

# *Curriculum Committee Meeting*

*Monday, November 10, 2025*



*Beginning of the Year  
Data*

DIBELS



# DIBELS

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of short assessments used to measure and monitor the development of early literacy and reading skills in students.

## Purpose of DIBELS:

- **Screening:** Identifies students at risk for reading difficulties.
- **Progress Monitoring:** Tracks student improvement over time.
- **Instructional Support:** Informs instruction by highlighting specific skill areas needing attention.
- **Outcome Evaluation:** Measures the effectiveness of interventions.

## Skills Assessed (Depending on Grade Level):

- Phonemic awareness
- Alphabetic principle (letter naming, phonics)
- Accuracy and fluency with connected text
- Vocabulary
- Comprehension

DIBELS measures at each grade level

| Measure                       | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4-6 |
|-------------------------------|---------|---------|---------|---------|-----------|
| Letter Naming Fluency         | ✓       | ✓       |         |         |           |
| Phonemic Segmentation Fluency | ✓       | ✓       |         |         |           |
| Nonsense Word Fluency         | ✓       | ✓       | ✓       | ✓       |           |
| Word Reading Fluency          | ✓       | ✓       | ✓       | ✓       |           |
| Oral Reading Fluency          |         | ✓       | ✓       | ✓       | ✓         |
| Maze (Basic Comprehension)    |         |         | ✓       | ✓       | ✓         |

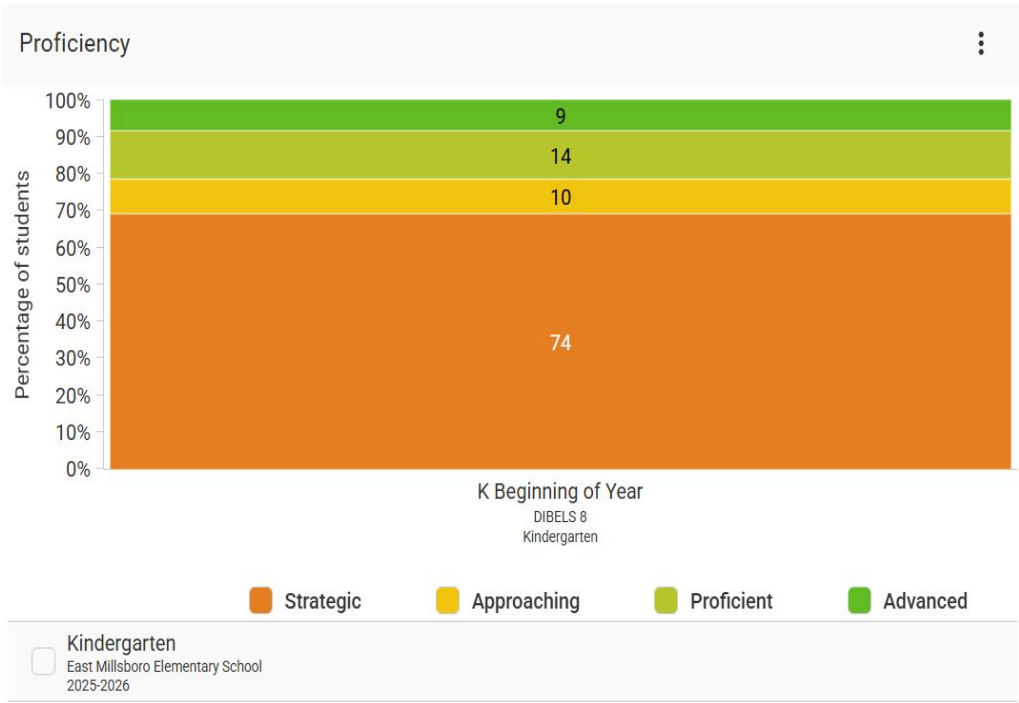
DIBELS is given at the Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY)



# *East Millsboro Elementary*



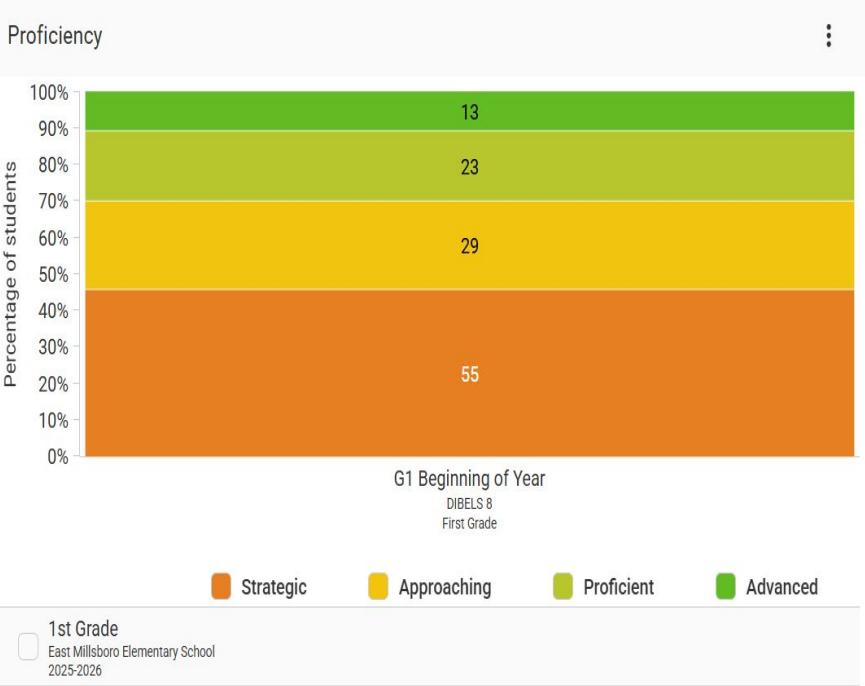
# East Millsboro Elementary~Beginning Of the Year DIBELS



| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 8%  | 9                  |
| Proficient   | 14% | 14                 |
| Approaching  | 9%  | 10                 |
| Strategic    | 69% | 74                 |



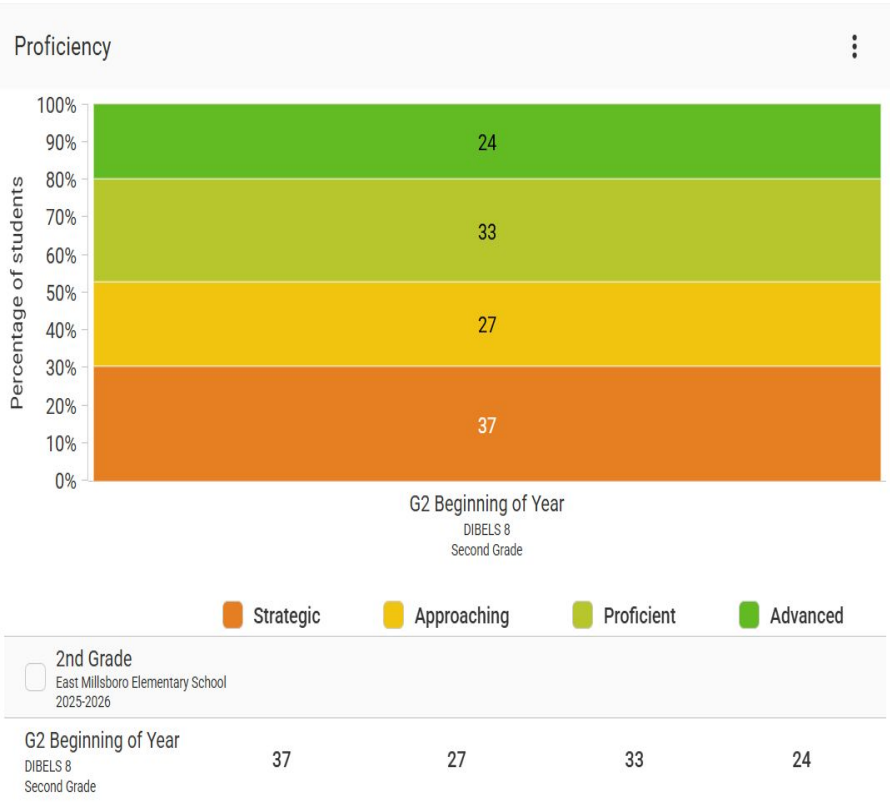
# East Millsboro Elementary~Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 11% | 13                 | 20%                     |
| Proficient  | 19% | 23                 | 43%                     |
| Approaching | 24% | 29                 | 13%                     |
| Strategic   | 46% | 55                 | 24%                     |



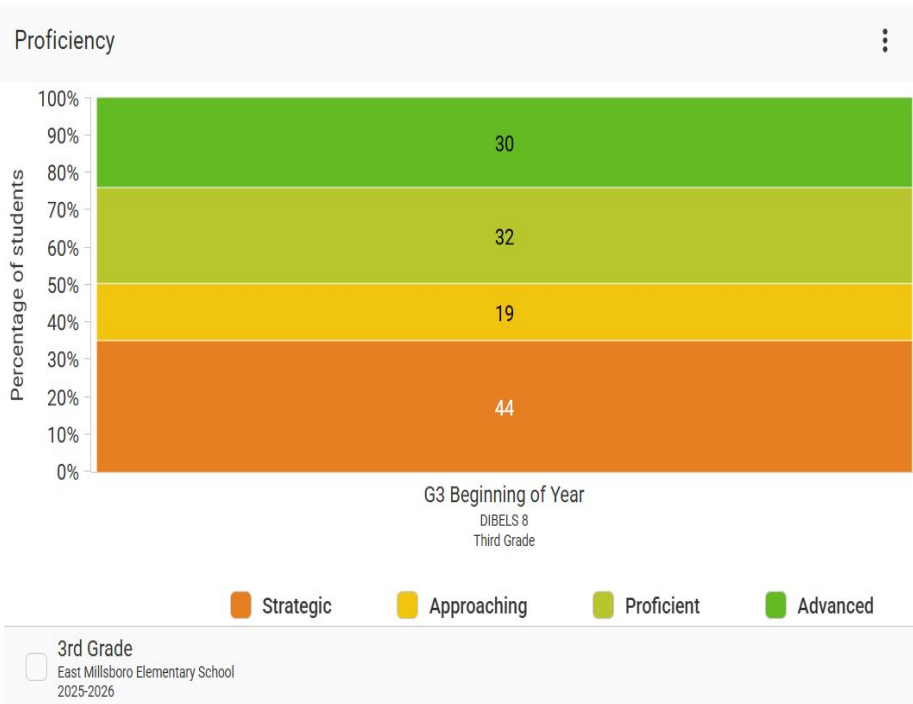
# East Millsboro Elementary~Beginning Of the Year DIBELS



| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 20% | 24                 | 25%                  |
| Proficient  | 27% | 33                 | 41%                  |
| Approaching | 22% | 27                 | 15%                  |
| Strategic   | 31% | 37                 | 19%                  |



# East Millsboro Elementary~Beginning Of the Year DIBELS



| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 24% | 30                 | 23%                  |
| Proficient  | 26% | 32                 | 32%                  |
| Approaching | 15% | 19                 | 16%                  |
| Strategic   | 35% | 44                 | 29%                  |

G3 Beginning of Year  
DIBELS 8  
Third Grade

44

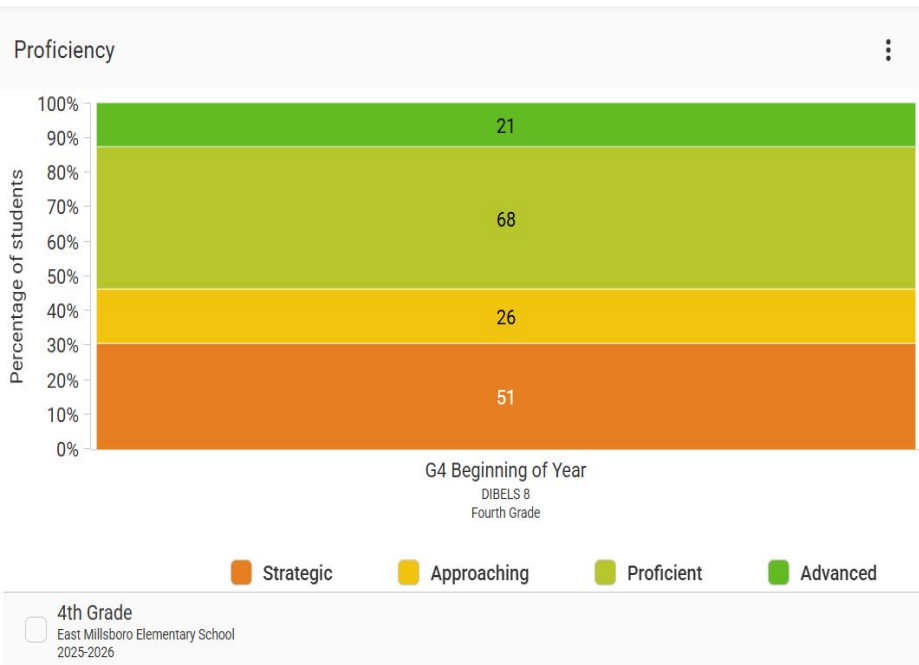
19

32

30



# East Millsboro Elementary~Beginning Of the Year DIBELS



| 4th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 3rd Graders % |
| Advanced    | 13% | 21                 | 37%                  |
| Proficient  | 41% | 68                 | 13%                  |
| Approaching | 16% | 26                 | 16%                  |
| Strategic   | 31% | 51                 | 35%                  |

