

State of Delaware

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

2025-2026



*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, 2025

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

Table of Contents

Section 1. Background and Overview	4
Section 2. Delaware Department of Education Support	5
Section 3. SB4 Legislation	7
Section 4. District Reports.....	11
SB4 Early Literacy Reporting Survey Responses for Appoquinimink School District	11
SB4 Early Literacy Reporting Survey Responses for Brandywine School District.....	13
SB4 Early Literacy Reporting Survey Responses for Caesar Rodney School District	15
SB4 Early Literacy Reporting Survey Responses for Cape Henlopen School District	17
SB4 Early Literacy Reporting Survey Responses for Capital School District.....	19
SB4 Early Literacy Reporting Survey Responses for Christina School District.....	21
SB4 Early Literacy Reporting Survey Responses for Colonial School District.....	23
SB4 Early Literacy Reporting Survey Responses for Indian River School District.....	25
SB4 Early Literacy Reporting Survey Responses for Lake Forest School District.....	27
SB4 Early Literacy Reporting Survey Responses for Laurel School District	29
SB4 Early Literacy Reporting Survey Responses for Milford School District	31
SB4 Early Literacy Reporting Survey Responses for Red Clay Consolidated School District	33
SB4 Early Literacy Reporting Survey Responses for Seaford School District.....	35
SB4 Early Literacy Reporting Survey Responses for Smyrna School District.....	37
SB4 Early Literacy Reporting Survey Responses for Woodbridge School District.....	39
Section 5. Charter School Reports	41
SB4 Early Literacy Reporting Survey Responses for Academia Antonia Alonso.....	41
SB4 Early Literacy Reporting Survey Responses for Academy Of Dover Charter School	43
SB4 Early Literacy Reporting Survey Responses for Campus Community School	45
SB4 Early Literacy Reporting Survey Responses for Charter School of New Castle	47
SB4 Early Literacy Reporting Survey Responses for East Side Charter School	49
SB4 Early Literacy Reporting Survey Responses for Edison (Thomas A.) Charter School	51
SB4 Early Literacy Reporting Survey Responses for First State Montessori Academy.....	53
SB4 Early Literacy Reporting Survey Responses for Gateway Charter School	55
SB4 Early Literacy Reporting Survey Responses for Kuumba Academy Charter School	57
SB4 Early Literacy Reporting Survey Responses for Las Americas ASPIRA Academy.....	59
SB4 Early Literacy Reporting Survey Responses for MOT Charter School	61
SB4 Early Literacy Reporting Survey Responses for Newark Charter School.....	63

SB4 Early Literacy Reporting Survey Responses for Odyssey Charter School 65

SB4 Early Literacy Reporting Survey Responses for Providence Creek Academy Charter School 67

SB4 Early Literacy Reporting Survey Responses for Sussex Academy..... 69

SB4 Early Literacy Reporting Survey Responses for Sussex Montessori School 71

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 do the following:

1. Adopt a reading instruction curriculum from the Department's list.
2. Demonstrate that all educators who are responsible for reading instruction or coaching 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 will 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 that are not aligned with the science of reading. All districts and charter schools seeking to participate in the Alternative Curriculum Process, must email their completed Alternative K-3 Curriculum application to earlylitde@doe.k12.de.us.

Section 2. Delaware Department of Education Support

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

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

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

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

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

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

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

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

Section 3. SB4 Legislation



SPONSOR:

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

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

DELAWARE STATE SENATE

151st GENERAL ASSEMBLY

SENATE BILL NO. 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE:

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

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

§ 4144. Evidence-based reading curricula.

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

a. Align with the essential components of evidence-based reading instruction listed under § 1280(c)(3) of this title.

b. Include a logical scope and sequence for skill instruction.

c. Include or support the use of high-quality instructional materials.

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

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

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

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

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

b. Attainment of micro-credentials.

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

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

a. Elementary teacher.

b. School reading specialist.

c. Reading interventionist.

d. Special education teacher of students with disabilities.

e. Literary coordinator.

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

(1) The curricula adopted under this section.

