	apeterson@kacsde.org

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Kuumba Academy Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	EL Education
Grade 1	Yes	EL Education
Grade 2	Yes	EL Education
Grade 3	Yes	EL Education

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Kuumba Academy Charter School

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Kuumba Academy Charter School

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities
DE approved vendor: Reading Assist
DE approved vendor: TeachingLab

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Kuumba Academy Charter School

Competency-Based Professional Development
Partnerships with Read Assist, sharing literacy professional development opportunities with teachers in Monday Memos, emails, and during staff meetings.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Roadblocks for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Kuumba Academy Charter School

Barriers to Establishing a Process
Not aware of a specified process for K-3 teachers to complete a competency based professional development program. Information is shared with K-3 teachers to independently sign up for programs offered by the district that are free. Money might be a barrier.

SB4 Survey Responses for Las Americas ASPIRA Academy

Person in Las Americas ASPIRA Academy Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Las Americas ASPIRA Academy

Name	José Avilés
Title	K-8 School Principal
Email	jose.aviles@laaa.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Las Americas ASPIRA Academy

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Las Americas ASPIRA Academy

Reading and Writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching to their needs. Each session begins with a mini lesson. Kids sit with a long-term partner while in the mini lesson. The mini lesson ends with the kids being sent off to their own independent work. As students work, the teacher confers with them and leads small groups. Partway through independent work time, the teacher stands and delivers a mid-workshop teaching point. The workshop ends with a share.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Las Americas ASPIRA Academy

Grade	Additional Curriculums
Kindergarten	Reading and Writing Workshop / Walpole literacy strategies / other internal resources`
Grade 1	Reading and Writing Workshop / Walpole literacy strategies / other internal resources
Grade 2	Reading and Writing Workshop / Walpole literacy strategies / other internal resources
Grade 3	Reading and Writing Workshop / Walpole literacy strategies / other internal resources

Available Professional Development Activities

Table 4: Available Professional Development Activities in Las Americas ASPIRA Academy

PD Activity
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Las Americas ASPIRA Academy

Competency-Based Professional Development
Through Approved DOE offerings and different publisher’s PD offerings (Units of Study, Walpole, La Cosecha Biliteracy training program, etc.)

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Roadblocks for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Las Americas ASPIRA Academy

Barriers to Establishing a Process
Most of the training developed for LAAA educators was based on the curricular literacy programs established for grades K-5. We believed the training sessions offered to our educators were based on competence-based systems. However, as we look for HQIM curriculum materials moving forward, we will ensure the training offered meets the components of evidence-based reading instruction and matches the most updated reading and writing guidelines.

SB4 Survey Responses for MOT Charter School

Person in MOT Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at MOT Charter School

Name	Taylor Beal
Title	Reading Specialist
Email	taylor.beal@mot.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for MOT Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	McGraw Hill: Wonders (2023)
Grade 1	Yes	McGraw Hill: Wonders (2023)
Grade 2	Yes	McGraw Hill: Wonders (2023)
Grade 3	Yes	McGraw Hill: Wonders (2023)

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at MOT Charter School

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in MOT Charter School

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities
Stetson Associates

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in MOT Charter School

Competency-Based Professional Development
Professional Development around Wonders with a focus on science of reading.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at MOT Charter School

Process
Organizing professional development and tracking attendance.

SB4 Survey Responses for Newark Charter School

Person in Newark Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Newark Charter School

Name	Jenna Wooldridge
Title	Senior Literacy Lead
Email	jenna.wooldridge@ncs.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Newark Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	No, we are using the alternative curriculum process.	NA
Grade 3	No, we are using the alternative curriculum process.	NA

Alternative Curriculum Process for Grade Levels in Newark Charter School
We are currently using Core Knowledge for grades 2 and 3. We are rolling out the implementation of Amplify CKLA. Grade 2 will adopt CKLA in the 2024-2025 school year, and 3rd grade will adopt CKLA in the 2025-2026 school year.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Newark Charter School