G4 Beginning of Year  
DIBELS 8  
Fourth Grade

51

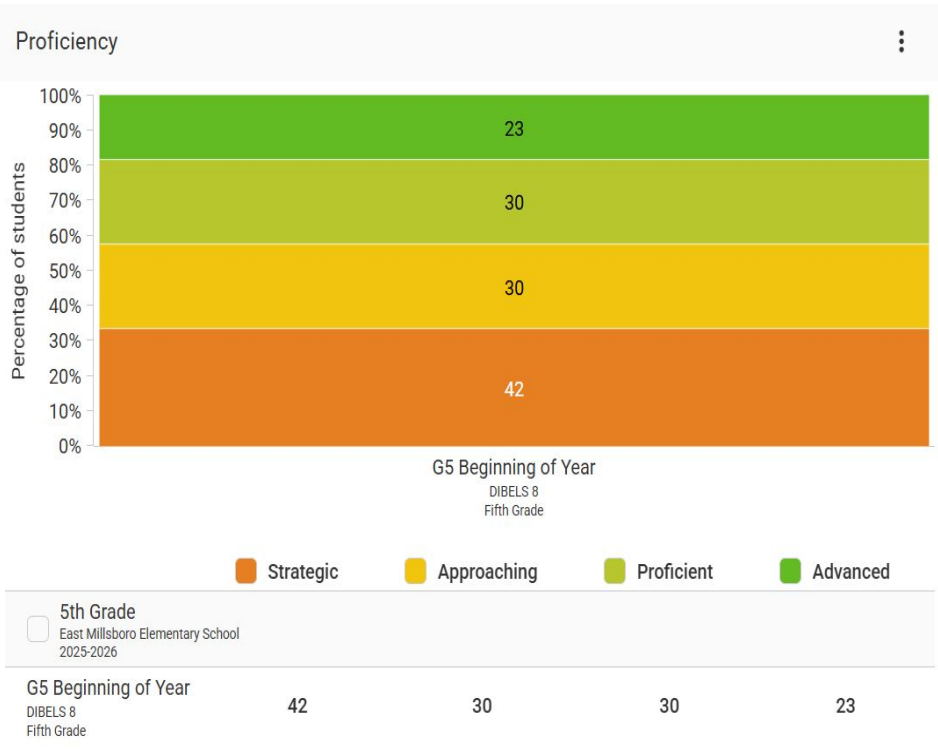
26

68

21



# East Millsboro Elementary~Beginning Of the Year DIBELS



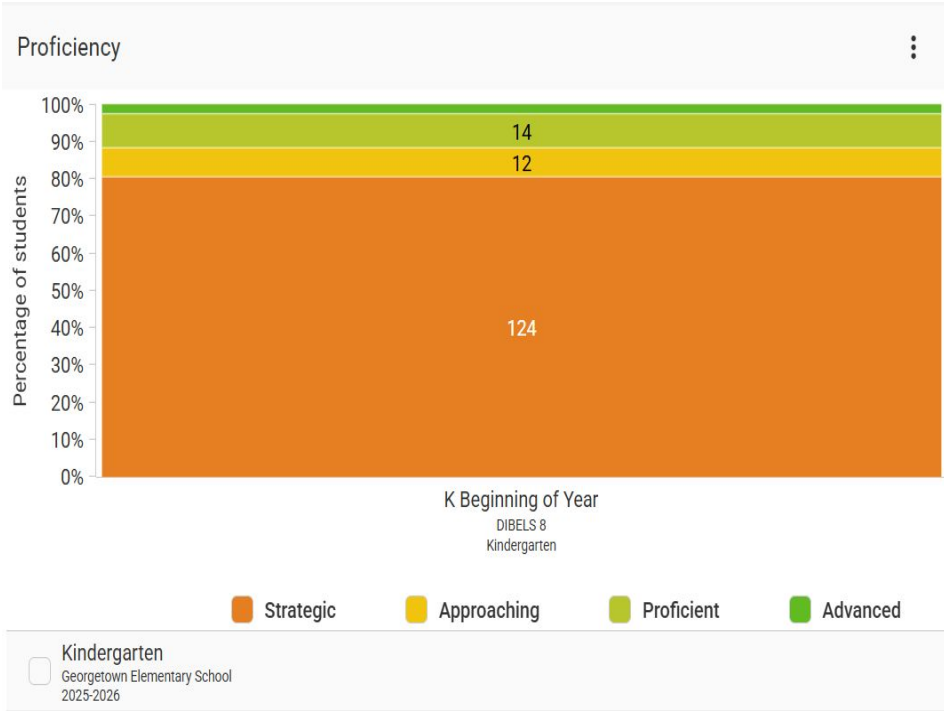
| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 18% | 23                 | 21%                  |
| Proficient  | 24% | 30                 | 27%                  |
| Approaching | 24% | 30                 | 21%                  |
| Strategic   | 34% | 42                 | 31%                  |



# *Georgetown Elementary*



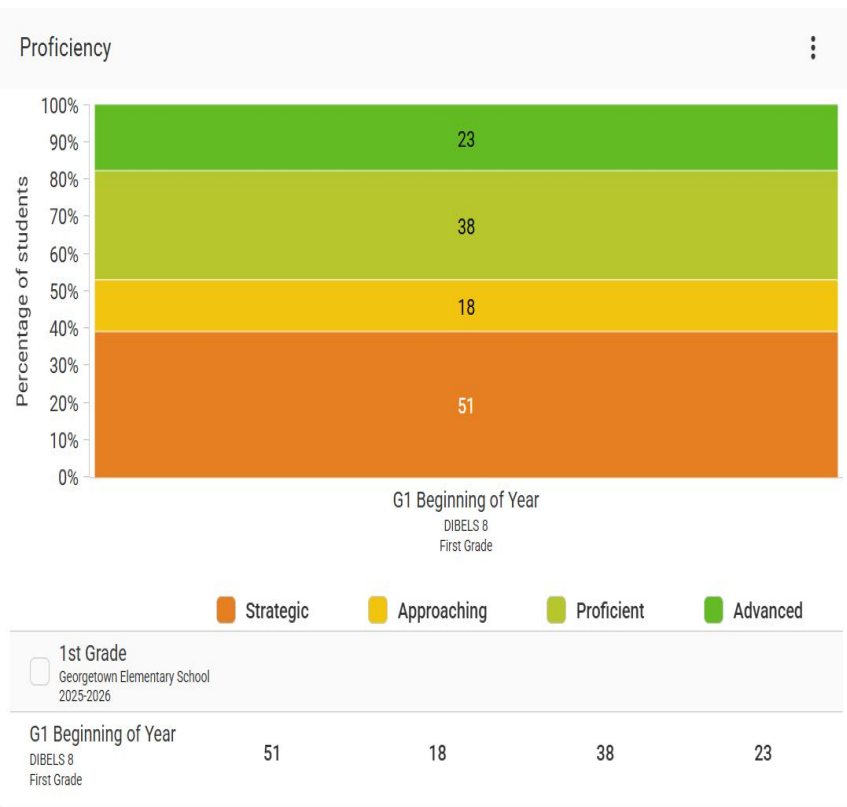
# Georgetown Elementary~Beginning Of the Year DIBELS



| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 3%  | 4                  |
| Proficient   | 9%  | 14                 |
| Approaching  | 8%  | 12                 |
| Strategic    | 81% | 124                |



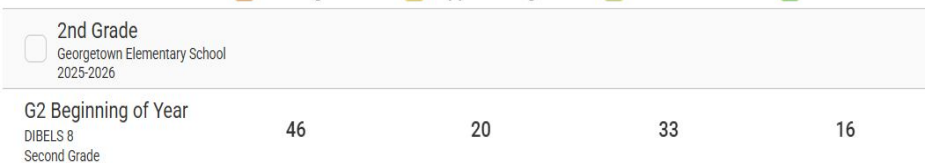
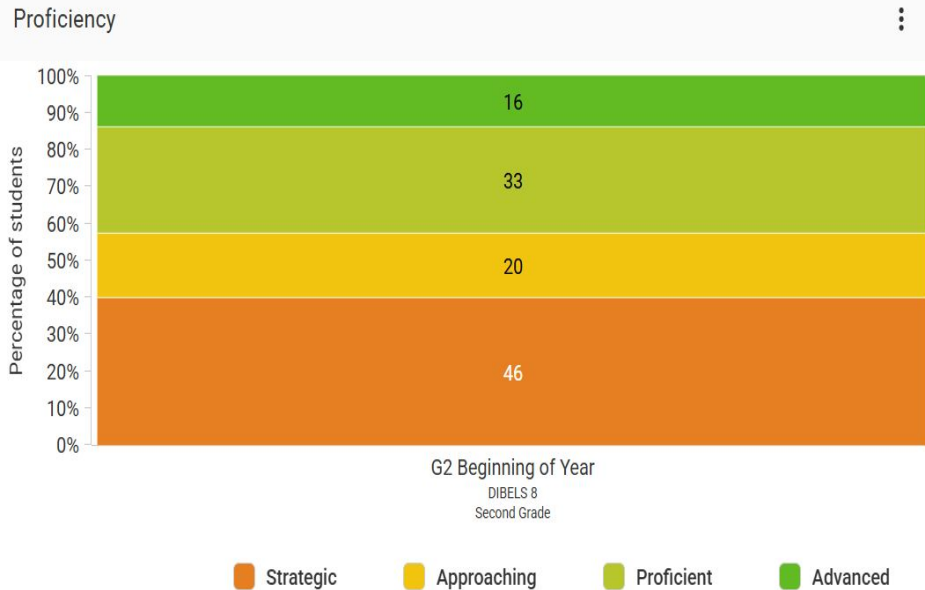
# Georgetown Elementary~Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 18% | 23                 | 30%                     |
| Proficient  | 29% | 38                 | 27%                     |
| Approaching | 14% | 18                 | 14%                     |
| Strategic   | 39% | 51                 | 29%                     |



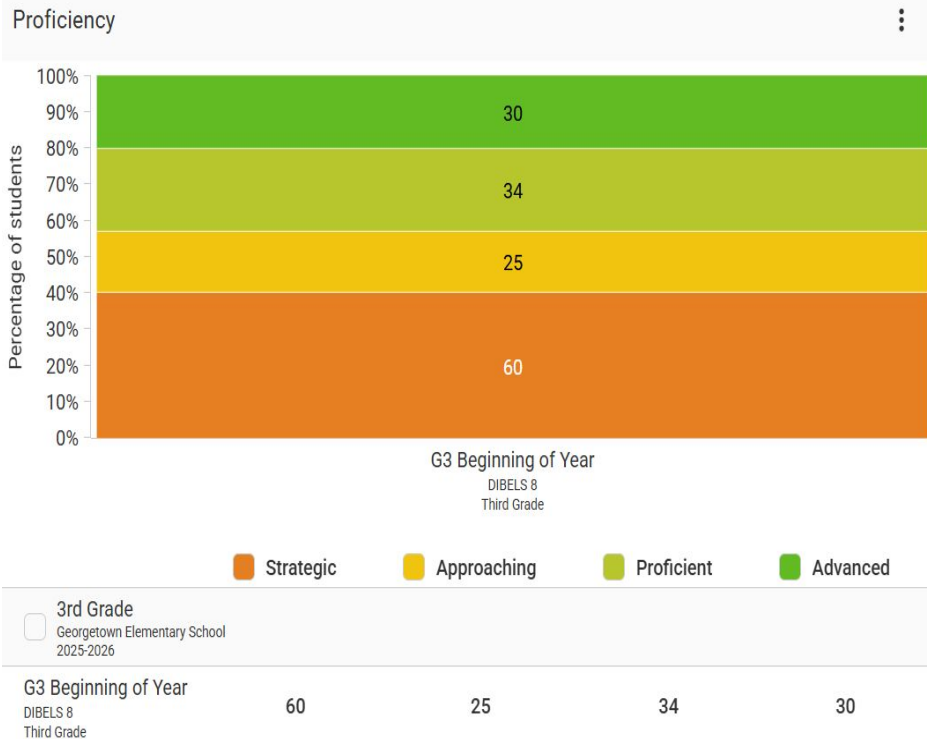
# Georgetown Elementary~Beginning Of the Year DIBELS



| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 14% | 16                 | 21%                  |
| Proficient  | 29% | 33                 | 38%                  |
| Approaching | 17% | 20                 | 16%                  |
| Strategic   | 40% | 46                 | 25%                  |



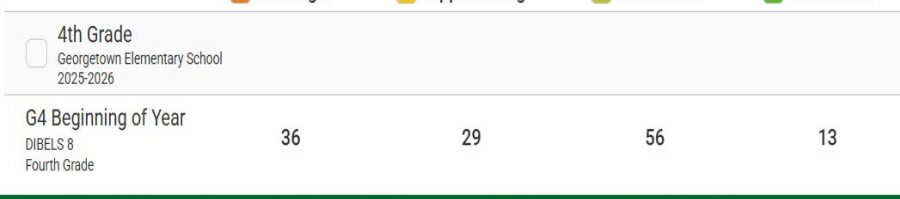
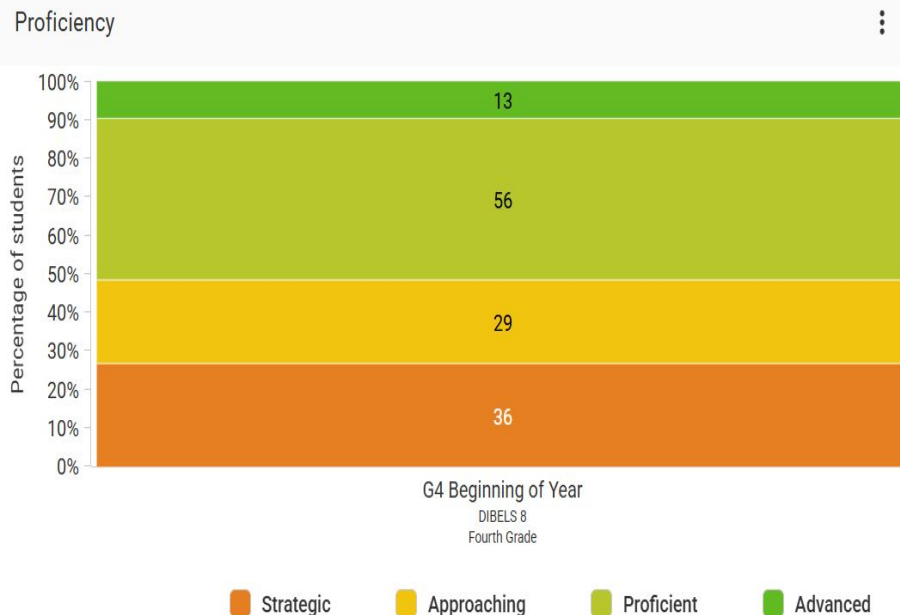
# Georgetown Elementary~Beginning Of the Year DIBELS



| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 20% | 30                 | 21%                  |
| Proficient  | 23% | 34                 | 24%                  |
| Approaching | 17% | 25                 | 17%                  |
| Strategic   | 40% | 60                 | 38%                  |



