

State of Delaware

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

2024-2025



*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, 2024

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 other educators to address many different topics in 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. District Reports

SB4 Early Literacy Reporting 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: Annie Davis
Title: Prek-5 ELA Coordinator
Email: annie.davis@appo.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our district partners with this provider to provide PL to our teachers
NA
This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
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 Appoquinimink School District

Competency-Based Professional Development
Novice teachers are provided with PL on our HQIM, CKLA. This PL is offered before school starts and then again in October for late hires. Teachers are also encouraged to take the many offerings provided by the DDOE (AIMS, LETRS, etc.)

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
We are keeping an ongoing spreadsheet that lists PL that teachers have taken. It is updated throughout the year.

SB4 Early Literacy Reporting 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: Tracy Selekman
 Title: Acting Supervisor of K-12 Literacy, Social Studies, and Gifted Services
 Email: tracy.selekman@bsd.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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

Grades K-3: Bookworms
<https://docs.google.com/document/d/1xBz2TruAiygAZ1bJ2rZf64A9PRlqow5aH6AS-UI0aBk/edit?usp=sharing>

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	CKLA for Foundational Skills, Handwriting Without Tears and Kid Writing
Grade 1	CKLA for Foundational Skills and Kid Writing
Grade 2	CKLA for Foundational Skills, Kid Writing
Grade 3	I-Ready Writing

Available Professional Development Activities

Table 4: Available Professional Development Activities in Brandywine School District

Our district partners with this provider to provide PL to our teachers
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
SchoolKit
UD School Success Center (formerly Professional Development Center for Educators)

This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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
Our reading specialists have been trained in the Science of Reading and are providing this training to all K-5 teachers during PLCs

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
Our reading specialists, administrators, K-12 Supervisor, have received training over the last year provided by School Kit and University of Delaware's Success Team. Training continues through this school year. Reading specialists are providing this training to our teachers in PLCs. Our Special Education Dept. has taken part in various trainings, and we are in the process of recording when and where trainings have happened as well as how to ensure all are fully trained.

SB4 Early Literacy Reporting 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: Barbara Miklus & Tara Faircloth
 Title: Supervisor & Director of Instruction
 Email: barbara.miklus@cr.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Kilpatrick One Minute Routines, Secret Stories
Grade 1	Kilpatrick One Minute Routines, Secret Stories
Grade 2	Secret Stories
Grade 3	NA

Available Professional Development Activities

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

Our district partners with this provider to provide PL to our teachers
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities

This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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
Delaware Early Literacy PLC Toolkit included in 23-24 PD for all Reading Coaches and 24-25 PL for all teachers grades K-5 (with connection to our HQIM through district created alignment within each module. Additional Schoology Course was created and utilized to facilitate PD with administrators and each elementary building.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
23-24-Coach the Coach School Model for Early Literacy PLC, 24-25-All staff members listed above are receiving Early Literacy PD at each of our elementary buildings. This PD plan includes Professional Learning on Inservice Days, follow up school wide faculty meetings, PLC at each grade level twice per month. SSB PLC includes lesson internalization for each of the early literacy components within our HQIM. In addition, any new teacher will receive PL on Early Literacy using the same modules within the new teacher mentoring process.

SB4 Early Literacy Reporting Survey Responses for Cape Henlopen School District

Person in Cape Henlopen School District Responsible for Approving Literacy Curriculum

Table 1: 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 2: Literacy Curricula 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: 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 Curricula in K-3

Table 3: Additional Curricula or Supplemental Curriculum Resources at Cape Henlopen School District

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Cape Henlopen School District

Our district partners with this provider to provide PL to our teachers
LETRS Professional Learning
This is available to our teachers, but our district does not work directly with the provider
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 Cape Henlopen School District

Competency-Based Professional Development

We are initiating our first LETRS cohort on October 28th. We have 25 in the course. This is in addition to 25 folks who have already taken LETRS. In addition, we utilize the DE Early Literacy ToolKit. We are layering our delivery, given new hires, attrition, and general moves. We will offer another LETRS cohort in February.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Building based literacy specialists along with our District Literacy Specialist are tracking the evidence of SOR Professional Learning.