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

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

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

a. A list of the curricula adopted under paragraph (a)(1) of this section and the number of schools that have adopted each curriculum listed.

b. The number of educators who have received each type of professional development provided under paragraph (b)(2) of this section.

c. The percentage of the educators required to receive professional development under paragraph (b)(4) of this section that have completed professional development required under paragraph (b)(2) of this section.

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

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

§ 4144. Evidence-based reading curricula.

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

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

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

SYNOPSIS

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

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

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

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

Section 4. 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: Rebecca Feathers

Title: Executive Director of Curriculum, Instruction & Assessment

Email: rebecca.feathers@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
Reading Assist (professional learning, not use of tutors)
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

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

Teachers are informed by our ELA Coordinators when PL opportunities are shared. Content leads and department chairs are encouraged 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:

The ELA Coordinators work closely with our instructional coaches who are able to collect the needed information.

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: Michelle Kutch

Title: Director of Curriculum and Instruction

Email: michelle.kutch@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

Bookworms

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
Kindergarten	Kid Writing and Handwriting without Tears
Grade 1	Kid Writing and Handwriting without Tears
Grade 2	Kid Writing and Handwriting without Tears
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
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
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
Neuhous Education
Public Consulting Group
Reading Assist (professional learning, not use of tutors)
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 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
Title: Supervisor 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	NA
Grade 1	NA
Grade 2	NA
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
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
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
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 Caesar Rodney School District

Competency-Based Professional Development
CR partnered with American Reading Company for initial and ongoing implementation. This partnership included initial PD in the IRLA, the Core curriculum, and 1:1 support. The PD provided 1:1 and small group elbow to elbow training on giving the IRLA, analyzing results, and conferencing to support students based on need. Additionally, we partnered with American Reading Company through Learning Labs with our reading specialists and coaches. These trainings included incorporating best practices from The Writing Revolution into Tier I instruction, utilizing Kilpatrick's phonemic awareness screener and lessons, and much more. We also partnered with ARC to provide our leaders with ongoing PD grounded in the IRLA data that included PDSA cycles. As a district, we have committed to continuing the Learning Lab and LLS as a district. Our Reading specialists and coaches each went through a year long cohort of PD--The Early Literacy Series (approved by the state). The following year (24-25) every teacher and principal engaged in Early Literacy PD throughout the year. This year, we are diving deeper into these practices through the internalization process of our foundational skills and core lessons.

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 a Schoology course, PDMS hours, and additionally new teachers will be provided with the Early Literacy PD as part of their new teacher process. Additionally, most of our reading specialists have completed LETRS and/or AIM Pathways. Many of our teachers have joined cohorts as well.

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: Audrey Dempsey
Title: Supervisor of Elementary Education
Email: audrey.dempsey@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	UFLI, Kilpatrick, ULS
Grade 1	UFLI, Kilpatrick, ULS
Grade 2	UFLI, Kilpatrick, ULS
Grade 3	UFLI, Kilpatrick, ULS

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
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

HQIM Publisher Professional Learning Opportunities

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 Cape Henlopen School District

Competency-Based Professional Development

All K-3 educators have been offered LETRS training and supported to complete.

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 are keeping track of who has been trained and who still needs to complete.

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, & 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	Zaner Bloser Handwriting
Grade 1	Zaner Bloser Handwriting
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
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

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 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: Shannon Gagnon
Title: Elementary ELA Curriculum Specialist
Email: shannon.gagnon@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
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
TNTP
This is available to our teachers but our district 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 Christina School District

Competency-Based Professional Development
All K-5 teachers were required to complete 3 Science of Reading modules, created by SchoolKit, by the end of the 2023-2024 school year. All new hires, as part of their onboarding process, are required to complete the modules; this year, all current new hires need to complete these modules by March 2, 2026. The modules are based on the essential components of evidence-based reading instruction; teachers need to pass the quiz at the end of each module to be marked as complete.

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:
SchoolKit created 3 Science of Reading modules for the Christina School District. These modules involve educators watching a training video, participating with their notecatcher, and taking a quiz at the end of each. As educators complete the module assessments, done through a Google Survey, the survey sends all of the data to the educator's school spreadsheet. The data collected in each spreadsheet is: educator name and email address, time of assessment completion, overall assessment score, educator's grade level and/ or position, number of assessment attempts, and performance on each assessment item.