# Georgetown Elementary~Beginning Of the Year DIBELS

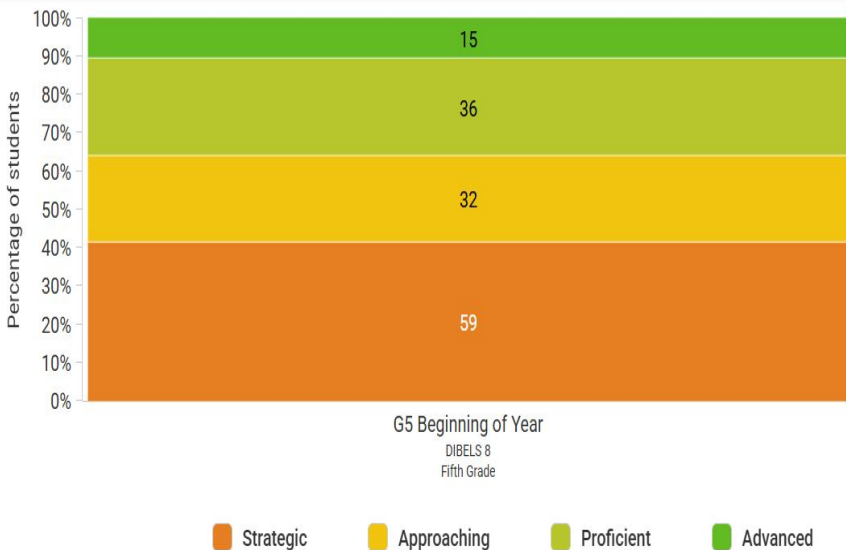


| 4th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 3rd Graders % |
| Advanced    | 10% | 13                 | 38%                  |
| Proficient  | 42% | 56                 | 18%                  |
| Approaching | 22% | 29                 | 16%                  |
| Strategic   | 27% | 36                 | 29%                  |



# Georgetown Elementary~Beginning Of the Year DIBELS

Proficiency



5th Grade  
Georgetown Elementary School  
2025-2026

G5 Beginning of Year  
DIBELS 8  
Fifth Grade

59

32

36

15

## 5th Grade

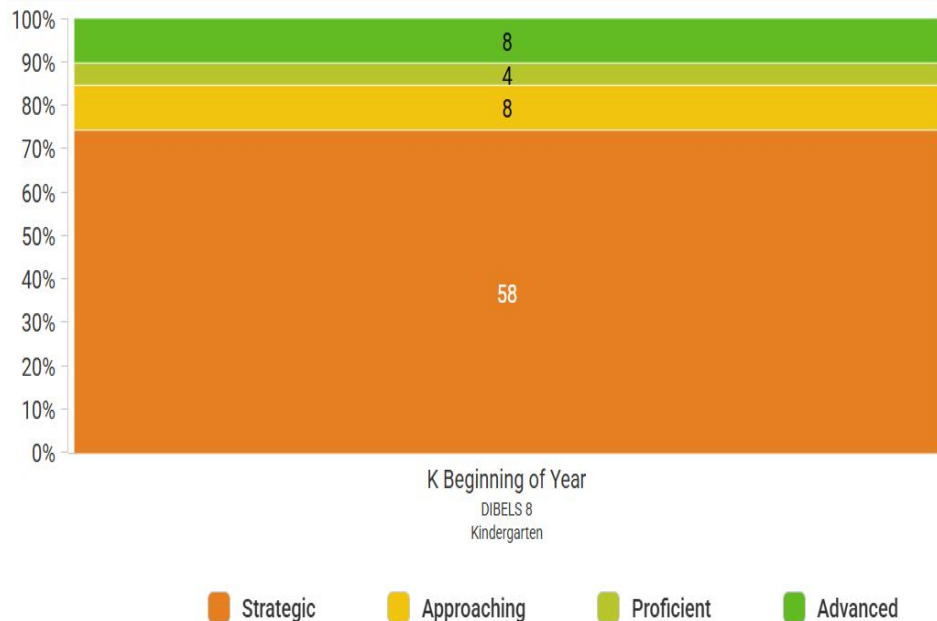
|             | %   | Number of Students | EOY as 4th Graders % |
|-------------|-----|--------------------|----------------------|
| Advanced    | 11% | 15                 | 20%                  |
| Proficient  | 25% | 36                 | 24%                  |
| Approaching | 23% | 32                 | 20%                  |
| Strategic   | 42% | 59                 | 36%                  |



# *John M. Clayton Elementary*



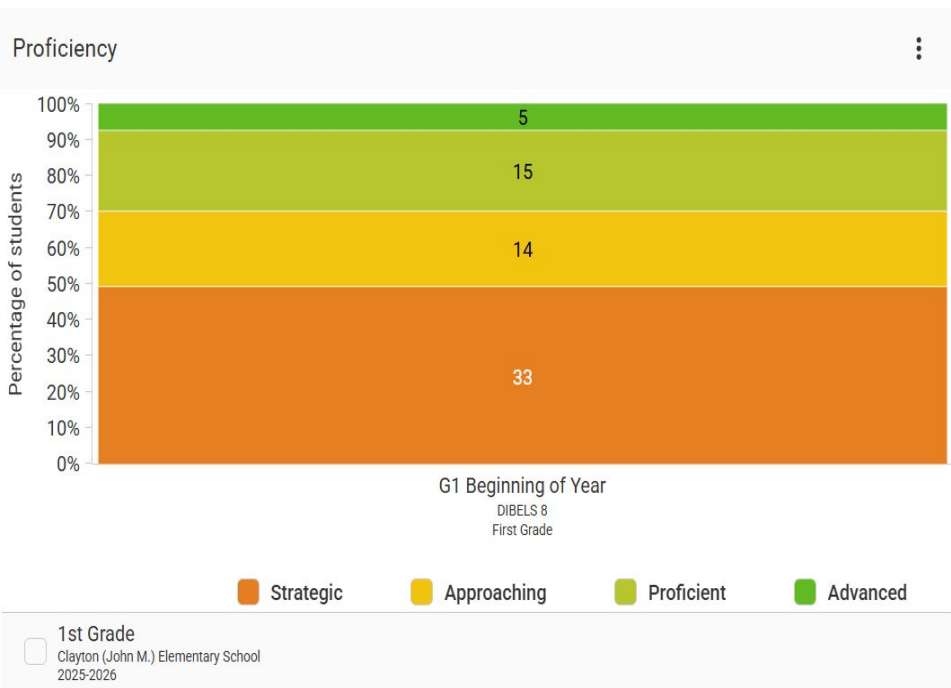
# John M. Clayton Elementary~Beginning Of the Year



| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 10% | 8                  |
| Proficient   | 5%  | 4                  |
| Approaching  | 10% | 8                  |
| Strategic    | 74% | 58                 |



# John M. Clayton Elementary~Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 7%  | 5                  | 27%                     |
| Proficient  | 22% | 15                 | 41%                     |
| Approaching | 21% | 14                 | 11%                     |
| Strategic   | 49% | 33                 | 21%                     |

G1 Beginning of Year  
DIBELS 8  
First Grade

33

14

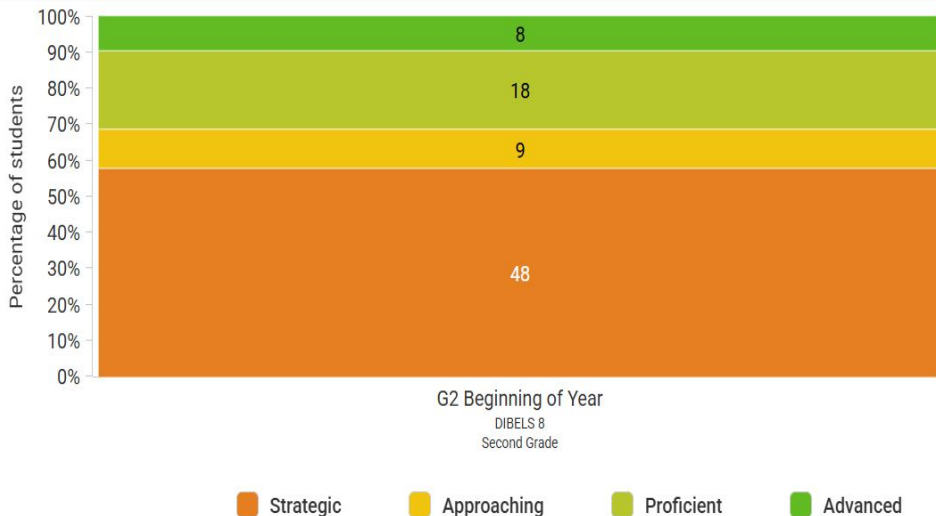
15

5



# John M. Clayton Elementary~Beginning Of the Year DIBELS

Proficiency



2nd Grade  
Clayton (John M.) Elementary School  
2025-2026

G2 Beginning of Year  
DIBELS 8  
Second Grade

48

9

18

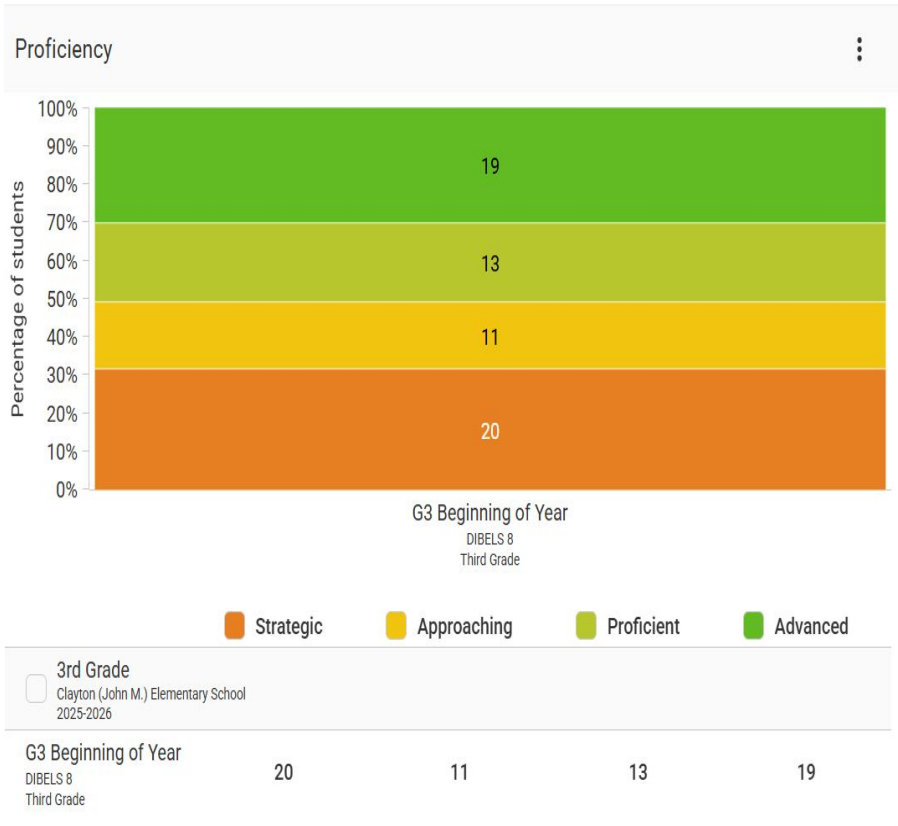
8

## 2nd Grade

|             | %   | Number of Students | EOY as 1st Graders % |
|-------------|-----|--------------------|----------------------|
| Advanced    | 10% | 8                  | 16%                  |
| Proficient  | 22% | 18                 | 26%                  |
| Approaching | 11% | 9                  | 28%                  |
| Strategic   | 58% | 48                 | 30%                  |



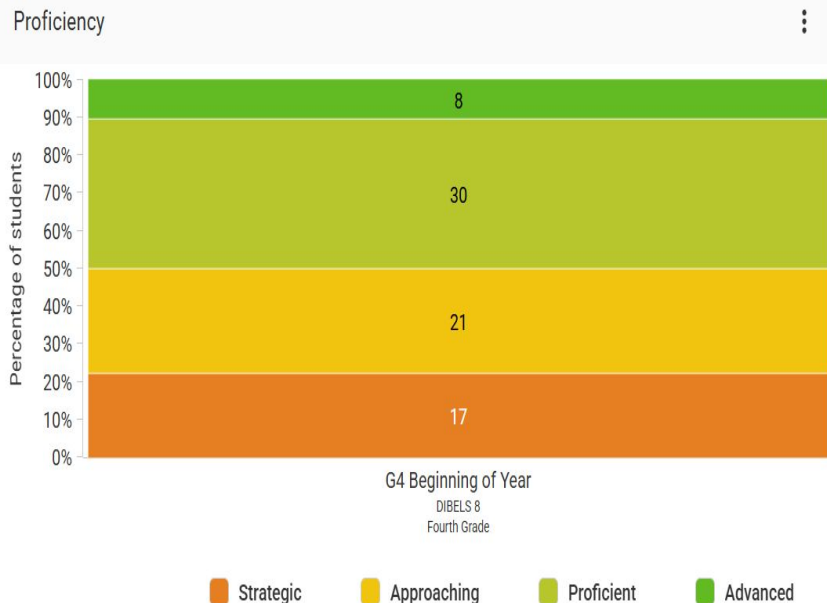
# John M. Clayton Elementary~Beginning Of the Year DIBELS



| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 30% | 19                 | 33%                  |
| Proficient  | 21% | 13                 | 30%                  |
| Approaching | 17% | 11                 | 16%                  |
| Strategic   | 32% | 20                 | 21%                  |



# John M. Clayton Elementary~Beginning Of the Year DIBELS



4th Grade  
Clayton (John M.) Elementary School  
2025-2026

G4 Beginning of Year  
DIBELS 8  
Fourth Grade

17

21

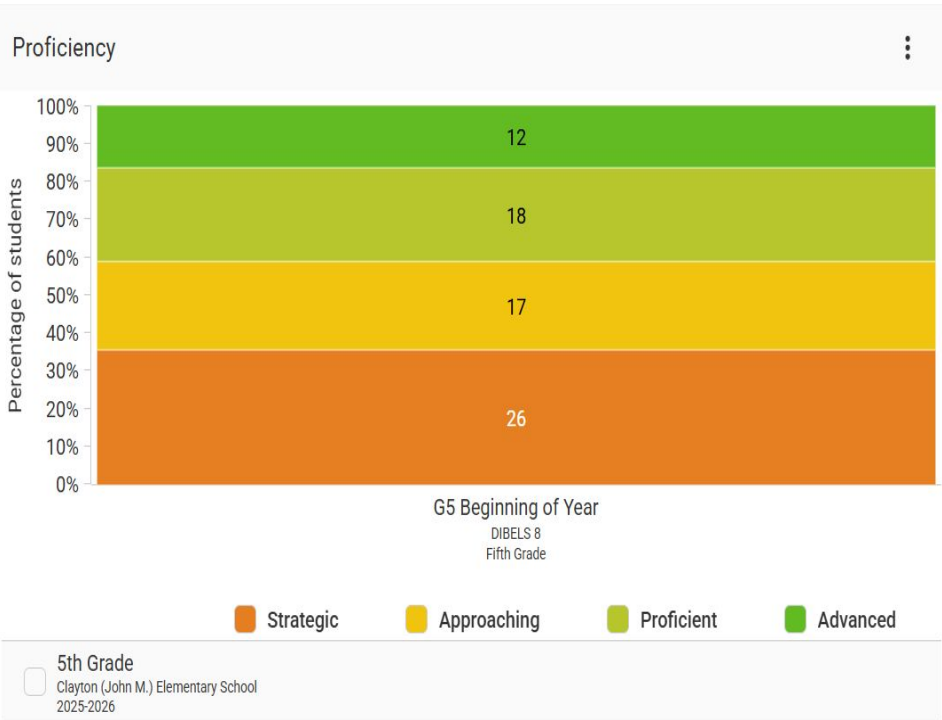
30

8

| 4th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 3rd Graders % |
| Advanced    | 11% | 8                  | 50%                  |
| Proficient  | 39% | 30                 | 19%                  |
| Approaching | 28% | 21                 | 14%                  |
| Strategic   | 22% | 17                 | 17%                  |