SB4 Early Literacy Reporting 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 and Assessment
 Email: cathy.schreiber@capital.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our district partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
Reading Assist (professional learning, not use of tutors)
SchoolKit
TNTP
This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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

Access is provided through a comprehensive professional learning plan at both the district and building levels. The plan utilizes professional learning days to provide targeted PL in those areas. Additionally, PLCs are utilized to engage teachers in unit/lesson internalization with support from an instructional coach. They also have access to job embedded coaching utilizing our HQIM with aligned research-based practices.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Yes. We put all of our professional development into PDMS and require staff to register and we mark their attendance. Additionally, we have collaborated with DDOE and others to get attendance/participation information for other trainings such as AIMS Pathways and LETRS.

SB4 Early Literacy Reporting 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 Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our district partners with this provider to provide PL to our teachers
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
SchoolKit

This is available to our teachers, but our district does not work directly with the provider
Reading Assist (professional learning, not use of tutors)
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 Christina School District

Competency-Based Professional Development
All K-5 educators are required to complete a three-part webinar series on the Science of Reading that is directly correlated with our HQIM. In addition, we have partnered with Lexia to offer LETRS training to our teachers who are interested in the course. We are currently implementing our 3rd cohort/session. The three-part course has an assurance requirement that allows us to view staff member completion status by school.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
The three-part webinar series on the Science of Reading has an assurance requirement piece that feeds into a Google Sheet with a time/date stamp, email/name, and score received. KN-5 teacher must complete this by January 6, 2025. We are in the process of breaking down the data sheets by the instructional positions listed above.

SB4 Early Literacy Reporting 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: Katie Gutowski
Title: ELA Supervisor
Email: katie.gutowski@colonial.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our district partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
Reading Assist (professional learning, not use of tutors)
SchoolKit

This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
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 Colonial School District

Competency-Based Professional Development
Teachers have access to competency-based professional learning through our District PD days, PLCs, coaching cycles, the DE Literacy Plan PL Pathways, and contracted services with District partners. These can be accessed face to face, asynchronously, or synchronously.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
We have designated District PD days that help provide us opportunities to provide PD. We offer PD aligned to the SOR that include essential components of evidence-based reading instruction.

SB4 Early Literacy Reporting 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
 Title: Director of Elementary Education
 Email: Kelly.Dorman@irsd.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

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

Our district partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
This is available to our teachers, but our district does not work directly with the provider
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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

Yes, we are in the second year of implementation with Core Knowledge Language Arts or CKLA. All new educators to the Indian River School District participated in CKLA Training during New Educator Week. We have also had the CKLA Professional Development Specialist return for the second year and each school has a session with her every other month beginning in October. In addition, IRSD does have three district-wide Professional Development Sessions throughout the school year with sessions that involve various contents including ELA.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Yes, when we first implemented CKLA in 2023, all elementary teachers were required to participate in the CKLA Professional Learning that occurred during Returning Educator Week, and during the district-wide professional development days that were available. In addition, each school was given the opportunity to have the CKLA Professional Development Coach within their building, one day in that month for grade-level professional development, this occurred every other month beginning in September.

SB4 Early Literacy Reporting 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 Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

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

Our district partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
UD School Success Center (formerly Professional Development Center for Educators)
This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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

Access is provided on district PD days and throughout the year during CKLA provided coaching days, as well as the access teachers have to state provided opportunities such as LETRS, Pathways, micro credentials, etc.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Our attendance documents from district PD will support collecting this data, as well as surveys we have collected and will continue to collect from teachers indicating which trainings they have participated in. We will also begin collecting certificates for additional documentation of trainings taken outside the district.

SB4 Early Literacy Reporting 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 Curricula 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	Yes	Amplify Education, Inc.: Amplify CKLA

Alternative Curriculum Process for Grade Levels in Laurel School District

We are using Bookworms: Reading and Writing in conjunction with the School Success Center at the University of Delaware.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Laurel School District

Our district partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
UD School Success Center (formerly Professional Development Center for Educators)
This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning
Neuhous Education
Public Consulting Group
Reading Assist (professional learning, not use of tutors)
SchoolKit
TeachingLab
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 Laurel School District

Competency-Based Professional Development
Embedded Instructional coaching monthly with literacy specialists from UD-SSC.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

No. Barriers are described below:
Currently, we are collaborating with UD-SSC to establish our core competencies related to the SOR and how we will track progress and ascertainment. Amplify has competencies in place for CKLA in Grade 3 and we have completed 3 courses thus far.