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	NA

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
Delaware Early Literacy Micro-credentials
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 PLC Toolkit

Neuhous Education

Public Consulting Group

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 Colonial School District

Competency-Based Professional Development

Educators have access to competency PL via state PD and District 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 have attendance records of teachers who participated in PL.

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
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 Indian River School District

Competency-Based Professional Development
Over the last two years we have provided professional learning to all staff during Returning Educator Week and throughout the school year during District Professional Learning Days. In addition, we partnered with CKLA and provided each school with bi-monthly coaching specialists with a CKLA Professional Learning 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 continue to align the professional learning days available on the district calendar to professional learning around evidence-based reading instruction.

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
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

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
This is our third year using CKLA. New K-5 teachers are provided with CKLA training during New Teacher Orientation. We also held Lesson Internalization training specific to CKLA during our Back to School professional learning series. This work will continue during PLCs throughout the year in all elementary settings.

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:
During our initial adoption of CKLA, all elementary teachers received a series of professional learning sessions from CKLA. Last year, a CKLA coach visited our district during the school year to provide embedded professional learning opportunities through observation feedback, lesson modeling, and PLC sessions. In addition to the curriculum specific trainings, many of our teachers have completed LETRS and AIM trainings. Attendance for all of these opportunities is tracked through PDMS.

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	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 Laurel School District

Grade	Additional Curricula
Kindergarten	Bookworms
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
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 Laurel School District

Competency-Based Professional Development
Ongoing coaching from HQIM partners Amplify, as well as core implementation training. This is supported by ongoing coaching from UD SSP consultants.

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 focused on building internal capacity for professional learning communities and peer coaching, will build this system as the year progresses.

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: Bobbie Kilgore

Title: Director of Teaching and Learning

Email: bkilgore@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

Bookworms

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

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 Milford School District

Competency-Based Professional Development

UD School Success Center provides coaching for our literacy coaches. Literacy coaches in each school provide ongoing coaching to all staff in schools. Literacy Coaches are participating in ELLF this school 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:

All teachers are provided coaching and PL from literacy coaches in each building.

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 KN-5 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

Kindergarten - UFLI Foundations and ReadyGEN (Savvas)

First-Fifth Grade - 95 Phonics Core and ReadyGEN (Savvas)

We will be implementing Arts & Letters (Great Minds) next school year.

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

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 Red Clay Consolidated School District

Competency-Based Professional Development

Through a variety of ways; both PL days and independently from options above.

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 offer continuous PL on evidence-based reading instruction in addition to PL provided by outside vendors listed above.

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: Kirsten 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 and Writing (K-3)

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

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 Seaford School District

Competency-Based Professional Development

As a district, we have developed a comprehensive program to support novice teachers. This plan includes initial training sessions held during summer in-service days, designed to equip new teachers with essential knowledge and strategies in the Science of Reading. Throughout the first year, participants receive in-classroom planning and support from our district's Reading Specialist, ensuring that teachers can effectively implement learned concepts in their teaching practices. Additionally, our teams of teachers meet weekly in Professional Learning Communities. These PLC meetings focus on collaborative planning, reviewing evidence-based practices, and conducting thorough data analysis to inform action planning. These meetings provide a platform for educators to share insights and strategies for enhancing student literacy outcomes. Support is also available from school-based personnel, who actively engage in classrooms to offer hands-on assistance and guidance. Furthermore, administrators with a deep understanding of the curriculum provide constructive feedback through the Delaware Teacher Growth & Support System (DTGSS), fostering an environment of continuous improvement and professional development. Our district also has three Data Driven Instruction days built into the district calendar. During these days, principals and teachers analyze student data on assessments, including Bookworms IDI, Dibels 8, IABs, and other curriculum embedded resources. Teachers also analyze student work samples, including written responses and genre-based writing to make instructional decisions and plan next steps for all students. In addition to the in-school and district-wide support, each school also has coaching from the University of Delaware to promote continuous improvement. Teachers work collaboratively with a UD SSC coach to plan and deliver instruction, with a focus on lesson internalization and scaffolds to support struggling learners based on individual student data. Administrative teams conduct walkthroughs with Dr. Sharon Walpole, the author of the curriculum, to ensure equity across classrooms, fidelity to the curriculum, and to develop an intense understanding of the research base of the curriculum design.