# John M. Clayton Elementary~Beginning Of the Year DIBELS



G5 Beginning of Year  
DIBELS 8  
Fifth Grade

26

17

18

12

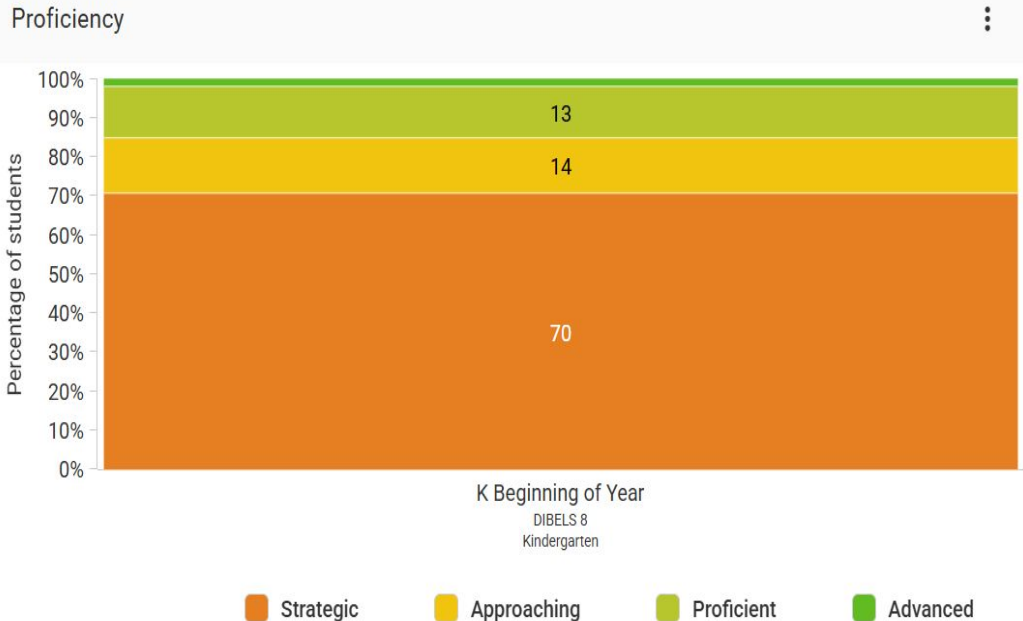
| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 16% | 12                 | 21%                  |
| Proficient  | 25% | 18                 | 27%                  |
| Approaching | 23% | 17                 | 22%                  |
| Strategic   | 36% | 26                 | 30%                  |



# *Long Neck Elementary*



# Long Neck Elementary~ Beginning Of the Year DIBELS



| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 2%  | 2                  |
| Proficient   | 13% | 13                 |
| Approaching  | 14% | 14                 |
| Strategic    | 71% | 70                 |

Kindergarten  
Long Neck Elementary School  
2025-2026

K Beginning of Year  
DIBELS 8  
Kindergarten

70

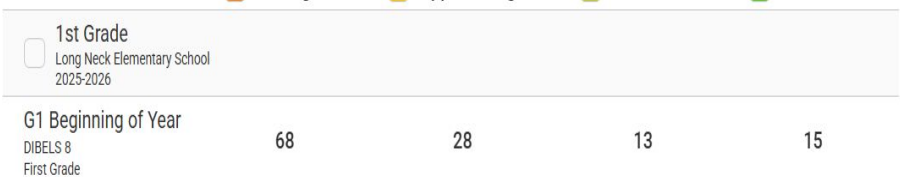
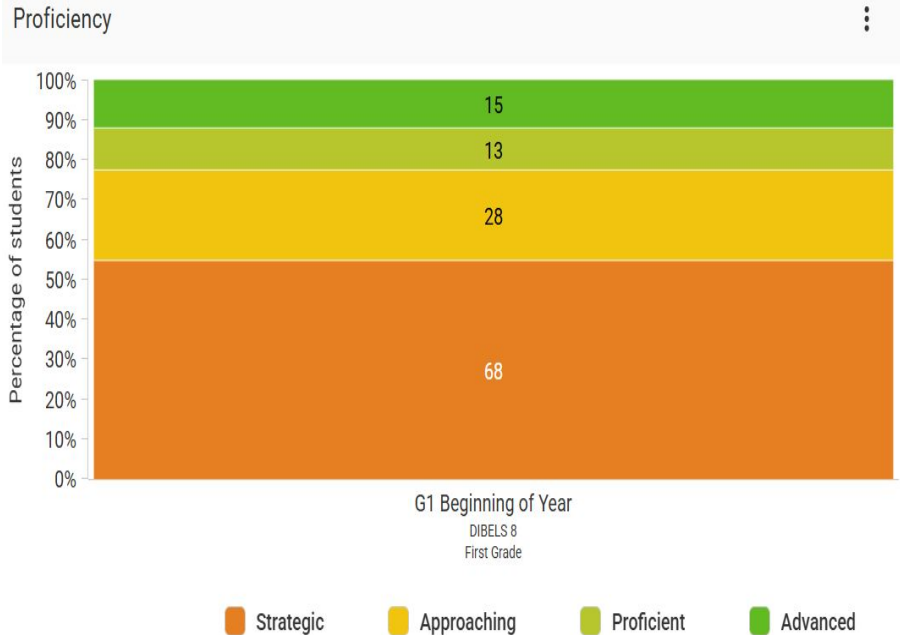
14

13

2



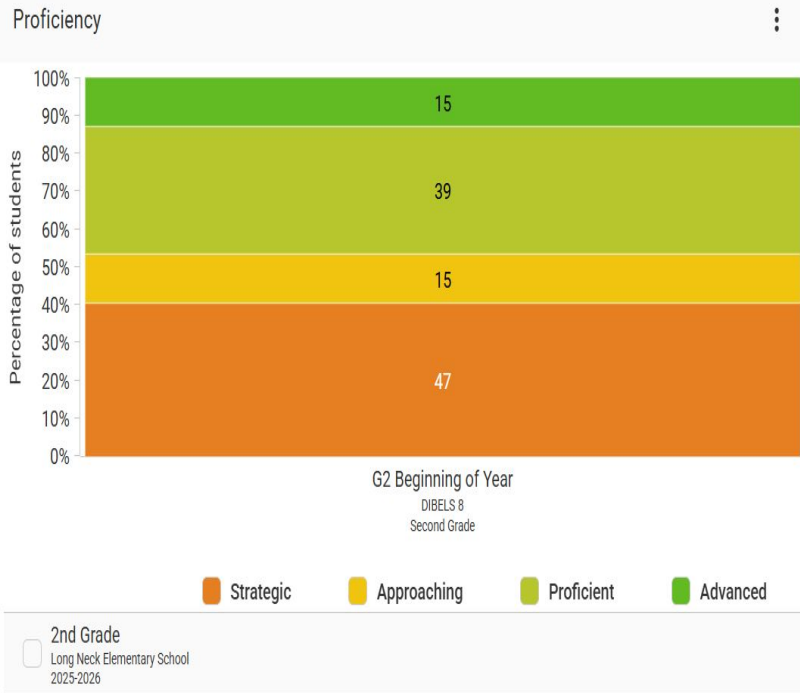
# Long Neck Elementary~ Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 12% | 15                 | 14%                     |
| Proficient  | 10% | 13                 | 29%                     |
| Approaching | 23% | 28                 | 16%                     |
| Strategic   | 55% | 68                 | 41%                     |



# Long Neck Elementary~ Beginning Of the Year DIBELS



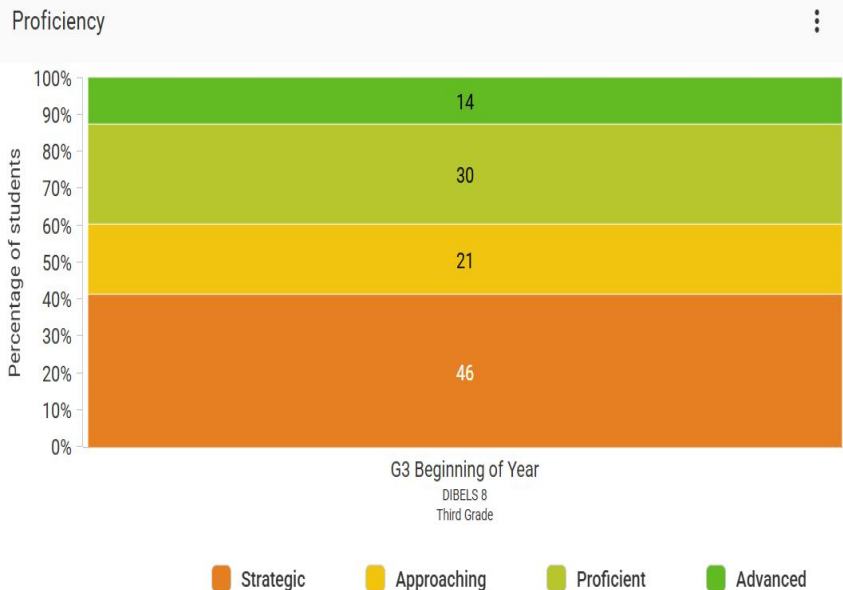
G2 Beginning of Year  
DIBELS 8  
Second Grade

47      15      39      15

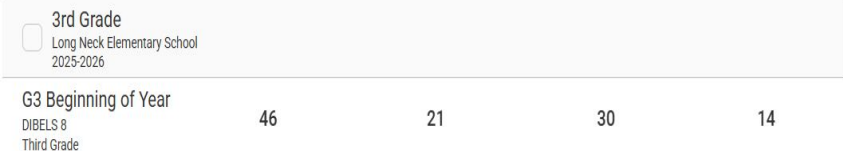
| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 13% | 15                 | 28%                  |
| Proficient  | 34% | 39                 | 27%                  |
| Approaching | 13% | 15                 | 9%                   |
| Strategic   | 41% | 47                 | 36%                  |



# Long Neck Elementary~ Beginning Of the Year DIBELS

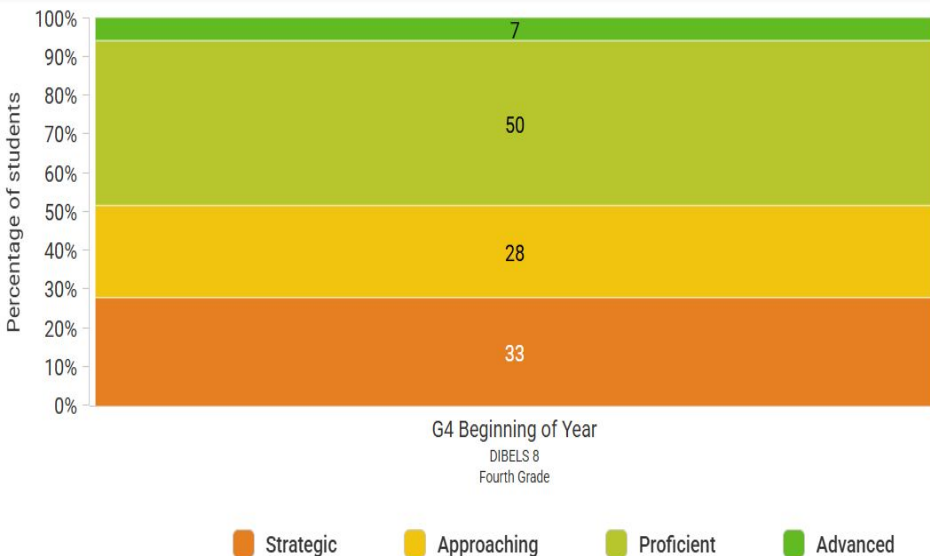


| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 13% | 14                 | 16%                  |
| Proficient  | 27% | 30                 | 41%                  |
| Approaching | 19% | 21                 | 12%                  |
| Strategic   | 41% | 46                 | 32%                  |



# Long Neck Elementary~ Beginning Of the Year DIBELS

Proficiency



## 4th Grade

|             | %   | Number of Students | EOY as 3rd Graders % |
|-------------|-----|--------------------|----------------------|
| Advanced    | 6%  | 7                  | 28%                  |
| Proficient  | 42% | 50                 | 18%                  |
| Approaching | 24% | 28                 | 16%                  |
| Strategic   | 28% | 33                 | 39%                  |