Grade	Additional Curriculums
Kindergarten	Heggerty
Grade 1	Heggerty
Grade 2	Heggerty, Foundations
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Newark Charter School

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Newark Charter School

Competency-Based Professional Development
Educators can participate in Professional Development via the state’s offerings of micro-credentials, LETRS training, and AIM Pathways courses. Additionally, this year, grades K-2 are receiving professional learning (including grade-level training, coaching, and strengthening sessions) from Amplify to correlate with our HQIM implementation. Grade K-2 teachers also received Heggerty training in the 2022-2023 school year. As the literacy lead, I am planning to begin the process of becoming LETRS trained, followed by becoming a LETRS facilitator in order to provide professional learning to staff.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Newark Charter School

Process
We are undergoing a yearly rollout of CKLA implementation. All K-3 educators will be trained by the 2025-2026 school year. Our Professional Learning Plan garnered the support of the Reimagining Professional Learning Grant. We are so grateful for the learning opportunities the grant has provided to our staff, and we are hopeful to secure the grant in the future to continue providing training and support to our teachers.

SB4 Survey Responses for Odyssey Charter School

Person in Odyssey Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Odyssey Charter School

Name	Chasity Steele
Title	Curriculum, Instruction, and Assessment Coordinator K3
Email	chasity.steele@odyssey.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Odyssey Charter School

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	Yes	Amplify Education, Inc.: Amplify CKLA

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Odyssey Charter School

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Odyssey Charter School

PD Activity
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Odyssey Charter School

Competency-Based Professional Development
HQIM Publisher Professional Learning

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Odyssey Charter School

Process
Professional Development Plan for full implementation of curriculum

SB4 Survey Responses for Providence Creek Academy Charter School

Person in Providence Creek Academy Charter School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Providence Creek Academy Charter School

Name	Sarah Selway
Title	Literacy Instructional Coach/Specialist
Email	sarah.selway@pca.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Providence Creek Academy Charter School

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Providence Creek Academy Charter School

For grades K-3, we are using Scholastic Literacy for reading and writing instruction. In addition, we are using Wilson Foundations for foundational phonics instruction in grades K-3. These two curriculums are used daily for instruction.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Providence Creek Academy Charter School

Grade	Additional Curriculums
Kindergarten	Wilson Foundations
Grade 1	Wilson Foundations
Grade 2	Wilson Foundations
Grade 3	Wilson Foundations

Available Professional Development Activities

Table 4: Available Professional Development Activities in Providence Creek Academy Charter School

PD Activity
Delaware Early Literacy Micro-credentials
AIM Pathways Professional Learning
Delaware Early Literacy PLC Toolkit
DE approved vendor: Back to Basics
DE approved vendor: Reading Assist
DE approved vendor: TeachingLab

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Providence Creek Academy Charter School

Competency-Based Professional Development
Professional learning for curriculum implementation occurred previously, and educators are attending weekly coaching PLCs to evaluate assessments and constructively critique reading instruction. Additionally, teachers have signed up for early literacy micro-credentials through the state.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Providence Creek Academy Charter School

Process
We have a way to track participation in additional professional learning opportunities. We are also able to check in with teachers weekly during their literacy PLC.

SB4 Survey Responses for Sussex Academy

Person in Sussex Academy Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Sussex Academy

Name	Connie Hendricks
Title	Dean of Elementary Instruction
Email	connie.hendricks@saas.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Sussex Academy

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Sussex Academy

We are currently using ReadyGen reading curriculum, Curriculum Associates- iReady Reading, Magnetic Reading, and UFLI intervention reading program.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Sussex Academy

Grade	Additional Curriculums
Kindergarten	i-Ready and Magnetic Reading
Grade 1	i-Ready and Magnetic Reading
Grade 2	i-Ready and Magnetic Reading
Grade 3	i-Ready

Available Professional Development Activities

Table 4: Available Professional Development Activities in Sussex Academy

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
Magnetic Reading Professional Development and UFLI for Tier 3 Instruction Professional Development

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Sussex Academy

Competency-Based Professional Development
Teachers are invited and encouraged to attend the professional developments that directly relate to their current teaching position. Professional development opportunities are offered on school campus and other locations.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Sussex Academy

Process
Attendance is tracked and recorded at each professional development. When teachers are not able to attend a professional development, they are encouraged to attend the professional development at a different time.