SB4 Early Literacy Reporting 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 Curricula 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

We have been approved to use the Bookworms curriculum.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
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

Our district partners with this provider to provide PL to our teachers
UD School Success Center (formerly Professional Development Center for Educators)
This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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
coaching, modeling, lesson internalization, and professional learning sessions

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
All educators participate in professional learning on an annual basis and through job-embedded professional learning

SB4 Early Literacy Reporting 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 Elementary ELA
 Email: kelly.harkins@redclay.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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

UFLI Foundations - Kindergarten
 95 Phonics Core Program - 1-3
 Saavas ReadyGEN - K-3

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

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

Our district partners with this provider to provide PL to our teachers

HQIM Publisher Professional Learning Opportunities
SchoolKit
TNTP

This is available to our teachers, but our district does not work directly with the provider

Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning

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 Days, PLCs

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Attendance data through DSC and PDMS

SB4 Early Literacy Reporting 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: Krissy Jennette
 Title: Director of Curriculum & Instruction
 Email: kirsten.jennette@seaford.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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

Bookworms Reading & Writing

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
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

Our district partners with this provider to provide PL to our teachers
UD School Success Center (formerly Professional Development Center for Educators)

This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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-SSC

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
Ongoing support from UD-SSC

SB4 Early Literacy Reporting 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: David H Morrison
 Title: Supervisor of Instruction
 Email: david.morrison@smyrna.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	UFLI, Heggerty
Grade 1	UFLI, Heggerty
Grade 2	UFLI, Heggerty
Grade 3	UFLI, Heggerty

Available Professional Development Activities

Table 4: Available Professional Development Activities in Smyrna School District

Our district partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
TNTP
This is available to our teachers, but our district does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
SchoolKit
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 Smyrna School District

Competency-Based Professional Development

All K-3 educators, including administrators, building specialists, MLL specialists, Spanish Immersion, and Special Education teachers have access through professional learning opportunities both within and outside of the school day.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

No. Barriers are described below:

Time, money, operational barriers (substitutes, teacher shortage)

SB4 Early Literacy Reporting 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 Curricula 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 is used K-5 in the Woodbridge School District. We complete the alternative curriculum process during the 23-24 school year during which the curriculum was approved for use.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Woodbridge School District

Our district partners with this provider to provide PL to our teachers

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

This is available to our teachers, but our district does not work directly with the provider

Back to Basics/AIM Pathways Professional Learning

Delaware Early Literacy Micro-credentials

HQIM Publisher Professional Learning Opportunities

LETRS Professional Learning

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

Open Up Resources partners with the Literacy Team at the University of Delaware's School Success Center to work alongside teachers and leaders as they implement Bookworms Reading and Writing K-5 First Edition (BWFE), providing PL, PLC, and coaching support for teachers in using evidence-based literacy practices for lesson implementation, analyzing student data to plan and inform instruction, and analyzing implementation data to plan and inform teacher instructional coaching support for stronger implementation, all in service to increasing student literacy achievement. This coaching work is customized to the needs of each school.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Competency based professional development is provided in a variety of ways including but not limited to bi-weekly PLC's and additional professional learning opportunities provided through our partnership with the UD School Success Center. Our partnership with the Success Center provides 18 days of classroom visits, with feedback, and professional learning for all reading teachers. Additionally, the school administrators, reading specialist, and director of curriculum are receiving four days of in person professional learning from the UD Success Center this year focused on the Science of Reading.

Section 5. Charter School Reports

SB4 Early Literacy Reporting 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: Director of Curriculum & Instruction/ Reading Specialist
 Email: caridad.alonso@academia.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 (2020)
Grade 3	Yes	McGraw Hill: Wonders (2020)

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Imagine Language & Literacy Heggerty UFLI Sound Wall Tucker Signing
Grade 1	Imagine Language & Literacy Heggerty UFLI Sound Wall Tucker Signing
Grade 2	Imagine Language & Literacy Heggerty UFLI Sound Wall Tucker Signing
Grade 3	Imagine Language & Literacy Heggerty UFLI Sound Wall Tucker Signing

Available Professional Development Activities

Table 4: Available Professional Development Activities in Academia Antonia Alonso

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
Reading Assist (professional learning, not use of tutors)
UD School Success Center (formerly Professional Development Center for Educators)
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning

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

All K-3 educators have access to competency-based professional development aligned with evidence-based reading instruction. Teachers receive online professional development for both Heggerty and UFLI. For Sound Wall and Tucker Signing, our reading specialist provides in-person training to ensure effective implementation. This comprehensive approach supports consistent access to high-quality, evidence-based literacy instruction for K-3 educators.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

To ensure all K-3 educators complete competency-based professional development aligned with evidence-based reading instruction, we follow a structured process: Professional Development & Curriculum Resources: Teachers receive training on Tier 1 supplemental curriculum resources, emphasizing the five pillars of reading instruction-phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional Learning Communities (PLCs): Teachers participate in PLCs to discuss research-based reading practices and engage in continuous improvement. Data Analysis: Regular student data analysis measures the impact of professional development on reading outcomes, guiding instructional adjustments. Administrator Training: This year, school administrators are participating in ELLA Academy training and Literacy Coalition Cadre meetings, applying strategies learned to support teachers in PLCs. Classroom Walkthroughs & Coaching: Frequent observations and coaching sessions target support in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Micro-Credentials & Additional Learning Opportunities: We provide professional learning opportunities to reinforce evidence-based reading instruction practices. This structured approach allows us to effectively track and report the number and percentage of teachers completing competency-based professional development, driving strong literacy.

SB4 Early Literacy Reporting 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: Mondaria Galloway
Title: Principal
Email: mondaria.galloway@aod.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	UFLI Foundations
Grade 1	UFLI Foundations
Grade 2	UFLI Foundations
Grade 3	NA

Available Professional Development Activities

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

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning
Neuhous Education
Public Consulting Group
Reading Assist (professional learning, not use of tutors)
SchoolKit
TeachingLab
TNTP
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 Academy Of Dover Charter School

Competency-Based Professional Development
Teaching & support staff at AOD received direct training from EL Education and a certified UFLI Reading Specialist.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
We ensured all teaching staff attended the EL Education training, and teaching and support staff attended the UFLI Foundations training. We had 100% attendance.

SB4 Early Literacy Reporting 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 Curricula 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

We are currently piloting Bookworms and Amplify (CKLA). For now, our K-2 classrooms use SuperKids from Zaner Bloser, and our third grade uses a teacher-written curriculum.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	UFLI
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Campus Community School

Our school partners with this provider to provide PL to our teachers
NA
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
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 Campus Community School

Competency-Based Professional Development
All of our K-3 teachers are signed up for ELLA and/or LETRS. All professional development opportunities from the state are made available to all teachers. We make sure there is coverage for their classrooms in order for them to attend.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
We have teachers use sign-in sheets, and we expect reflections from each of the professional developments. We also track through PDMS which teachers are sign-up for the courses. We also keep a spreadsheet.

SB4 Early Literacy Reporting 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: Rachel Valentin
 Title: Executive Director
 Email: rachel.valentin@csnc.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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	EL Education

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

Science of Reading Alignment in Curricular Programming Our curricular materials are selected, designed, and implemented to align with the science of reading, specifically by ensuring students receive explicit, systematic instruction in foundational literacy with frequent formal and informal assessment, alongside knowledge-building (through read aloud and independent and shared reading) and daily experience with grade-level authentic texts. Students also receive daily writing instruction that includes writing to text and sentence-level writing instruction. Explicit, systematic foundational skills instruction: In K-2, students engage with all components of the Bookworms curriculum each day. The daily Shared Reading section includes phonological awareness activities and progresses through a structured sequence of phonics patterns. Instruction is direct and explicit, and we place an emphasis on accuracy (accurate models of sounds, blending, segmenting by our teachers; accurate responses by students) and repetition. All students also engage daily in the small group Differentiated Instruction portion of the Bookworms program. These daily DI lessons also include phonological awareness activities in every lesson followed by phonics instruction that progresses through phases of sounds and spelling patterns. Students are informally assessed daily and formally assessed every 15 lessons, following the Bookworms DI sequence: basic alphabet knowledge, letter sounds, letter patterns, blends and digraphs, r-controlled vowels, VCE, vowel teams, oral reading fluency. We track this data for all individual students and also track letter identification, letter sounds, and knowledge of print concepts so that we can provide additional targeted support as needed. By including the Differentiated Instruction component daily for all students - alongside the Shared Reading lessons - we ensure that Bookworms is used to provide more than 45 minutes of daily explicit, systematic foundational skills instruction. However, we also supplement this instruction with time in decodable