4th Grade

Long Neck Elementary School  
2025-2026

G4 Beginning of Year

DIBELS 8

Fourth Grade

33

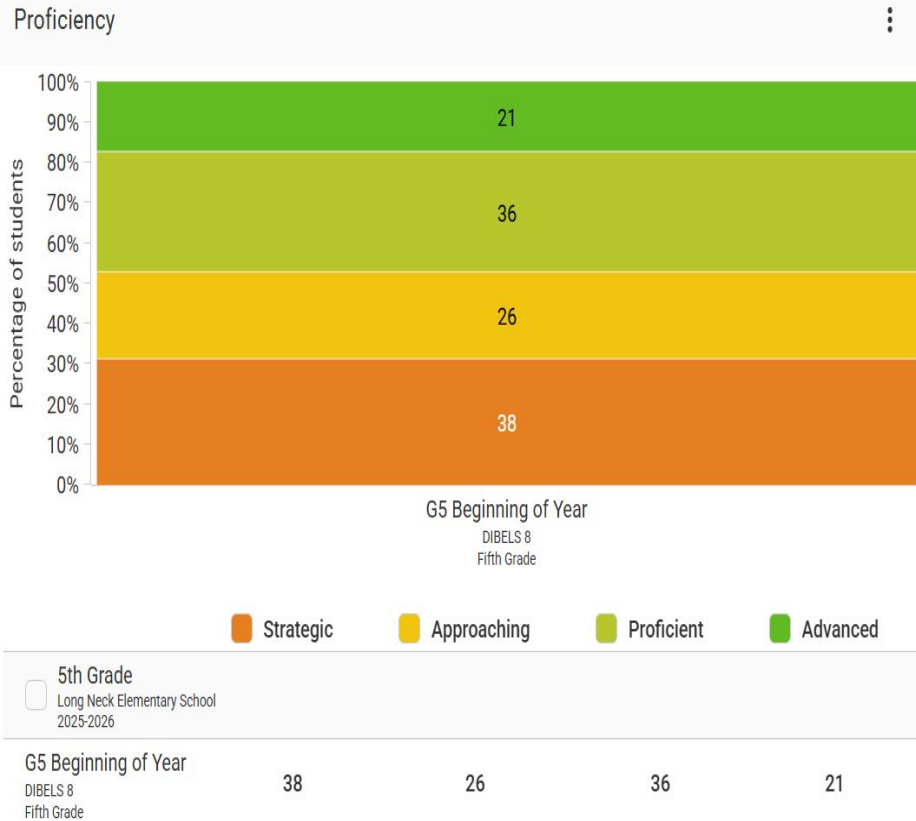
28

50

7



# Long Neck Elementary~ Beginning Of the Year DIBELS



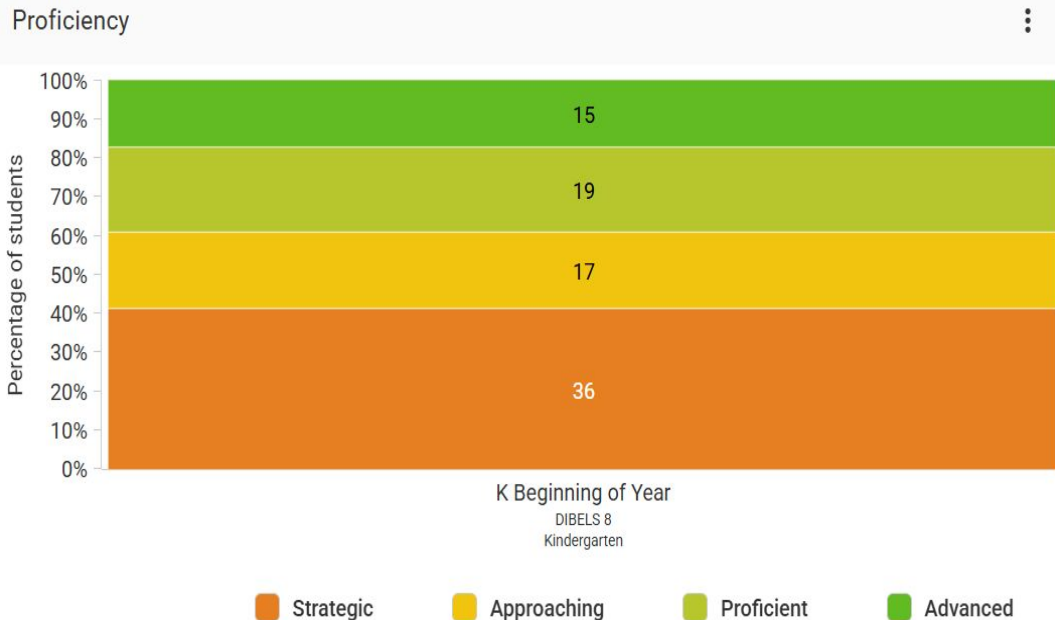
| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 17% | 21                 | 27%                  |
| Proficient  | 30% | 36                 | 37%                  |
| Approaching | 21% | 26                 | 15%                  |
| Strategic   | 31% | 38                 | 21%                  |



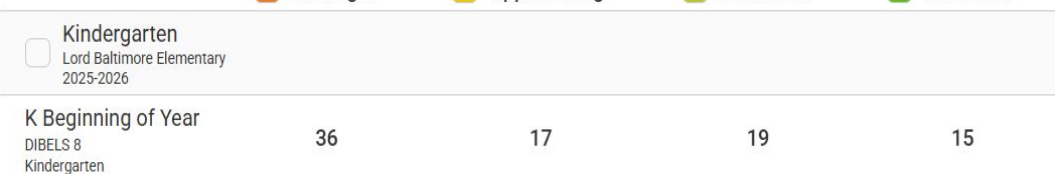
# *Lord Baltimore Elementary*



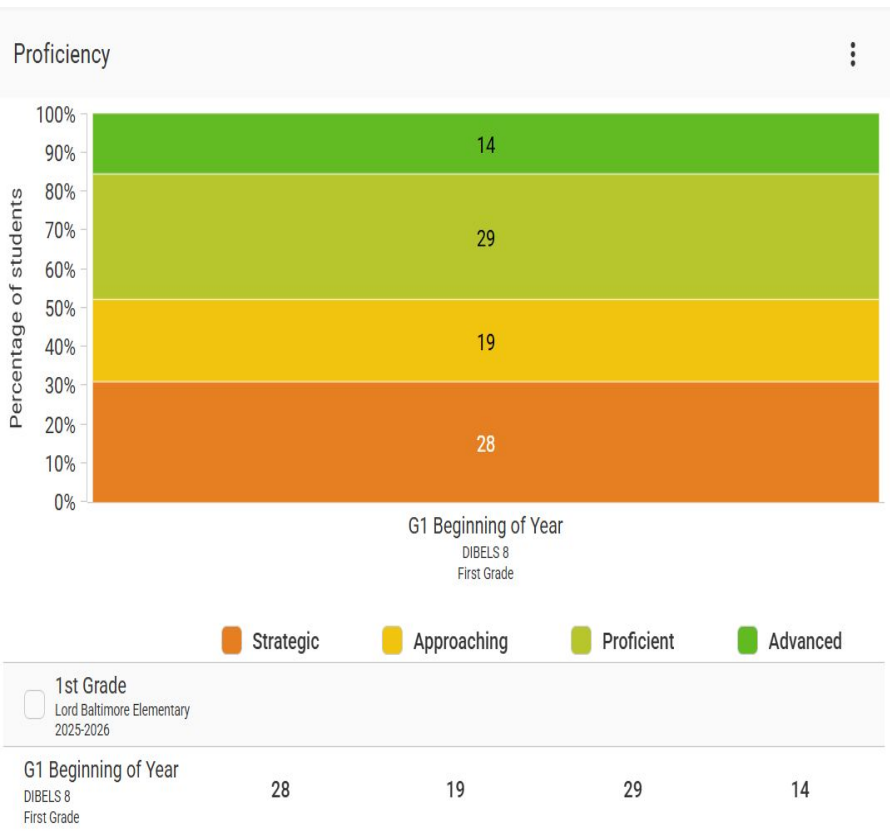
# Lord Baltimore Elementary~ Beginning Of the Year DIBELS



| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 17% | 15                 |
| Proficient   | 22% | 19                 |
| Approaching  | 20% | 17                 |
| Strategic    | 41% | 36                 |



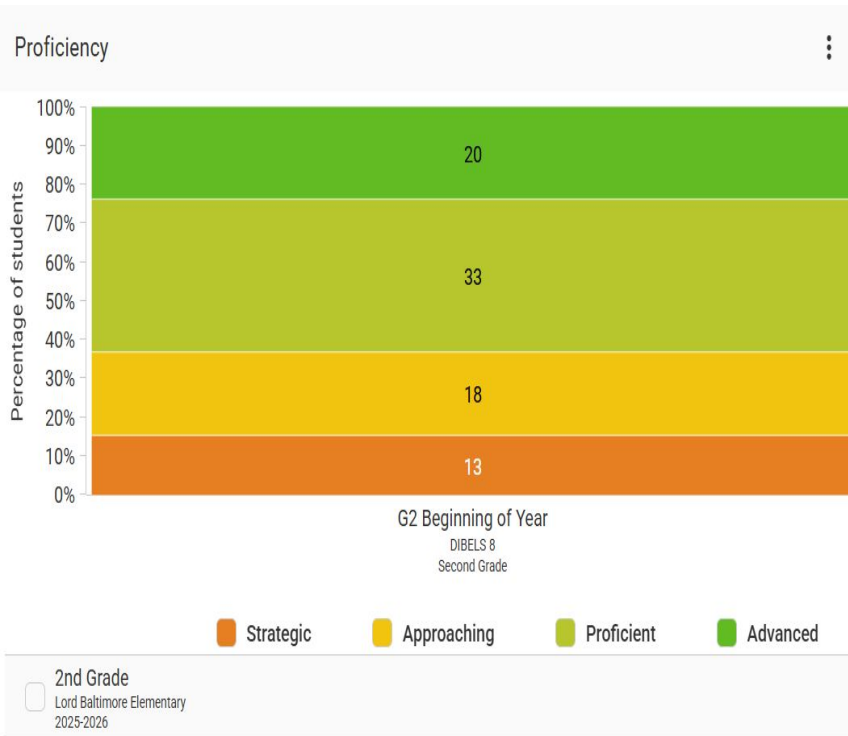
# Lord Baltimore Elementary~ Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 16% | 14                 | 41%                     |
| Proficient  | 32% | 29                 | 42%                     |
| Approaching | 21% | 19                 | 10%                     |
| Strategic   | 31% | 28                 | 7%                      |



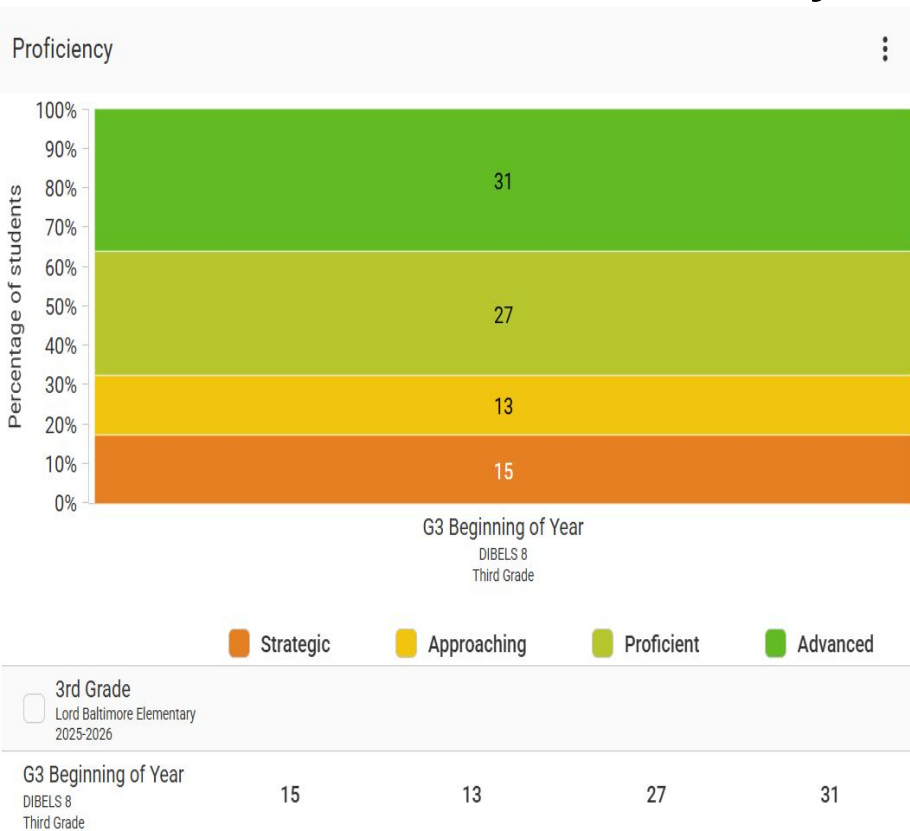
# Lord Baltimore Elementary~ Beginning Of the Year DIBELS



| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 24% | 20                 | 41%                  |
| Proficient  | 39% | 33                 | 43%                  |
| Approaching | 21% | 18                 | 9%                   |
| Strategic   | 15% | 13                 | 7%                   |



# Lord Baltimore Elementary~ Beginning Of the Year DIBELS



| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 36% | 31                 | 40%                  |
| Proficient  | 31% | 27                 | 31%                  |
| Approaching | 15% | 13                 | 11%                  |
| Strategic   | 17% | 15                 | 19%                  |



# Lord Baltimore Elementary~ Beginning Of the Year DIBELS



4th Grade  
Lord Baltimore Elementary  
2025-2026

G4 Beginning of Year  
DIBELS 8  
Fourth Grade

13

20

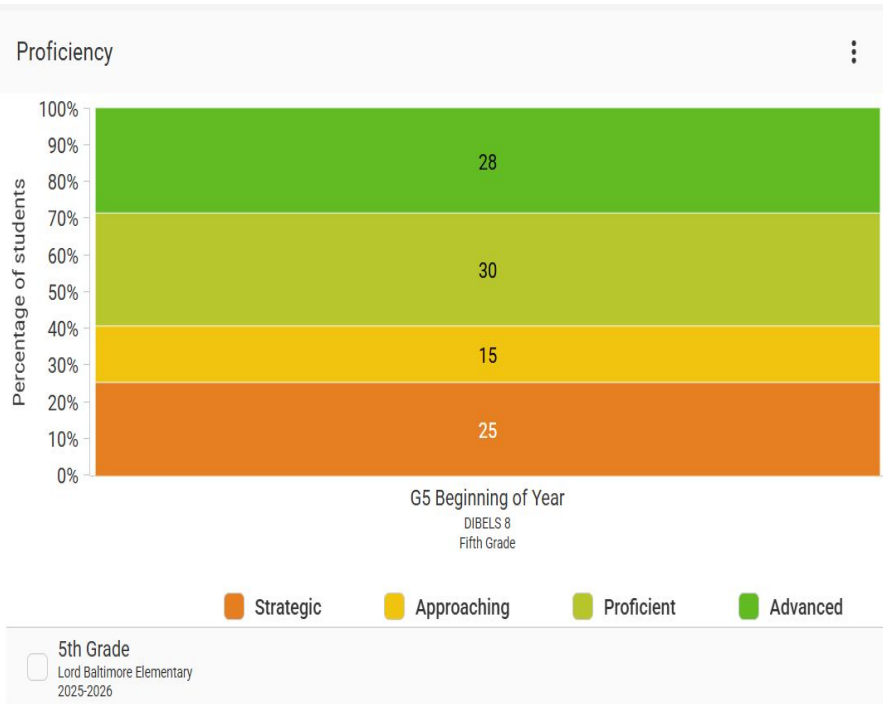
55

20

| 4th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 3rd Graders % |
| Advanced    | 19% | 20                 | 59%                  |
| Proficient  | 51% | 55                 | 12%                  |
| Approaching | 19% | 20                 | 13%                  |
| Strategic   | 12% | 13                 | 17%                  |