SB4 Survey Responses for Sussex Montessori School

Person in Sussex Montessori School Responsible for Approving Literacy Curriculum

Table 18: Person Responsible for Approving Literacy Curriculum at Sussex Montessori School

Name	Jori Martinez-Woods
Title	Director of Teaching & Learning/AP
Email	jori.martinez-woods@sussexms.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Sussex Montessori School

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the Alternative Curriculum Process	NA	
Grade 1	No, we are using the Alternative Curriculum Process	NA	
Grade 2	No, we are using the Alternative Curriculum Process	NA	
Grade 3	No, we are using the Alternative Curriculum Process	NA	
Alternative Curriculum Process for Grade Levels in Sussex Academy			
Montessori ELA Curriculum			

Additional Information About Curriculums in K-3

Table 9: Additional Curriculums or Supplemental Curriculum Resources at Sussex Montessori School

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 10: Available Professional Development Activities in Sussex Montessori School

PD Activity
Delaware Early Literacy Micro-credentials
DE approved vendor: Reading assist vendor
University of Delaware Montessori Teacher Residency Training Program

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 11: Competency-Based Professional Development Available to K-3 Educators in Sussex Montessori School

Competency-Based Professional Development
Monthly day long PLC meetings that address ELA and Reading to include MTSS system. Weekly PLC MTSS meetings where we discuss the tracked data, collection modalities, and review the Dibels and STAR Reading diagnostic, progress monitoring and benchmark assessments given at regular intervals that inform instruction during the MTSS daily 30-minute sessions.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 12: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Sussex Montessori School

Process
We have partnered with the ACCESS Project and receive monthly trainings. We have 2 all day PDs that focus on evidence-based reading instruction monthly

Section 4. District Reports

SB4 Survey Responses for Appoquinimink School District

Person in Appoquinimink School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Appoquinimink School District

Name	Rebecca Feathers
Title	Director of Curriculum, Assessment and Instruction
Email	rebecca.feathers@appo.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Appoquinimink School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	Yes	Amplify Education, Inc.: Amplify CKLA

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Appoquinimink School District

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Appoquinimink School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
DE approved vendor: Reading Assist

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Appoquinimink School District

Competency-Based Professional Development
The ELA Coordinator sends out communication about PD offered by the state through the use of ELA Lead teachers in the building and instructional coach. We also completed the Train the Trainer model for CKLA in grades K-2 and 3-5. We have our own teachers providing training for our new teachers during the summer, on PD days and after school.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Appoquinimink School District

Process
In regard to PD, the ELA Coordinator works with the instructional coaches in the schools to make sure our teachers are provided proper training in the curriculum.

SB4 Survey Responses for Brandywine School District

Person in Brandywine School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Brandywine School District

Name	Michelle Kutch
Title	Director of Curriculum & Instruction
Email	michelle.kutch@bsd.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Brandywine School District

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Brandywine School District

Bookworms for K-3 - We embed phonics and phonemic awareness within our Tier 1 ELA instruction using Amplify CKLA Skills curriculum.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Brandywine School District

Grade	Additional Curriculums
Kindergarten	Amplify CKLA Skills
Grade 1	Amplify CKLA Skills
Grade 2	Amplify CKLA Skills
Grade 3	Amplify CKLA Skills

Available Professional Development Activities

Table 4: Available Professional Development Activities in Brandywine School District

PD Activity
Delaware Early Literacy PLC Toolkit
DE approved vendor: UD School Success Center (formerly Professional Development Center for Educators)

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Brandywine School District

Competency-Based Professional Development
Reading specialists in each building are using a turnkey approach in delivering instruction to K-3 teachers using the Delaware Early Literacy PLC Toolkit and its resources.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Brandywine School District

Process
Reading specialists in each building are using a turnkey approach in delivering instruction to K-3 teachers using the Delaware Early Literacy PLC Toolkit and its resources. In addition, teachers have been provided professional development in using Amplify CKLA Skills curriculum, which embeds the Science of Reading research and calls it out during trainings. UD coaches provide additional support to our Reading Specialists and Teachers in the Science of Reading. This will occur each year moving forward.