readers so that, as students are developing their phonological awareness and their decoding skills through explicit instruction, they are getting ample opportunity to practice and move more word parts and words into their sight recognition memory. Finally, while our 3rd-4th grade curriculum (EL) does not include a foundational skills component, we are able to use our RTI time to provide direct, systematic phonological awareness and phonics instruction based on student data and we train our 3rd and 4th grade teachers on Scarborough's Reading Rope, the principles foundational skills instruction, and how to support with morphology and effective prompting for multisyllabic decoding that our older students need. Knowledge building: The ELA component of the Bookworms (K-2) and the Module Lessons in EL (3-4) are built for knowledge-building literacy instruction. They include thematically related sets of texts so that students systematically build knowledge over time. We train our teachers to focus on knowledge-building and to understand that background knowledge is an extremely important determinant of students' ability to comprehend. Shared Reading in the Bookworms lessons also includes a knowledge building element, but the ELA portion of the lesson includes a daily instructional read aloud intended primarily to build student knowledge. Fluency: Both EL and Bookworms - and the supplemental decodables we use in K-2 - provide opportunities for students to focus explicitly on reading more fluently and with greater prosody and expression. Authentic reading experiences: In addition to learning print concepts, phonological awareness, and phonics patterns through explicit instruction and building knowledge through thematic units and sequences read alouds, our students also get daily experience reading authentic text on their own. This happens during the Shared Reading portion of the Bookworms lesson and during the Work Time portions of the EL module lessons. Students read grade level texts and make meaning, strengthening their verbal reasoning skills and supporting claims about the text with evidence. Writing instruction: Bookworms ELA lessons (daily in K-2) include a writing component with sentence-level writing instruction; Bookworms writing units provide more process-based writing instruction that focuses on writing within a genre and organization; and EL lessons include instruction on writing process and genre-based writing. In K-2, students work on encoding through dictation in both Bookworms Shared Reading (whole class) lessons and Bookworms Differentiated Instruction (small group) lessons, with encoding work strengthening their decoding skills.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Fundations if applicable and see above
Grade 1	Fundations if applicable and see above
Grade 2	Fundations if applicable and see above
Grade 3	Fundations if applicable and see above

Available Professional Development Activities

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

Our school partners with this provider to provide PL to our teachers
Delaware Early Literacy PLC Toolkit LETRS Professional Learning
This is available to our teachers, but our school does not work directly with the provider
NA

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
<p>The full literacy professional learning plan at CSNC Elementary aligns to Delaware's Vision for High Quality Professional Learning. PL is specific, building teachers' understanding of how students learn to read and write, including their understanding of print concepts, phonological awareness, decoding, sight recognition, fluency, comprehension strategies, background knowledge, language structure, literacy knowledge, vocabulary, and verbal reasoning/inferential thinking and how each of these strands should be developed over time. We lean on both the standards and the assessment tools we use to help teachers understand exactly what students need to know (for example, teachers are trained on the progression from basic alphabetic knowledge through vowel teams, r-controlled syllables, etc. in the Bookworms Differentiated Instruction program), and provide PD and coaching on how to use a gradual release, explicit instruction model to teach students phonological awareness and phonics, while using text-centered discourse and writing to build their comprehension abilities. PL at CSNC is also relevant: all PD sessions include time to apply learning in grade level groups and practice planning and instructional delivery with an actual Bookworms or EL lessons; PLCs happen weekly, are grade-level specific, and always include practice with EL or Bookworms materials; and individual coaching sessions include modeling and practice of instructional techniques using the Bookworms and EL materials. PL is equitable: we adjust the amount of coaching and type of coaching (from more self-directed planning and preparation with videos and research materials to more direct modeling and practice) based on teacher needs, and we look at student-by-student learning data weekly with teachers and help them adapt portions of their lesson - particularly their Bookworms Differentiated Instruction Lessons and supports provided during EL Worktime - to address individual student needs. PL is Ongoing, with PD sessions in August and several times throughout the year that are part of the same, coherent scope of learning for weekly PLCs and coaching multiple times per week for all teachers. PL is engaging, with teachers actively discussing the content in both small group and whole group settings, practicing instructional delivery and data response moves, and sharing and receiving feedback from their colleagues during PDs and PLCs.</p>