# Lord Baltimore Elementary~ Beginning Of the Year DIBELS



G5 Beginning of Year  
DIBELS 8  
Fifth Grade

25

15

30

28

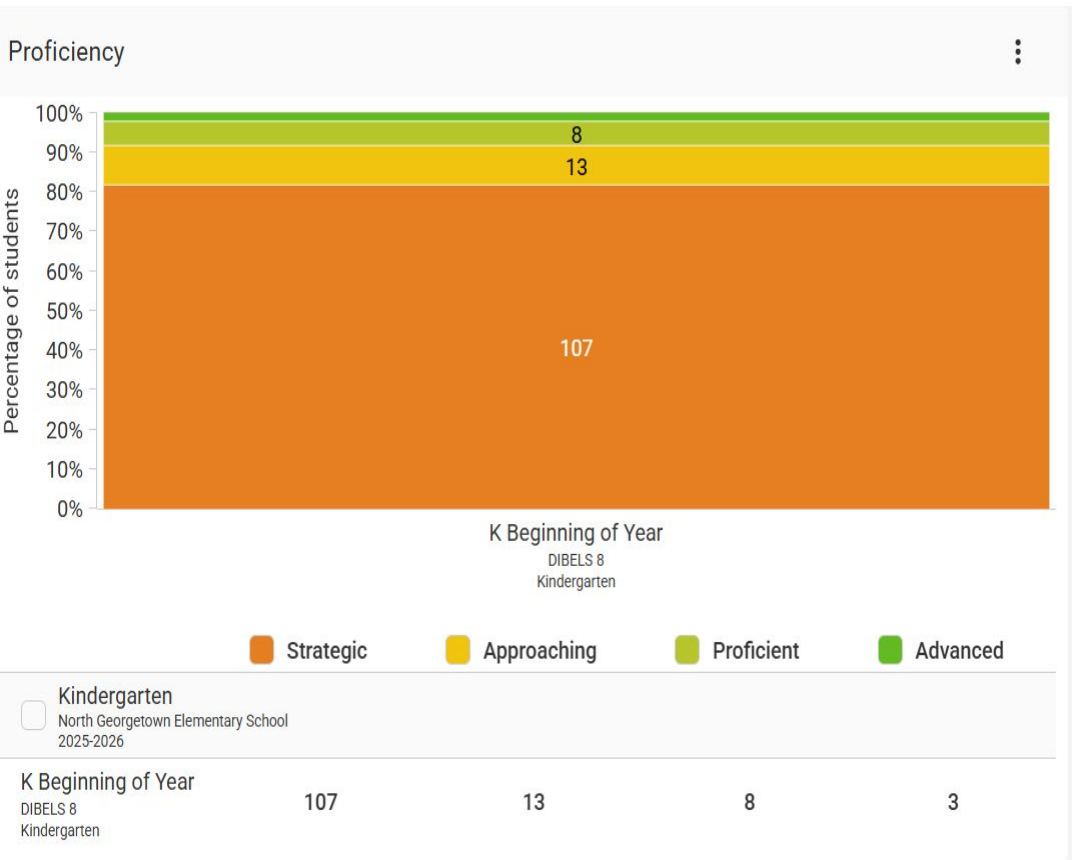
| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 29% | 28                 | 27%                  |
| Proficient  | 31% | 30                 | 19%                  |
| Approaching | 15% | 15                 | 24%                  |
| Strategic   | 26% | 25                 | 29%                  |



# *North Georgetown Elementary*



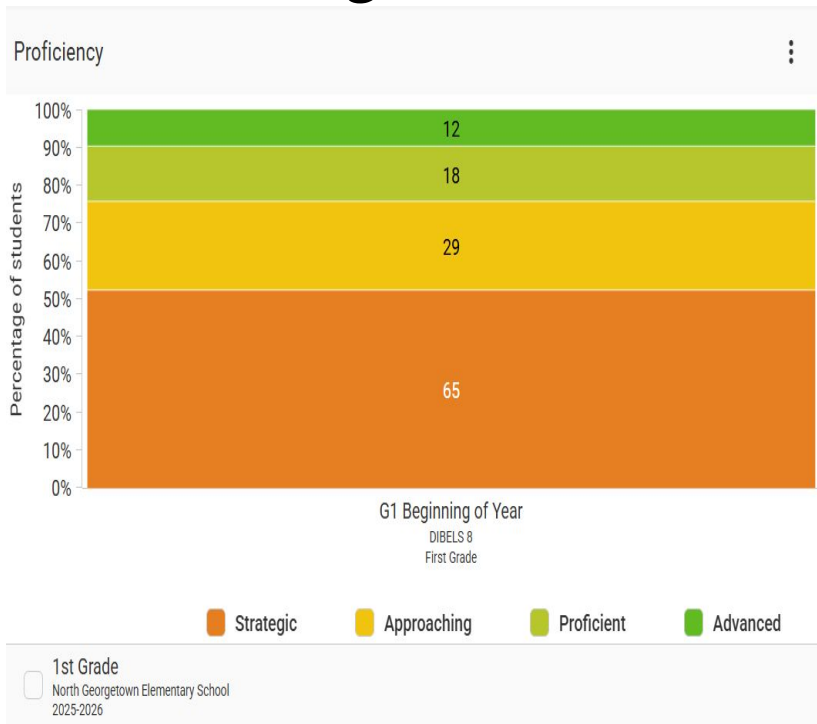
# North Georgetown Elementary~ Beginning Of the Year DIBELS



| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 2%  | 3                  |
| Proficient   | 6%  | 8                  |
| Approaching  | 10% | 13                 |
| Strategic    | 82% | 107                |



# North Georgetown Elementary~ Beginning Of the Year DIBELS



G1 Beginning of Year  
DIBELS 8  
First Grade

65

29

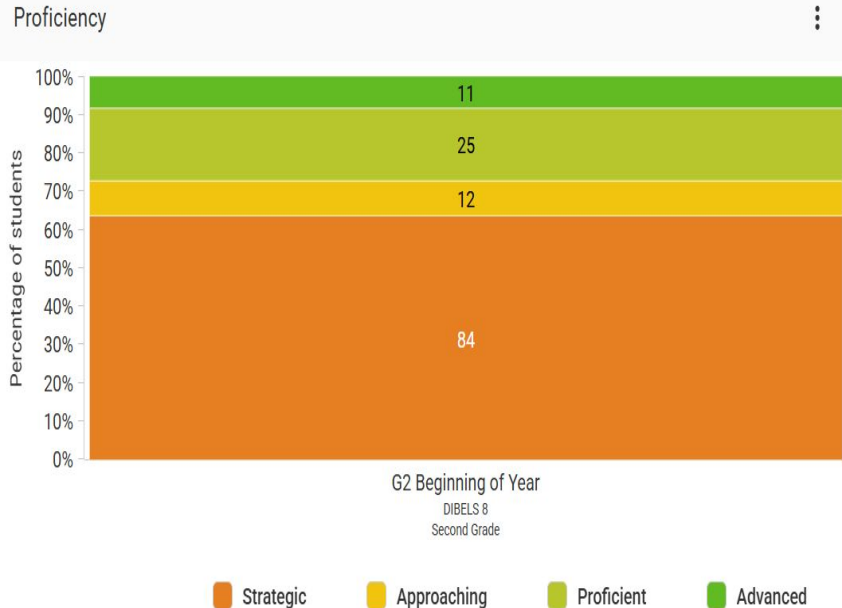
18

12

| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 10% | 12                 | 18%                     |
| Proficient  | 15% | 18                 | 28%                     |
| Approaching | 23% | 29                 | 14%                     |
| Strategic   | 52% | 65                 | 40%                     |



# North Georgetown Elementary~ Beginning Of the Year DIBELS



2nd Grade  
North Georgetown Elementary School  
2025-2026

G2 Beginning of Year  
DIBELS 8  
Second Grade

84

12

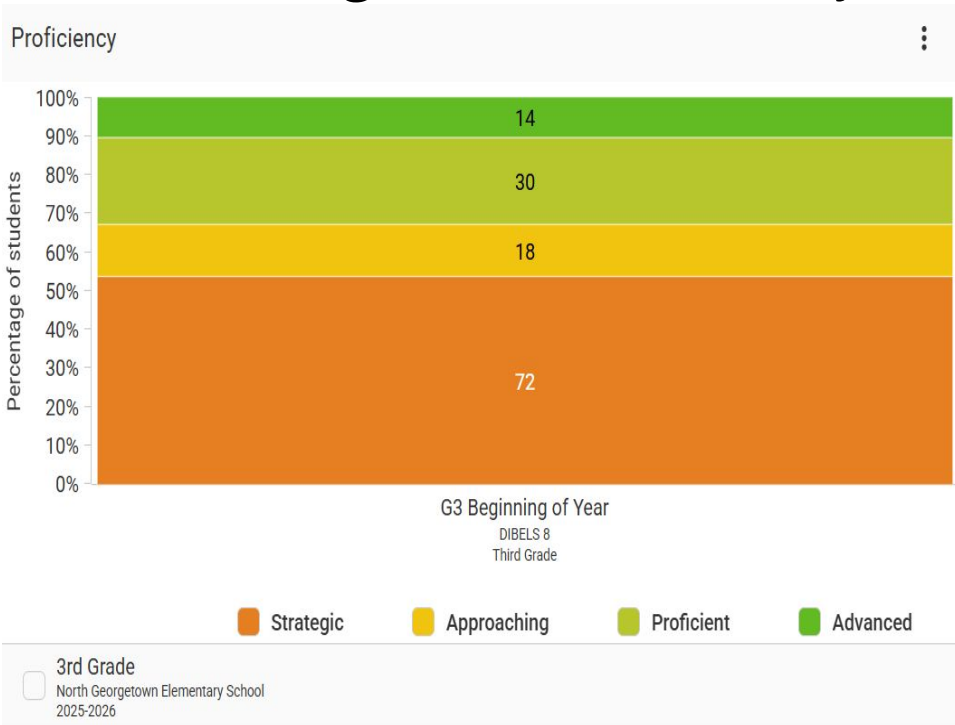
25

11

| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 8%  | 11                 | 16%                  |
| Proficient  | 19% | 25                 | 20%                  |
| Approaching | 9%  | 12                 | 20%                  |
| Strategic   | 64% | 84                 | 44%                  |



# North Georgetown Elementary~ Beginning Of the Year DIBELS



G3 Beginning of Year  
DIBELS 8  
Third Grade

72

18

30

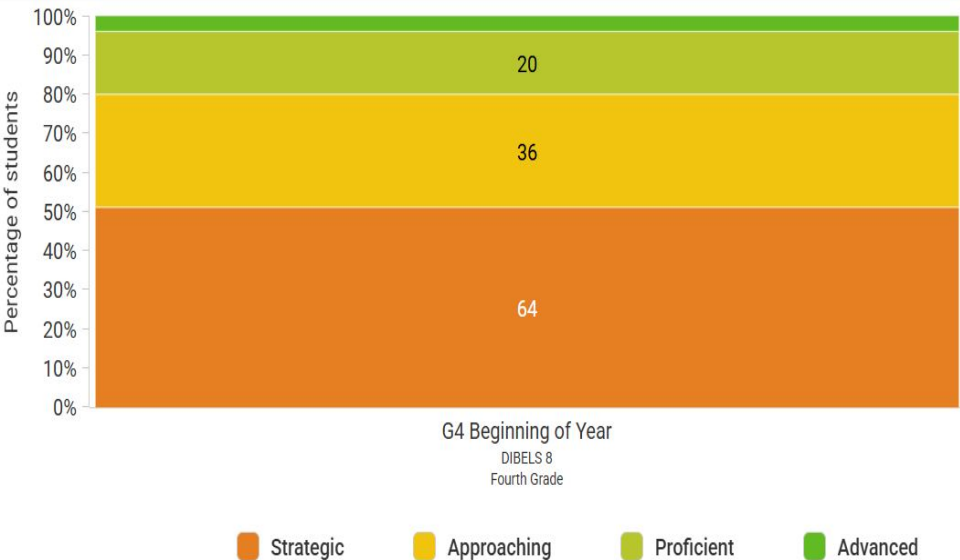
14

| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 10% | 14                 | 9%                   |
| Proficient  | 22% | 30                 | 25%                  |
| Approaching | 13% | 18                 | 13%                  |
| Strategic   | 54% | 72                 | 53%                  |



# North Georgetown Elementary~ Beginning Of the Year DIBELS

Proficiency



## 4th Grade

|             | %   | Number of Students | EOY as 3rd Graders % |
|-------------|-----|--------------------|----------------------|
| Advanced    | 4%  | 5                  | 15%                  |
| Proficient  | 16% | 20                 | 16%                  |
| Approaching | 29% | 36                 | 15%                  |
| Strategic   | 51% | 64                 | 53%                  |

4th Grade

North Georgetown Elementary School  
2025-2026

G4 Beginning of Year

DIBELS 8  
Fourth Grade

64

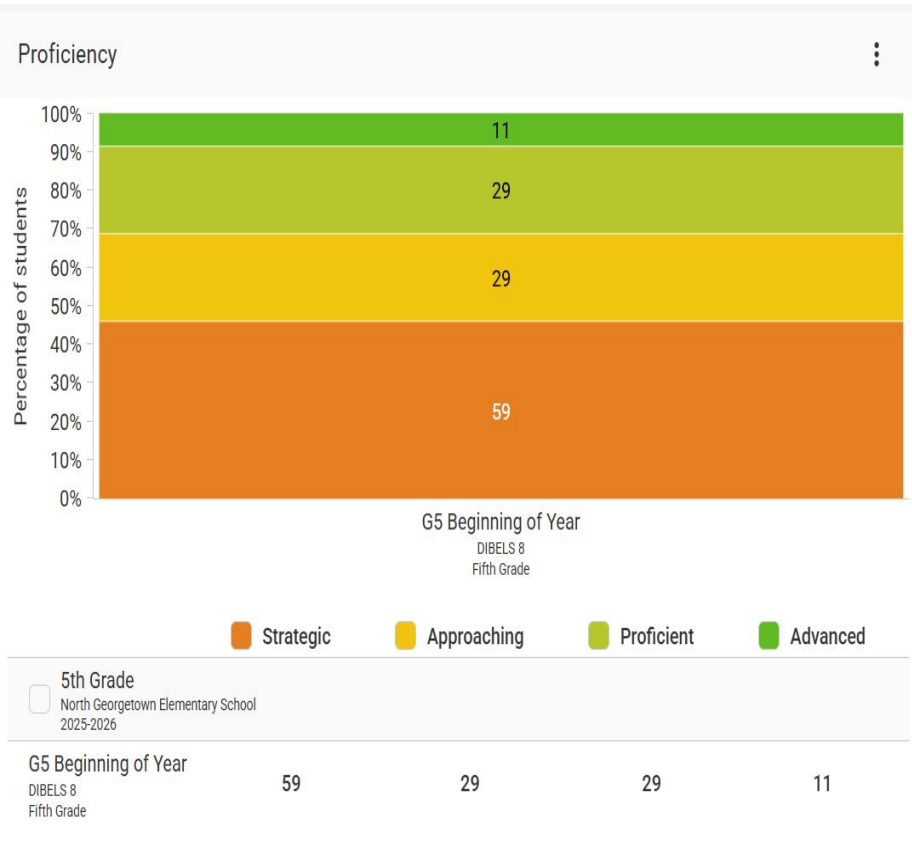
36

20

5



# North Georgetown Elementary~ Beginning Of the Year DIBELS



| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 9%  | 11                 | 26%                  |
| Proficient  | 23% | 29                 | 20%                  |
| Approaching | 23% | 29                 | 20%                  |
| Strategic   | 46% | 59                 | 35%                  |