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:

Same as above

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: Amber Augustus
Title: Director of Curriculum
Email: amber.augustus@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	NA

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
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
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

The Woodbridge School District uses Bookworms K-5 Reading and Writing. This program was approved as an alternative curriculum in 2023 during the initial curriculum review process. Bookworms K-5 Reading and Writing is written by researchers, and all instructional practices are grounded in the Science of Reading. The program distills research-based best practices into simple routines that enable teachers and students to focus on all components of early literacy. Bookworms is built around a high volume of complex, authentic, engaging whole texts that help students build knowledge and maximize vocabulary acquisition while developing a love of reading. Bookworms K-5 Reading and Writing is comprised of three, 45-minute instructional blocks. During the Shared Reading Block, students engage in grade-level word-study and vocabulary routines and then spend the majority of the block engaged in repeated readings of a grade-level text. In the ELA block, students focus on either genre-based writing instruction (informed by writing research) or interactive read alouds and sentence-composing grammar instruction. In the Differentiated Instruction (DI) block, students are grouped based on their foundational skills needs, and they receive lessons designed to address those needs as quickly as possible. When students are not receiving direct teacher instruction during DI, they complete a text-based response and read freely from the classroom library.

Additional Information About Curricula in K-3

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

Grade	Additional Curricula
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Kindergarten	UFLI
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
The Woodbridge School District has been contracting with the University of Delaware School Success Center for the past 5 years. Through this contract we have continued to provided professional development to all K-3 educators and administrators. This has been done in the form of full professional development days or PLC's and in-person coaching and feedback sessions. This been a very beneficial practice for all reading teachers in the Woodbridge School District. In addition, all teachers are urged to register for LETRS training as well.

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 Woodbridge School District has been contracting with the University of Delaware School Success Center for the past 5 years. Through this contract we have continued to provided professional development to all K-3 educators and administrators. This has been done in the form of full professional development days or PLC's and in-person coaching and feedback sessions. This been a very beneficial practice for all reading teachers in the Woodbridge School District. At this time, all K-3 teachers in Woodbridge have completed the initial Bookworms training and benefited from the ongoing professional development and coaching sessions with the UD School Success Coaches.

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 & Assessment/ Literacy 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	I-Ready/ UFLI/ Heggerty
Grade 1	I-Ready/ UFLI/Heggerty
Grade 2	I-Ready/UFLI/ Heggerty
Grade 3	I-Ready

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
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
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 Academia
Antonia Alonso

Competency-Based Professional Development
All teachers have consistent access to high-quality, competency-based professional development through multiple structures designed for sustained learning and application: Whole-Group PD Sessions: Led by literacy experts, coaches, and school leaders, these sessions provide the foundational knowledge and hands-on practice in SoR-aligned strategies. Sessions are built into the school calendar, ensuring protected time for every K-3 educator. Grade-Level PLCs (Professional Learning Communities): Teachers engage in ongoing cycles of learning, applying strategies from PD to classroom instruction. PLCs focus on analyzing student data, co-planning lessons, and discussing implementation of SoR practices. Coaching and Modeling: Literacy leaders and consultants, provide real-time support through classroom modeling, feedback, and reflection sessions. Teachers receive individualized coaching aligned to their current level of competency, ensuring growth for new and experienced educators alike. Embedded Follow-Up and Practice: PD is not isolated; teachers have opportunities to practice, observe peers, and receive feedback during the school day. Ongoing touchpoints and instructional walkthroughs reinforce skills and ensure alignment to the SoR.

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 K-3 educators participate in competency-based professional development aligned with the Science of Reading and the essential components of evidence-based reading instruction. Professional learning is built into the school calendar and reinforced through whole-group PD sessions, grade-level PLCs, coaching, and embedded follow-up practice to ensure transfer to classroom instruction. The school has a systematic process to monitor participation and completion of SoR-aligned professional learning. Attendance, coaching logs, and implementation data are tracked to verify that all K-3 teachers, reading specialists, interventionists, special educators, and literacy leaders complete competency-based PD. This structure ensures La Academia can accurately report the number and percent of educators who have met these requirements by Fall 2027.