SB4 Survey Responses for Caesar Rodney School District

Person in Caesar Rodney School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Caesar Rodney School District

Name	Tara Faircloth/Barbara Miklus
Title	Director of Instruction
Email	tara.faircloth@cr.k12.de.us, barbara.miklus@cr.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Caesar Rodney School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	American Reading Company: ARC Core
Grade 1	Yes	American Reading Company: ARC Core
Grade 2	Yes	American Reading Company: ARC Core
Grade 3	Yes	American Reading Company: ARC Core

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Caesar Rodney School District

Grade	Additional Curriculums
Kindergarten	Kilpatrick 1 Minute Phonemic Awareness activities/FlyLeaf Decodables/Secret Stories
Grade 1	Secret Stories Phonics
Grade 2	Secret Stories Phonics
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Caesar Rodney School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities
Delaware Early Literacy PLC Toolkit
LLS & E2E Training with HQPL Vendor ARC

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Caesar Rodney School District

Competency-Based Professional Development
HQIM Publisher Professional Learning-E2E Coaching, LLS, Delaware Early Literacy PLC Toolkit (to support Coach the Coach Model)

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Caesar Rodney School District

Process
E2E Attendance, Agendas, Surveys, etc., PDMS Clock Hours for DE Early Literacy PLC Toolkit Coach the Coach, School Success Block PL Agendas, attendance

SB4 Survey Responses for Cape Henlopen School District

Person in Cape Henlopen School District Responsible for Approving Literacy Curriculum

Table 13: Person Responsible for Approving Literacy Curriculum at Cape Henlopen School District

Name	Amanda Archambault
Title	Supervisor of Elementary Education
Email	amanda.archambault@cape.k12.de.us

Literacy Curriculum at Each Grade Level

Table 14: Literacy Curriculums at Each Grade Level for Cape Henlopen School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	American Reading Company
Grade 1	Yes	American Reading Company
Grade 2	Yes	American Reading Company
Grade 3	Yes	American Reading Company

Additional Information About Curriculums in K-3

Table 15: Additional Curriculums or Supplemental Curriculum Resources at Cape Henlopen School District

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 16: Available Professional Development Activities in Cape Henlopen School District

PD Activity
LETRS Professional Learning
HQIM Publisher Professional Learning Opportunities
Delaware Early Literacy PLC Toolkit

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 17: Competency-Based Professional Development Available to K-3 Educators in Cape Henlopen School District

Competency-Based Professional Development
Direct coaching with HQIM publishers as well as train the trainer model developed in conjunction with the Delaware Early Literacy Toolkit and LETRS. District and building reading specialists in addition HQIM coaches collaboratively approach planning and Professional Learning.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 18: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Cape Henlopen School District

Process
Train the training with DOE approved vendor and trainers. PLCs are the conduit for professional learning in addition to on-the-job coaching.

SB4 Survey Responses for Capital School District

Person in Capital School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Capital School District

Name	Cathy Schreiber
Title	Director of Elementary Curriculum, Instruction & Assessment
Email	cathy.schreiber@capital.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Capital School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	McGraw Hill: Wonders (2023)
Grade 1	Yes	McGraw Hill: Wonders (2023)
Grade 2	Yes	McGraw Hill: Wonders (2023)
Grade 3	Yes	McGraw Hill: Wonders (2023)

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Capital School District

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Capital School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities
DE approved vendor: Reading Assist
DE approved vendor: SchoolKit
DE approved vendor: TNTP

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Capital School District

Competency-Based Professional Development
This is provided in a variety of ways, including Professional Learning days built into the yearly calendar, the use of weekly PLCs, after school curriculum meetings, and job-embedded coaching.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Capital School District

Process
We track participation through the use of PDMS for PL sessions as well as PLCs, our coaches keep notes from documented coaching cycles.