# *Phillip C. Showell Elementary*



# Phillip C. Showell Elementary~ Beginning Of the Year DIBELS



K Beginning of Year  
DIBELS 8  
Kindergarten

36 9 13 8

| Kindergarten |     |                    |
|--------------|-----|--------------------|
|              | %   | Number of Students |
| Advanced     | 12% | 8                  |
| Proficient   | 20% | 13                 |
| Approaching  | 14% | 9                  |
| Strategic    | 56% | 36                 |



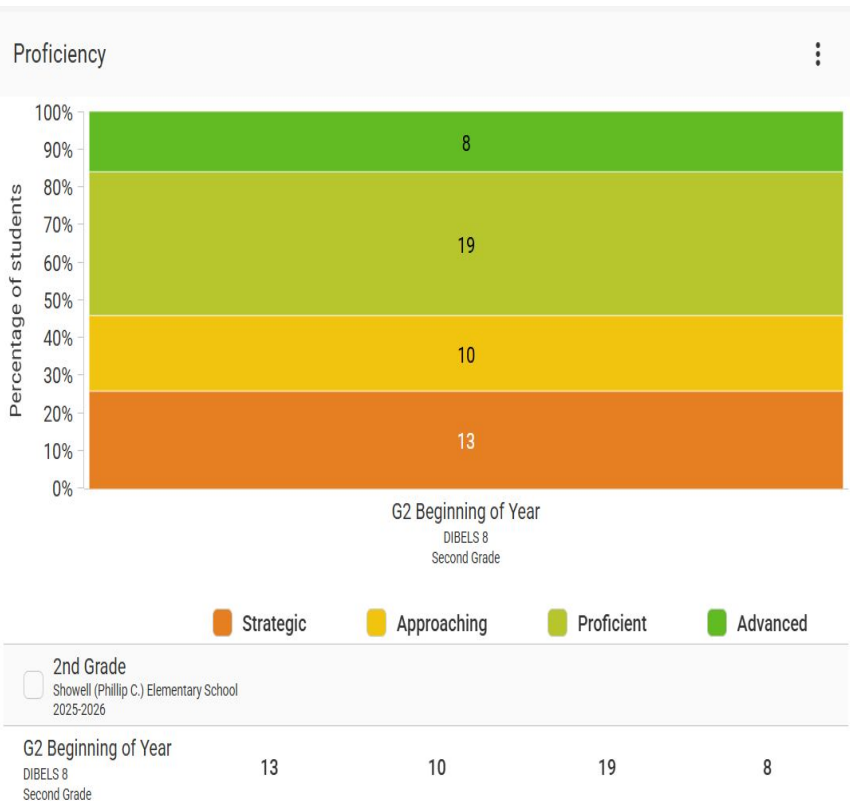
# Phillip C. Showell Elementary~ Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 26% | 10                 | 46%                     |
| Proficient  | 21% | 8                  | 29%                     |
| Approaching | 23% | 9                  | 0%                      |
| Strategic   | 31% | 12                 | 24%                     |



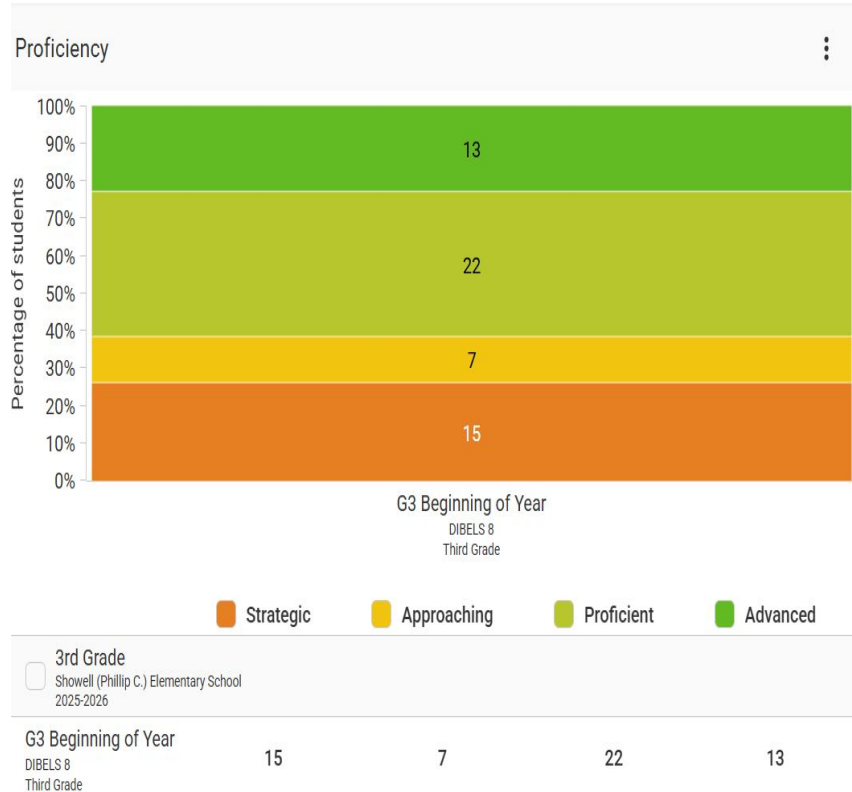
# Phillip C. Showell Elementary~ Beginning Of the Year DIBELS



| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 16% | 8                  | 38%                  |
| Proficient  | 38% | 19                 | 34%                  |
| Approaching | 20% | 10                 | 15%                  |
| Strategic   | 26% | 13                 | 13%                  |



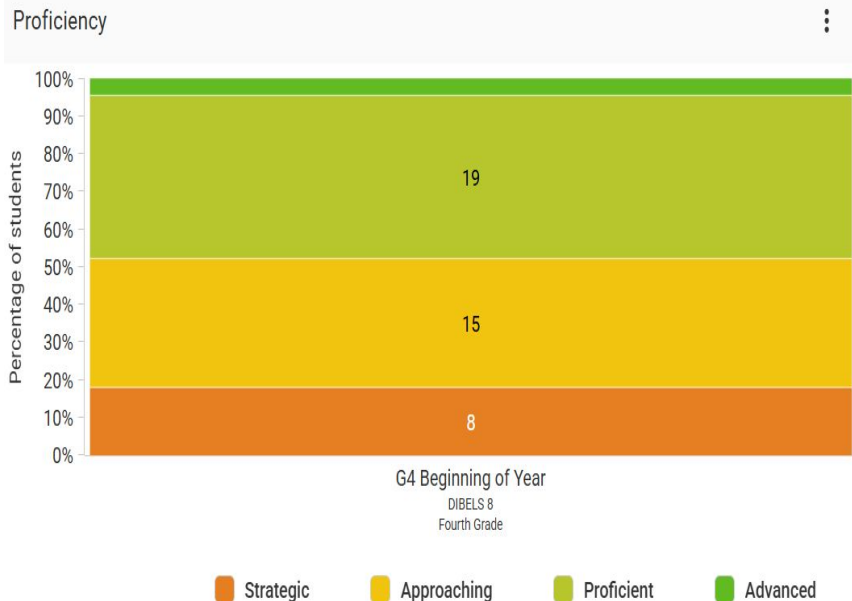
# Phillip C. Showell Elementary~ Beginning Of the Year DIBELS



| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 23% | 13                 | 26%                  |
| Proficient  | 39% | 22                 | 46%                  |
| Approaching | 12% | 7                  | 7%                   |
| Strategic   | 26% | 15                 | 21%                  |



# Phillip C. Showell Elementary~ Beginning Of the Year DIBELS



4th Grade  
Showell (Phillip C.) Elementary School  
2025-2026

G4 Beginning of Year  
DIBELS 8  
Fourth Grade

8

15

19

2

| 4th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 3rd Graders % |
| Advanced    | 5%  | 2                  | 38%                  |
| Proficient  | 43% | 19                 | 13%                  |
| Approaching | 34% | 15                 | 26%                  |
| Strategic   | 18% | 8                  | 23%                  |



# Phillip C. Showell Elementary~ Beginning Of the Year DIBELS



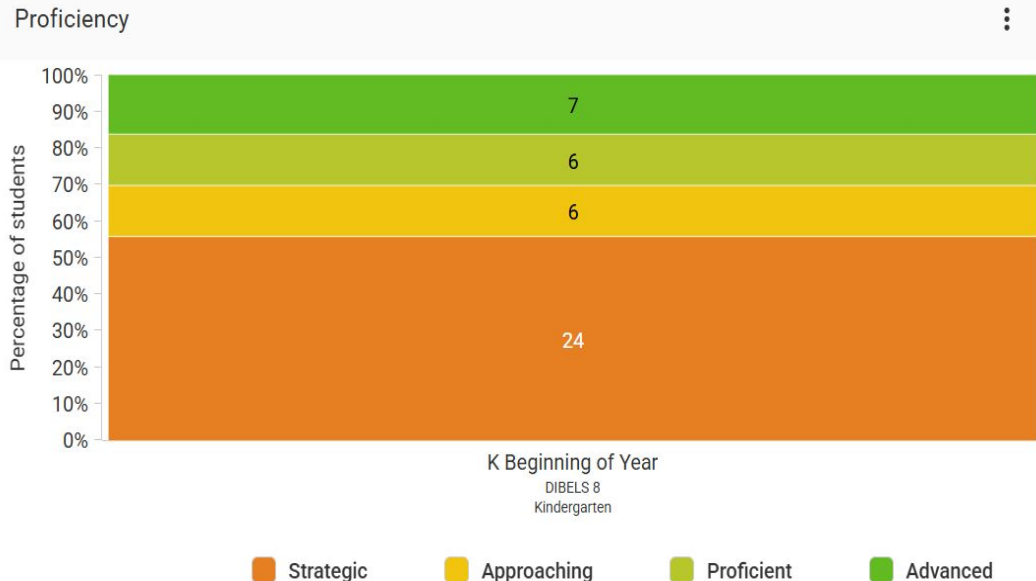
| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 17% | 8                  | 16%                  |
| Proficient  | 33% | 16                 | 23%                  |
| Approaching | 25% | 12                 | 33%                  |
| Strategic   | 25% | 12                 | 29%                  |



# *Southern Delaware School of the Arts*



# Southern Delaware School of the Arts ~ Beginning Of the Year DIBELS



Kindergarten  
Southern Delaware School of the Arts  
2025-2026

K Beginning of Year  
DIBELS 8  
Kindergarten

24

6

6

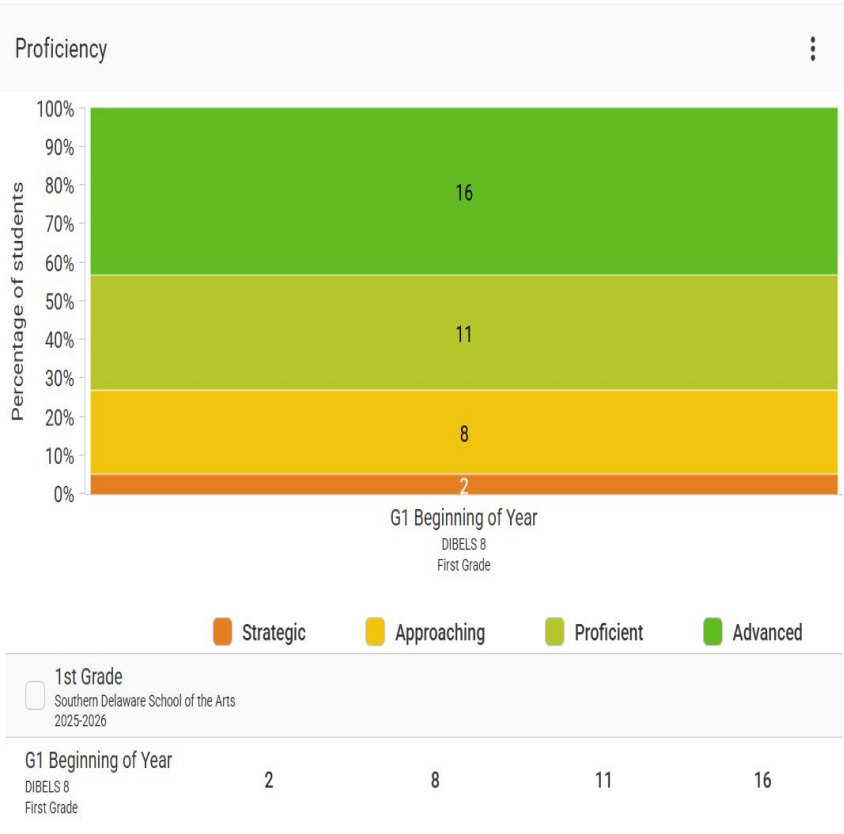
7

## Kindergarten

|             | %   | Number of Students |
|-------------|-----|--------------------|
| Advanced    | 16% | 7                  |
| Proficient  | 14% | 6                  |
| Approaching | 14% | 6                  |
| Strategic   | 56% | 24                 |



# Southern Delaware School of the Arts ~ Beginning Of the Year DIBELS



| 1st Grade   |     |                    |                         |
|-------------|-----|--------------------|-------------------------|
|             | %   | Number of Students | EOY as Kindergartners % |
| Advanced    | 43% | 16                 | 87%                     |
| Proficient  | 30% | 11                 | 11%                     |
| Approaching | 22% | 8                  | 0%                      |
| Strategic   | 5%  | 2                  | 3%                      |