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: Ada Todd

Title: Supervisor of Curriculum and Instruction

Email: ada.todd@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	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 Academy of Dover Charter School

Bookworms

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	NA
Grade 1	NA
Grade 2	NA
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

TNTP

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

Other: UFLI

Reading Assist (professional learning, not use of tutors)

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

Duing PL days and PLC meetings we provide resources, support, and coaching in house.

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 utilize sign in sheets and google forms.

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

This year we are in full pilot implementation. K/1 is piloting the 2026 version of SuperKids from Zaner-Bloser, and 2-3 is piloting Amplify's CKLA.

Additional Information About Curricula in K-3

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

Competency-Based Professional Development
Yes, all K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction. Participation is tracked through our professional learning plan to ensure consistency and accountability.

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 a professional learning tracker that allows us to see who has completed which professional learning opportunity that has been made available.

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: Chief Executive Officer
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	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 Charter School of New Castle

Grade	Additional Curricula
Kindergarten	CKLA, Foundations
Grade 1	CKLA, Foundations
Grade 2	CKLA, Foundations
Grade 3	CKLA, Foundations

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
Back to Basics/AIM Pathways Professional Learning
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
This is available to our teachers but our school does not work directly with the provider
Other: Jounce
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 Charter School of New Castle

Competency-Based Professional Development
All of our K-3 educators have access to competency-based professional development that is directly aligned with the essential components of the science of reading, evidence-based reading instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The professional learning is embedded in our literacy initiative and is delivered through structured literacy training, coaching cycles, and content agnostic sessions. Our CSNC teachers access these opportunities through PD learning days, cohort-based training sessions, and ongoing coaching support. Participation is tracked, and competency is demonstrated through application in the classroom, ensuring that our students benefit from the highest quality 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:
Yes, see above

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: Jennifer Bentley
Title: Director of Lower School
Email: jennifer.bentley@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	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA

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
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
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 East Side Charter School

Competency-Based Professional Development

School based Science of Reading is provided to teachers consistently.

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:

Lack of funding to be able to provide in-house training.

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
Reading Assist (professional learning, not use of tutors)
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

LETRS Professional Learning

Neuhous Education

Public Consulting Group

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

Any information from DOE about these learning opportunities are shared with staff, who are highly encouraged 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?

No. Barriers are described below:

Our goal is to have as many educators as we can complete these competency-based PD, but one of the biggest barriers is each session having enough seats available in each course when it's time to sign up.

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: Education Director
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

We are currently using the Montessori curriculum and are in the process of developing a new curriculum with support from National Center for Montessori in the Public Sector, University of Delaware Montessori Training Academy.

Additional Information About Curricula in K-3

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

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 First State Montessori 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
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 educators, administrators 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?

Yes. Process described below:
Tracking is done through PDMS as well as a tracking system designed by school leadership.

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: Aubrey Everett
Title: Principal
Email: aubrey.everett@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
HQIM Publisher Professional Learning Opportunities
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 Gateway Charter School

Competency-Based Professional Development
All K-3 educators have access to competency-based professional development aligned with the essential components of evidence-based reading instruction through online PDs or in-person workshops as well as meeting with the Literacy Coach.

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 school system ensures that all K-3 educators complete competency-based professional development in evidence-based reading instruction. We use the state's Professional Development Management System (PDMS) to verify teacher completion and report on the number and percentage of educators in this category.

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: Tara Robbins / Dr. Natakia Chestnut - Lee
Title: Dr. Chestnut - Lee - CEO / Tara Robbins - Principal
Email: trobbins@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	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 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
HQIM Publisher Professional Learning Opportunities
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 Kuumba Academy Charter School

Competency-Based Professional Development
Wonders Professional Development / PDMS Early Literacy Courses

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:
Kuumba has a tracker that is completed when teachers complete competency based professional development.