SB4 Survey Responses for Christina School District

Person in Christina School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Christina School District

Name	Norman Kennedy
Title	Director, Teaching and Learning
Email	norman.kennedy@christina.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Christina School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Benchmark Education Company: Benchmark Advanced
Grade 1	Yes	Benchmark Education Company: Benchmark Advanced
Grade 2	Yes	Benchmark Education Company: Benchmark Advanced
Grade 3	Yes	Benchmark Education Company: Benchmark Advanced

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Christina School District

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Christina School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
HQIM Publisher Professional Learning Opportunities
DE approved vendor: SchoolKit

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Christina School District

Competency-Based Professional Development
Christina K-3 teachers will engage in professional learning on the Science of Reading and how the brain learns to read. Our ELA HQIM contains all of the essential components of reading instruction. Benchmark Advanced has provided professional learning on systematic instruction, explicit instruction, and the components within its curriculum. This includes research-based best practices for instruction and actionable steps to take in the classroom when supporting students of all abilities. The PL included direct on-site modeling. We also provide new teacher orientation PL and ongoing support for all new staff implementing the HQIM in Christina. Staff most recently just received training on a Phonics Intervention Program from Benchmark Advanced that was designed by Wiley Blevins and will be used with Tier 2 and 3 students to systematically align with the core to assist with phonics and decoding instruction. We are embarking on a new professional learning opportunity with SchoolKit and LETRS to provide additional Science of Reading knowledge for all K-3 teachers and an opportunity for 4th and 5th grade. We are developing asynchronous and synchronous PL with SchoolKit to allow for flexibility. With LETRS, we are training 40 staff members on Volume 1 this year and the same 40 on Volume 2 next year. The intent is that this group will become LETRS facilitators and provide more in-depth training to all school buildings.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Christina School District

Process
We currently track all professional development in Data Service Center, which includes sessions with our HQIM Benchmark. We gather feedback after each session through teacher surveys for ongoing improvement, and attendance is taken by the in-district facilitator. We plan to create a micro-credentialing platform to use with SchoolKit's asynchronous PL sessions to track the completion status of K-3 teachers and to provide the opportunity to connect the new knowledge with current instruction. Additional LETRS and Benchmark PL, will be tracked using Data Service Center.

SB4 Survey Responses for Colonial School District

Person in Colonial School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Colonial School District

Name	Sherrie Clark
Title	Director C&I
Email	sherrie.clark@colonial.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Colonial School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	Yes	Amplify Education, Inc.: Amplify CKLA

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Colonial School District

Grade	Additional Curriculums
Kindergarten	Heggerty
Grade 1	Heggerty
Grade 2	Heggerty
Grade 3	Heggerty

Available Professional Development Activities

Table 4: Available Professional Development Activities in Colonial School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities
DE approved vendor: Reading Assist

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Colonial School District

Competency-Based Professional Development
We share all early literacy PD offered by the state. In addition, all K-3 teachers have participated in early literacy PD offered during the day through our HQIM curriculum provider, Amplify. School- based coaching, PLCs, virtual/in person sessions are also offered.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Colonial School District

Process
Attendance at PD is the first step; afterwards, there is coaching around the observation/feedback protocols and observations from walkthrough tools.

SB4 Survey Responses for Indian River School District

Person in Indian River School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Indian River School District

Name	Kelly Dorman and Marisa Hockman
Title	Director of Elementary Education and ELA/ML Instructional Specialist
Email	Kelly.Dorman@irsd.k12.de.us and Marisa.Hockman@irsd.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Indian River School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	Yes	Amplify Education, Inc.: Amplify CKLA

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Indian River School District

Grade	Additional Curriculums
Kindergarten	CKLA- Boost Reading
Grade 1	CKLA- Boost Reading
Grade 2	CKLA- Boost Reading
Grade 3	CKLA- Boost Reading

Available Professional Development Activities

Table 4: Available Professional Development Activities in Indian River School District

PD Activity
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Indian River School District

Competency-Based Professional Development
We have created a Professional Development Plan that is focused on CKLA. This professional development is offered during New Educator Week, Returning Educator Week, and during various professional development opportunities throughout the school year.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Indian River School District

Process
During Professional Learning opportunities, teachers are required to register in PDMS and sign in for attendance purposes.