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

The full literacy professional learning plan at CSNC Elementary aligns to Delaware's Vision for High Quality Professional Learning. PL is specific, building teachers' understanding of how students learn to read and write, including their understanding of print concepts, phonological awareness, decoding, sight recognition, fluency, comprehension strategies, background knowledge, language structure, literacy knowledge, vocabulary, and verbal reasoning/inferential thinking and how each of these strands should be developed over time. We lean on both the standards and the assessment tools we use to help teachers understand exactly what students need to know (for example, teachers are trained on the progression from basic alphabetic knowledge through vowel teams, r-controlled syllables, etc. in the Bookworms Differentiated Instruction program), and provide PD and coaching on how to use a gradual release, explicit instruction model to teach students phonological awareness and phonics, while using text-centered discourse and writing to build their comprehension abilities. PL at CSNC is also relevant: all PD sessions include time to apply learning in grade level groups and practice planning and instructional delivery with an actual Bookworms or EL lessons; PLCs happen weekly, are grade-level specific, and always include practice with EL or Bookworms materials; and individual coaching sessions include modeling and practice of instructional techniques using the Bookworms and EL materials. PL is equitable: we adjust the amount of coaching and type of coaching (from more self-directed planning and preparation with videos and research materials to more direct modeling and practice) based on teacher needs, and we look at student-by-student learning data weekly with teachers and help them adapt portions of their lesson - particularly their Bookworms Differentiated Instruction Lessons and supports provided during EL Worktime - to address individual student needs. PL is Ongoing, with PD sessions in August and several times throughout the year that are part of the same, coherent scope of learning for weekly PLCs and coaching multiple times per week for all teachers. PL is engaging, with teachers actively discussing the content in both small group and whole group settings, practicing instructional delivery and data response moves, and sharing and receiving feedback from their colleagues during PDs and PLCs.

SB4 Early Literacy Reporting 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 Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
LETRS Professional Learning
Reading Assist (professional learning, not use of tutors)
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

Regularly scheduled and designed. PD weekly contains specific targets including literacy foundations.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

Literacy coaches provide PD during summer and regular ongoing data and best practices sessions related to the science of reading.

SB4 Early Literacy Reporting 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 Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
SchoolKit

This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
Neuhous Education
Public Consulting Group
Reading Assist (professional learning, not use of tutors)
TeachingLab
TNTP
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 Edison (Thomas A.) Charter School

Competency-Based Professional Development
PD days, contracted consultants provide coaching and PLC days, literacy leaders attend PD on evidence-based reading instruction

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
PD days, contracted consultants provide PL and coaching days, literacy leaders attend EB reading instruction PL.

SB4 Early Literacy Reporting 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: Director of Education
 Email: liz.madden@fsma.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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

FSMA is a Montessori school, and utilizes the Montessori curriculum, lessons, and pedagogy at its core. In addition, we are using the University of Florida Literacy Institute (UFLI) Foundations curriculum.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

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

Our school partners with this provider to provide PL to our teachers
Other

This is available to our teachers, but our school does not work directly with the provider
Delaware Early Literacy Micro-credentials
LETRS Professional Learning

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 K-3 teachers have access to and are required to complete UFLI training. Additionally, all of our full-time teachers are required to complete Montessori Training

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
All professional development is tracked so we can ensure completion of different professional development.

SB4 Early Literacy Reporting Survey Responses for Gateway Charter School

Person in Gateway Charter School Responsible for Approving Literacy Curriculum

Table 1: 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 Curricula 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	Yes	McGraw Hill: Wonders (2023)
Grade 3	Yes	McGraw Hill: Wonders (2023)

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Gateway Charter School

Our school partners with this provider to provide PL to our teachers
Other
This is available to our teachers, but our school does not work directly with the provider
Delaware Early Literacy Micro-credentials

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

Our teacher have received training by Wonders trainers. In addition, experienced teachers provide mentoring of evidence-based reading instruction during PLC and Morning Meetings.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

No. Barriers are described below:

No. These are difficult to establish because most of our teachers are novice/new educators. In addition, the retention of teachers is difficult to establish because of the perks and benefits of working at a district school.