SB4 Early Literacy Reporting Survey Responses for Las Americas ASPIRA Academy

Person in ASPIRA Academy Responsible for Approving Literacy Curriculum

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

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

Available Professional Development Activities

Table 4: Available Professional Development Activities in ASPIRA Academy

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

Competency-Based Professional Development

Access is provided through direct PL during school PD days and direct coaching with instructional coaches.

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:

Teachers are required to attend PL sessions on school PD days. In addition, each teacher is required to work directly with an instructional coach who supports teachers in lesson and unit internalization.

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
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
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 MOT Charter School

Competency-Based Professional Development
Teachers are provided access to competency-based professional development through the Department of Education offerings marked above. Additionally, through our schools partnership with School Kit works directly with K-3 teachers to provide Science of Reading aligned professional learning. At the school level, teachers meet weekly with the literacy coach to align curriculum, professional learning and evidence-based reading instructional 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:
The MOT Literacy Coach is responsible for sharing out professional learning opportunities, monitoring and tracking participation.

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	Yes	Amplify Education, Inc.: Amplify CKLA

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

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
All educators have access to and are encouraged to participate in the professional learning provided by DOE. Further, our staff has received professional learning from Amplify with our implementation of CKLA. We also provided a Science of Reading session at the beginning of the school year for K-2 and will hold additional sessions throughout the year. Additionally, K-3 educators will be participating in PLCs focused on lesson/unit internalization. Our third grade educators are receiving coaching and professional learning from Amplify as part of their implementation.

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:
As part of our adoption of CKLA, all K-3 educators participated in professional learning provided by Amplify. This includes special education teachers, interventionists, and our ML instructor. We provide in-house training to educators new to our school.

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: Associate Vice President, US Academics
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
Other: Curriculum Associates
Reading Assist (professional learning, not use of tutors)
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

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

We have a coach assigned to us through Amplify who meets with our CIA team monthly. They also provide on-site support 3-4 times a 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:

Yes, we are developing a tracking process in collaboration with our Amplify coach and CIA team to ensure all K-3 educators complete competency-based professional development aligned with evidence-based reading instruction.

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

Providence Creek Academy uses Scholastic Literacy and Foundations for kindergarten through third grade. The Foundations curriculum has been approved by the department through the alternate curriculum process. We are currently in the process of selecting two HQIMs to pilot for core reading adoption.

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
Grade 1	Foundations
Grade 2	Foundations
Grade 3	Foundations

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
Delaware Early Literacy Micro-credentials
Delaware Early Literacy PLC Toolkit
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
Other: New Teacher Center
This is available to our teachers but our school does not work directly with the provider
Back to Basics/AIM Pathways Professional Learning
Reading Assist (professional learning, not use of tutors)
SchoolKit
TeachingLab
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
All of our educators have access to competency-based professional development offered by Providence Creek Academy and the DOE. Science of Reading professional development is conducted regularly using the Literacy PLC Toolkit during PLCs, as well as with partnering providers during PD/PL days.

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 K-3 educators are participating in the Early Literacy PLC Toolkit this school year. Additionally, we are partnering with Lexia to provide our K-3 educators with LETRS training during the 2025-2026 school year.

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	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 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
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 Sussex Academy

Competency-Based Professional Development

Benchmark Advanced - component specific PD days for all teachers, a PD plan for all K-3 educators to receive LTRS training, UFLI training available through summer sessions and PD days

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:

In 2023, we created three-year plan to get all appropriate staff trained in LTRS and/or AIM.

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

We are using the Montessori curriculum.

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 Pathways
Grade 1	Montessori For All: Reading Acceleration Pathways
Grade 2	Montessori For All: Reading Acceleration Pathways
Grade 3	Montessori For All: Reading Acceleration Pathways

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

Other: Montessori Training

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
HQIM Publisher Professional Learning Opportunities
LETRS Professional Learning
Reading Assist (professional learning, not use of tutors)

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

Our teachers have access to PD through their Montessori training program, as well as other opportunities as identified by themselves and the 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?

No. Barriers are described below:

Until we know if the Montessori language curriculum is approved, we won't be able to accurately report our numbers.