SB4 Survey Responses for Lake Forest School District

Person in Lake Forest School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Lake Forest School District

Name	James Dick
Title	Chief Academic Officer
Email	james.dick@lf.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Lake Forest School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 1	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 2	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	Yes	Amplify Education, Inc.: Amplify CKLA

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Lake Forest School District

Grade	Additional Curriculums
Kindergarten	Heggerty Phonemic Awareness
Grade 1	Heggerty Phonemic Awareness
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Lake Forest School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Lake Forest School District

Competency-Based Professional Development
Teachers are being provided with continuous professional development provided by Amplify/CKLA throughout the year, including 2 days in August and 3 additional days throughout the year, as well as access to the opportunities provided through PDMS such as LETRS, Aim Pathways, and Micro-Credentials on their own time.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Lake Forest School District

Process
Attendance is taken during all professional development activities, and specialists meet with those who have missed trainings to ensure they have the knowledge provided during the trainings.

SB4 Survey Responses for Laurel School District

Person in Laurel School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Laurel School District

Name	Ashley Q. Giska
Title	Assistant Superintendent
Email	ashley.giska@laurel.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Laurel School District

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Laurel School District

We are using Open-Up Resources: Bookworms Reading and Writing across all grade levels K-3.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Laurel School District

Grade	Additional Curriculums
Kindergarten	BWRW Intensive/Enhanced Core
Grade 1	BWRW Intensive/Enhanced Core
Grade 2	BWRW Intensive/Enhanced Core
Grade 3	BWRW Intensive/Enhanced Core

Available Professional Development Activities

Table 4: Available Professional Development Activities in Laurel School District

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities
DE approved vendor: UD School Success Center (formerly Professional Development Center for Educators)

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Laurel School District

Competency-Based Professional Development
SSC, through the University of Delaware, coaches our teachers throughout the year in their classrooms during the school day and during PLCs. SSC also facilitates 4 of our professional learning days that focus on delivering our core curriculum in literacy with integrity.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Laurel School District

Process
BWRW Intensive/Enhanced Core

SB4 Survey Responses for Milford School District

Person in Milford School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Milford School District

Name	Kelly Carvajal Hageman
Title	Chief Academic Officer
Email	kcarvajalhageman@msd.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Milford School District

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Milford School District

Bookworms Reading & Writing

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Milford School District

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Milford School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities
Delaware Early Literacy PLC Toolkit
DE approved vendor: SchoolKit
DE approved vendor: UD School Success Center (formerly Professional Development Center for Educators)

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Milford School District

Competency-Based Professional Development
UD School Success Center (formerly Professional Development Center for Educators)

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Milford School District

Process
UD School Success Center (formerly Professional Development Center for Educators)

SB4 Survey Responses for Red Clay Consolidated School District

Person in Red Clay Consolidated School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Red Clay Consolidated School District

Name	Kelly Harkins
Title	Supervisor of ELA
Email	kelly.harkins@redclay.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Red Clay Consolidated School District

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Red Clay Consolidated School District

For grades K-3, we are using Ready Gen for reading and writing instruction.