SB4 Early Literacy Reporting 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: Dr. Natakia Chestnut-Lee; Tara Robbins;
Title: CEO; Principal;
Email: nchestnutlee@kacsde.org

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our school partners with this provider to provide PL to our teachers
NA
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning
Reading Assist (professional learning, not use of tutors)
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 Kuumba Academy Charter School

Competency-Based Professional Development
Professional Development Management System

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

No. Barriers are described below:
Administration changes; Wasn't aware; Large Teacher turnaround;

SB4 Early Literacy Reporting 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: Deborah Panchisin
 Title: Chief Academic Officer
 Email: debbie.panchisin@laaa.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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	Yes	Houghton Mifflin Harcourt: Into Reading
Grade 1	Yes	Houghton Mifflin Harcourt: Into Reading
Grade 2	Yes	Houghton Mifflin Harcourt: Into Reading
Grade 3	Yes	Houghton Mifflin Harcourt: Into Reading

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

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

Our school partners with this provider to provide PL to our teachers
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
SchoolKit
TNTP

This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials

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
HMH Publisher PD

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
We are currently working with LETRS to schedule training for all K-3 teachers in August. Our instructional coaches are participating in AIMS pathways professional learning. This will be turn-keyed through PLC and professional learning days with K-3 teachers. Through our work with the DE Early literacy PLC toolkit the leadership attending the training will be meeting with PLCs for turnkey professional learning over the next 2 years.

SB4 Early Literacy Reporting 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: Erin Goodwin
Title: literacy coach
Email: erin.goodwin@mot.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
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

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning
Neuhous Education
Public Consulting Group
Reading Assist (professional learning, not use of tutors)
SchoolKit
TeachingLab
TNTP
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 MOT Charter School

Competency-Based Professional Development
All K-3 teachers are provided access to the McGraw Hill Wonders professional development resources and trainings as part of on-going school-based professional development.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

No. Barriers are described below:
We are currently working on establishing a process as we build our instructional/curriculum support team.

SB4 Early Literacy Reporting 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: Literacy Senior Team Lead
 Email: jenna.wooldridge@ncs.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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	Yes	Amplify Education, Inc.: Amplify CKLA
Grade 3	No, we are using the alternative curriculum process.	NA

Alternative Curriculum Process for Grade Levels in Newark Charter School

Currently, grade 3 is using the Core Knowledge curriculum. Next school year, 2025-2026, they will implement Amplify CKLA. We are in year 3 of our plan to roll out CKLA in grades K-5. Grade 3 will receive training and materials this school year in preparation for next year's implementation.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Heggerty
Grade 1	Heggerty
Grade 2	Heggerty
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Newark Charter School

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
LETRS Professional Learning
Other

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 the state's offerings of micro-credentials, LETRS training, and AIM Pathways courses. All teachers in grades K-2 have received professional learning from Amplify, including grade-level training, coaching, and strengthening sessions to correlate with our HQIM. Third grade will receive training later this school year in anticipation of their adoption of CKLA for the 25-26 school year. As the Literacy Senior Team Lead, I have completed LETRS Volume 1 and Volume 2 in preparation for becoming a LETRS facilitator to provide professional learning for our staff.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
Through our adoption of Amplify CKLA, teachers at each grade level, in addition to school-based interventionists and special education staff, receive training through Amplify. To further enhance our professional learning, teachers also participate in inquiry cycles centered around literacy instruction. During this time, they explore best practices in literacy instruction, as well as receiving coaching and support from the Literacy Senior Team Lead.

SB4 Early Literacy Reporting 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: Juliana Sheehan
 Title: Manager of Curriculum and Instruction, K-12
 Email: juliana.sheehan@odyssey.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Heggerty
Grade 1	Heggerty
Grade 2	Heggerty
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Odyssey Charter School

Our school partners with this provider to provide PL to our teachers
HQIM Publisher Professional Learning Opportunities
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning
Neuhous Education
Public Consulting Group

Reading Assist (professional learning, not use of tutors)

SchoolKit

TeachingLab

TNTP

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 Odyssey Charter School

Competency-Based Professional Development

Yes, educators are provided with a list of opportunities during PLCs and faculty meetings. A follow up email is sent as well from the district.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:

All teachers K-3 have received training from Amplify during the Back-to-School Professional Development week and will also be included in additional trainings/coaching sessions scheduled for this school year (attendance was or will be taken for each session). In addition to their attendance in the Amplify trainings, 8 out of 34 teachers have completed SoR training that fall within the guidance provided by DDOE - either AIM Pathways and/or LETRS Vol. 1 and Vol. 2. OCS will continue to encourage educators to use the Catalog of Professional Learning that is focused on standards-aligned instruction in order to obtain their SoR trainings, offering teachers voice and choice to determine which trainings will best meet their needs. 2025-2026 and 2026-2027 Back to School Professional Development will have specific K-3 SoR training opportunities, working with DDOE approved vendor(s). Future planning considerations: having 2-3 educators go to Texas to become certified LETRS trainers.

SB4 Early Literacy Reporting 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
 Email: sarah.selway@pca.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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

We officially received approval for our Foundations Curriculum for grades K-3 through the alternative curriculum process. Foundations will be added as an approved HQIM to the DOE list under the Alternate Curriculum Approval List.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Foundations and Scholastic
Grade 1	Foundations and Scholastic
Grade 2	Foundations and Scholastic
Grade 3	Foundations and Scholastic

Available Professional Development Activities

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

Our school partners with this provider to provide PL to our teachers
Other
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
Reading Assist (professional learning, not use of tutors)
SchoolKit
TeachingLab
TNTP
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 Providence Creek Academy Charter School

Competency-Based Professional Development
The teachers have access to the opportunities shared through the state; however, there are no longer funds associated with completion.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
We will continue to encourage participation in the DOE professional opportunities. Next school, all of our educators will receive HQIM training (aligned with the science of reading) for our approved curriculum Foundations.

SB4 Early Literacy Reporting 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: Janet Owens
 Title: Chief Academic Officer
 Email: janet.owens@saas.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 using the iReady curriculum by Curriculum Associates for grades K-5.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

Available Professional Development Activities

Table 4: Available Professional Development Activities in Sussex Academy

Our school partners with this provider to provide PL to our teachers
NA
This is available to our teachers, but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
LETRS Professional Learning
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 Sussex Academy

Competency-Based Professional Development
All teachers are provided a list of available PD resources and asked to choose from the list and complete within the expected time frame.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
Curriculum leads will work with our small staff to ensure all teachers in the assigned areas receive the required training.

SB4 Early Literacy Reporting Survey Responses for Sussex Montessori School

Person in Sussex Montessori School Responsible for Approving Literacy Curriculum

Table 1: Person Responsible for Approving Literacy Curriculum at Sussex Montessori School

Name: Peter McClure
 Title: Director of Teaching and Learning
 Email: peter.mcclure@sussexms.k12.de.us

Literacy Curriculum at Each Grade Level

Table 2: Literacy Curricula 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 Montessori School

Our curriculum for each grade level is the Montessori Curriculum being developed through our partnership with the University of Delaware Montessori Teacher Academy and the National Center for Montessori in the Public Sector.

Additional Information About Curricula in K-3

Table 3: Additional Curricula or Supplemental Curriculum Resources at Sussex Montessori School

Grade	Additional Curricula
Kindergarten	Montessori for All Reading Acceleration Pathway, EL Learning, Trillium Montessori Building Strong Writers
Grade 1	Montessori for All Reading Acceleration Pathway, EL Learning, Trillium Montessori Building Strong Writers
Grade 2	Montessori for All Reading Acceleration Pathway, EL Learning, Trillium Montessori Building Strong Writers
Grade 3	Montessori for All Reading Acceleration Pathway, EL Learning, Trillium Montessori Building Strong Writers

Available Professional Development Activities

Table 4: Available Professional Development Activities in Sussex Montessori School

Our school partners with this provider to provide PL to our teachers
NA
This is available to our teachers, but our school does not work directly with the provider
LETRS Professional Learning

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 Montessori School

Competency-Based Professional Development
Teachers are encouraged to pursue PD opportunities offered through the state and other curriculum aligned workshops. We offer focused literacy Professional Development throughout the year.

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

Table 6: Do you have a process in place designed to ensure all of these K-3 educators have successfully completed competency-based professional development aligned with the essential components of evidence-based reading instruction?

Yes. Process described below:
For onsite trainings, we take attendance and record the information. For offsite trainings we require teachers to provide us proof of completion, which we then add to our data file.