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Red Clay Consolidated School District

Grade	Additional Curriculums
Kindergarten	UFLI Foundations
Grade 1	95 Phonics Core Program
Grade 2	95 Phonics Core Program
Grade 3	95 Phonics Core Program

Available Professional Development Activities

Table 4: Available Professional Development Activities in Red Clay Consolidated School District

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities
95 Percent Group

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Red Clay Consolidated School District

Competency-Based Professional Development
Professional Learning Sessions provided by 95 Percent Group; micro-credentials available

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Roadblocks for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Red Clay Consolidated School District

Barriers to Establishing a Process
Ongoing PL for educators not previously trained is not in place

SB4 Survey Responses for Seaford School District

Person in Seaford School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Seaford School District

Name	Kirsten Jennette
Title	Director of Curriculum and Instruction
Email	kirsten.jennette@seaford.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Seaford School District

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Seaford School District

Open Up Resources Bookworms Curriculum

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Seaford School District

Grade	Additional Curriculums
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Seaford School District

PD Activity
DE approved vendor: UD School Success Center (formerly Professional Development Center for Educators)

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Seaford School District

Competency-Based Professional Development
UD School Success Center Bookworms Coaching and PL

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Seaford School District

Process
UD School Success Center Bookworms Coaching and PL

SB4 Survey Responses for Smyrna School District

Person in Smyrna School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Smyrna School District

Name	Kelly Holt
Title	Curriculum Director
Email	kelly.holt@smyrna.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Smyrna School District

Does the curriculum meet DOE guidelines for HQIM?		
Grade	Answer	If you are using an HQIM, which one?
Kindergarten	Yes	American Reading Company: ARC Core
Grade 1	Yes	American Reading Company: ARC Core
Grade 2	Yes	American Reading Company: ARC Core
Grade 3	Yes	American Reading Company: ARC Core

Additional Information About Curriculum in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Smyrna School District

Grade	Additional Curriculums
Kindergarten	Heggerty/UFLI
Grade 1	Heggerty/UFLI
Grade 2	UFLI
Grade 3	UFLI

Available Professional Development Activities

Table 4: Available Professional Development Activities in Smyrna School District

PD Activity
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
AIM Pathways Professional Learning
HQIM Publisher Professional Learning Opportunities

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Smyrna School District

Competency-Based Professional Development
ARC Coaching, UFLI Training, Heggerty Training

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Smyrna School District

Process
All teachers are trained, and as new staff are hired, our district Reading Specialist provides training.

SB4 Survey Responses for Woodbridge School District

Person in Woodbridge School District Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Woodbridge School District

Name	Brandon Snyder
Title	Director of Curriculum and Instruction
Email	brandon.snyder@wsd.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curriculums at Each Grade Level for Woodbridge School District

Does the curriculum meet DOE guidelines for HQIM?			
Grade	Answer	If you are using an HQIM, which one?	
Kindergarten	No, we are using the alternative curriculum process.	NA	
Grade 1	No, we are using the alternative curriculum process.	NA	
Grade 2	No, we are using the alternative curriculum process.	NA	
Grade 3	No, we are using the alternative curriculum process.	NA	

Alternative Curriculum Process for Grade Levels in Woodbridge School District

Bookworms Reading and Writing

Additional Information About Curriculums in K-3

Table 3: Additional Curriculums or Supplemental Curriculum Resources at Woodbridge School District

Grade	Additional Curriculums
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A

Available Professional Development Activities

Table 4: Available Professional Development Activities in Woodbridge School District

PD Activity
Delaware Early Literacy Micro-credentials
HQIM Publisher Professional Learning Opportunities
DE approved vendor: UD School Success Center (formerly Professional Development Center for Educators)

Do all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction?

Table 5: Competency-Based Professional Development Available to K-3 Educators in Woodbridge School District

Competency-Based Professional Development
Access is provided to our teachers via the coaching partnership that has been in place with the UD School Success Center for several years. Additionally, teachers participate in PL opportunities that are offered by Bookworms each August and during bi-weekly PLC meetings in both elementary settings.

Process for Ensuring K-3 Educators Have Successfully Completed Competency-based PD

Table 6: Process for Ensuring K-3 Educators Have Completed Competency-Based Professional Development at Woodbridge School District

Process
We track PLC attendance for all PLC meetings and PL that take place in the district. Additionally, detailed notes/feedback from our ongoing coaching cycles are maintained by the district K-5 Reading Specialists/Coach and our UD partner.