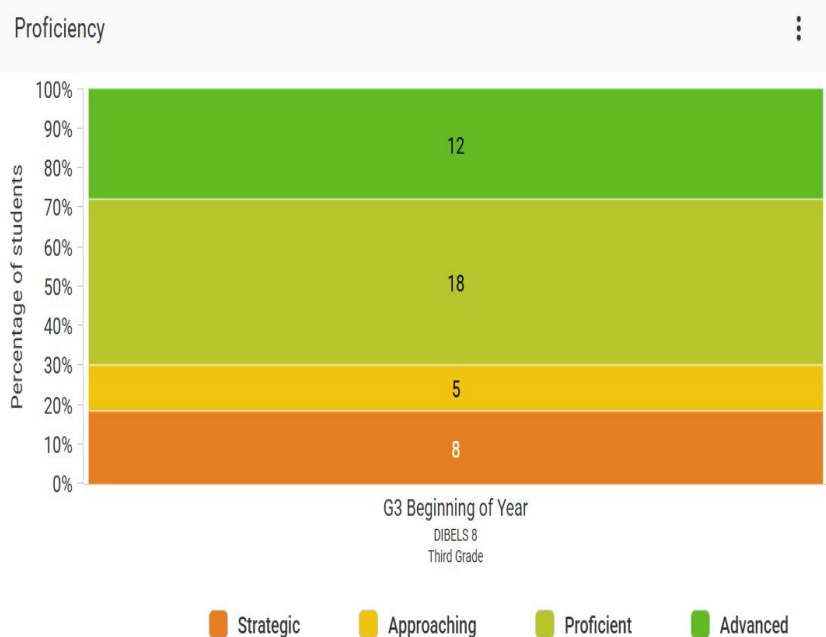
# Southern Delaware School of the Arts ~ Beginning Of the Year DIBELS



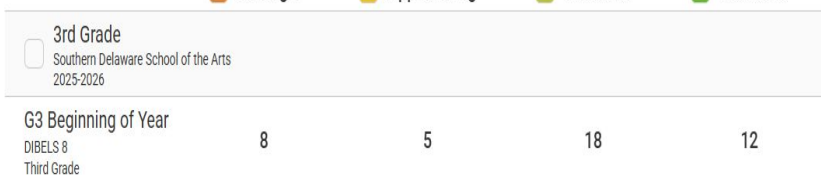
| 2nd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 1st Graders % |
| Advanced    | 30% | 13                 | 49%                  |
| Proficient  | 30% | 13                 | 40%                  |
| Approaching | 28% | 12                 | 9%                   |
| Strategic   | 12% | 5                  | 2%                   |



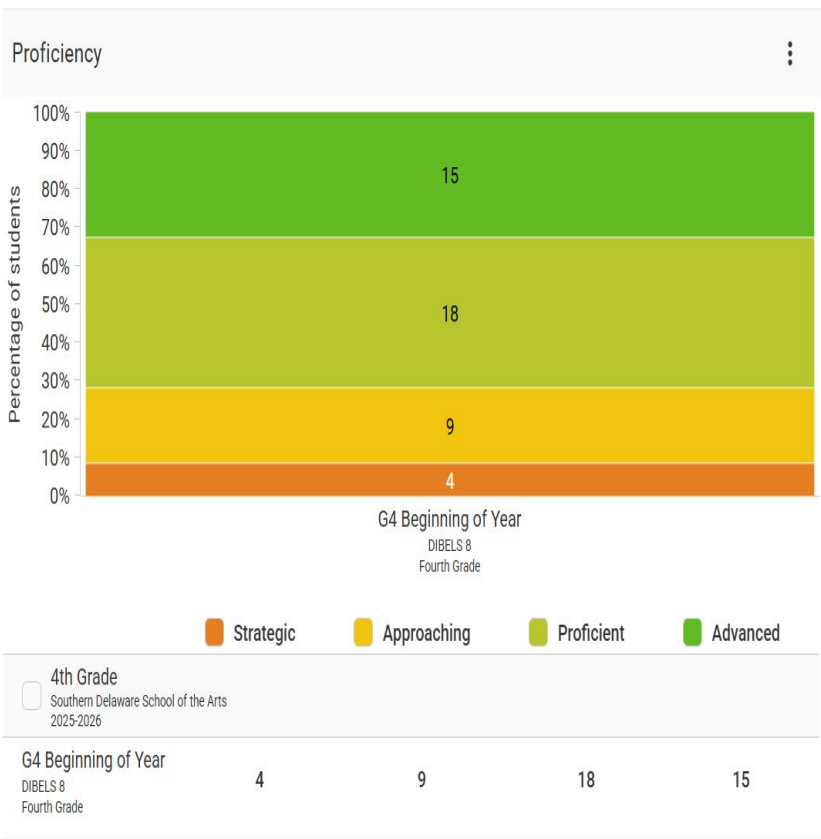
# Southern Delaware School of the Arts ~ Beginning Of the Year DIBELS



| 3rd Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 2nd Graders % |
| Advanced    | 28% | 12                 | 34%                  |
| Proficient  | 42% | 18                 | 32%                  |
| Approaching | 12% | 5                  | 23%                  |
| Strategic   | 19% | 8                  | 11%                  |



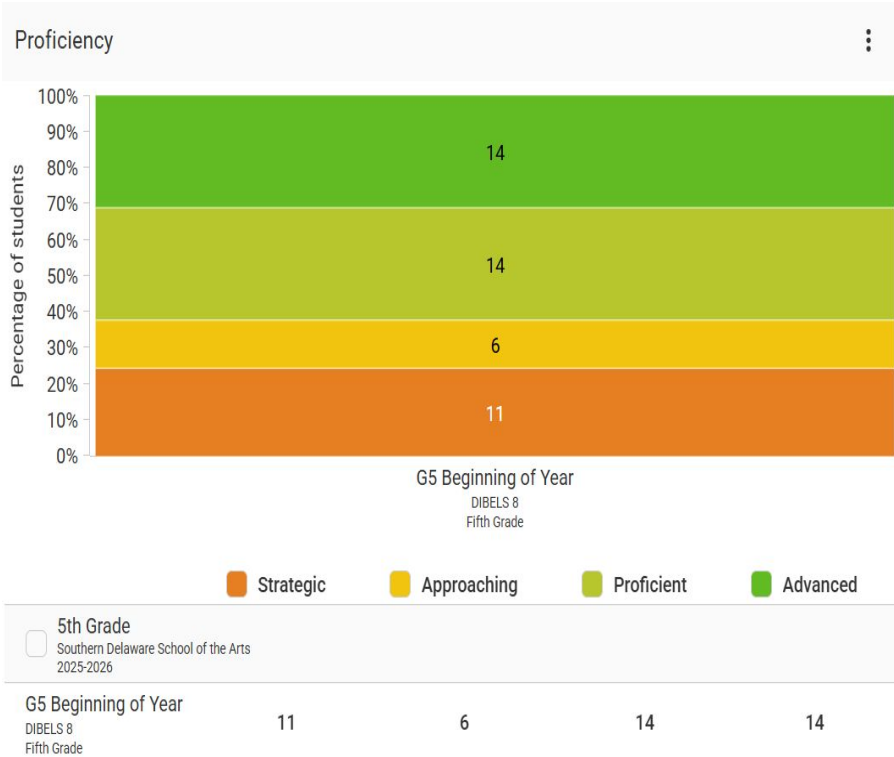
# Southern Delaware School of the Arts ~ Beginning Of the Year DIBELS



| 4th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 3rd Graders % |
| Advanced    | 33% | 15                 | 46%                  |
| Proficient  | 39% | 18                 | 19%                  |
| Approaching | 20% | 9                  | 21%                  |
| Strategic   | 9%  | 4                  | 15%                  |



# Southern Delaware School of the Arts ~ Beginning Of the Year DIBELS



| 5th Grade   |     |                    |                      |
|-------------|-----|--------------------|----------------------|
|             | %   | Number of Students | EOY as 4th Graders % |
| Advanced    | 31% | 14                 | 33%                  |
| Proficient  | 31% | 14                 | 37%                  |
| Approaching | 13% | 6                  | 9%                   |
| Strategic   | 24% | 11                 | 21%                  |



# *What is I.R.S.D. Doing to Support Early Literacy?*



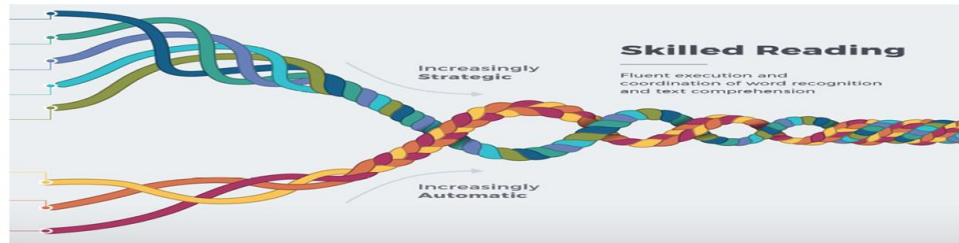
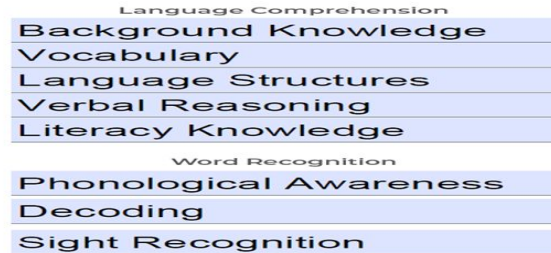
# 1. *Piloted and Adopted a new reading curriculum aligned to the Science of Reading*

- Spring of 2022-2023 piloted and adopted Core Knowledge Language Arts (CKLA)
  - Based on a **Structured Literacy** Approach to the Teaching of Reading
    - Explicit, Systematic and Sequential
- Began implementation of CKLA in the 2023-2024 school year in all elementary schools in I.R.S.D.
  - Integrity to CKLA while allowing intentional teacher decisions that preserve the intent of the content while still meeting students' needs

## *What is CKLA?*

Amplify CKLA

- CKLA is built on the Science of Reading
- CKLA is a comprehensive Language Arts Program for students in Pre- K-5th Grade.
- CKLA teaches skills in reading, writing, listening and speaking and also builds students knowledge and vocabulary in literature, history, geography and science.



# What to Expect in Kindergarten-2nd Grade

## Skills Units (60 Minutes)

- Systematic Phonics Instruction
  - Phonemic Awareness
  - Phonological Awareness
  - Phonics
  - Spelling
  - Vocabulary
  - Comprehension
  - Writing

## Knowledge Domain (60 Minutes)

- ELA standards addressed through rich social studies, science, and literature content areas
  - Speaking and Listening
  - Vocabulary
  - Fluency
  - Text Analysis and Comprehension
  - Writing

## Examples of Core Knowledge Language Arts (CKLA) Knowledge Units

**Pre-Kindergarten:** Classic Tales, Important People in American History, All About Me, Families and Communities

**Kindergarten:** Nursery Rhymes, Farms, Native Americans, Kings and Queens

**1st Grade:** Fables and Stories, The Human Body, Astronomy, Early World Civilizations

**2nd Grade:** Fairy Tales and Tall Tales, Greek Myths, Cycles in Nature, Westward Expansion

# What to Expect in 3rd Grade–5th Grade

## Integrated Foundational Skill and Language Comprehension Instruction

### Foundational Skills:

- Decoding
- Encoding (Spelling)
- Word Study
- Grammar
- Vocabulary

### Language Comprehension:

- Speaking and Listening
- Vocabulary
- Fluency
- Text Analysis and Comprehension
- Writing

### Examples of Core Knowledge Language Arts (CKLA) Knowledge Units

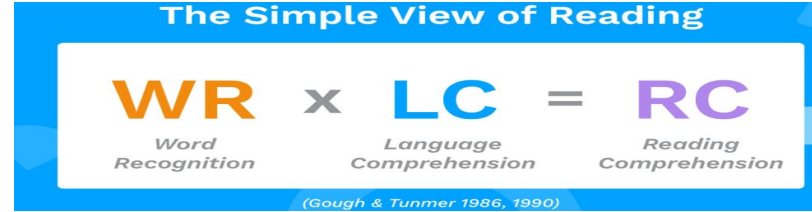
**3rd Grade:** Classic Tales, The Ancient Roman Civilization, Light and Sound, The Viking Age

**4th Grade:** Personal Narratives, Empires in the Middle Ages, Eureka! Student Inventor, Geology

**5th Grade:** Early American Civilizations, Poetry, Adventures of Don Quixote, The Renaissance

## 2. Professional Learning:

- Prior to adoption, professional development was focused on building staff and school leaders knowledge around the *Simple View of Reading* and the *Science of Reading*



- 2023.2024 and 2024.2025 staff participated in professional learning with CKLA
  - Returning Educator Week, District Professional Learning Days
- 2023.2024 and 2024.2025 staff participated and engaged in CKLA Coaching Sessions
  - Bi-Monthly Coaching Sessions with a CKLA Professional Development Specialist
    - Included: Co-Planning, Modeling Lessons, Co-Teaching Lessons, Debrief
  - Coaching Sessions with Indian River School District ELA/ML Instructional Specialist- Dr. Marisa Hockman
- 2023.2024 and 2024.2025- Principals participated in professional learning at monthly Principals Meetings around CKLA, Science of Reading
- 2025.2026- continued professional learning building capacity around foundational skills as well as collaborative planning sessions across schools to focus on internalization of units and lessons.
  - Principals continue to engage in professional learning at the monthly Elementary Principals Meeting with a focus on the Science of Reading and Early Literacy.



### 3. *Effective Tier 1 Instruction*

- High quality, *grade-level* instruction delivered to *all* students, when done effectively, it reduces the need for interventions.
- ***Standards-Aligned Instruction***
  - Standards spiral, affording repeated exposure
  - ***Instructional Calendar Frameworks*** for each grade-level
    - Pacing and prioritizes the grade-level standards
- Scaffolds provided within Tier 1 to meet the diverse needs of students
- Intentional and Skillful Planning

### 4. *Screeners, Diagnostics, Progress Monitoring*

- ***Screeners*** identify students at risk (DIBELS)
- ***Diagnostics*** Pinpoint Areas of Need
  - [https://docs.google.com/document/d/1oaxFP1gPLtbD68HJ5Gh\\_0TlPcffYWA519DrSzSmr6ug/edit?usp=sharing](https://docs.google.com/document/d/1oaxFP1gPLtbD68HJ5Gh_0TlPcffYWA519DrSzSmr6ug/edit?usp=sharing)
- ***Progress Monitoring*** checks Effectiveness of Intervention
  - MTSS- Multi-Tiered System of Supports

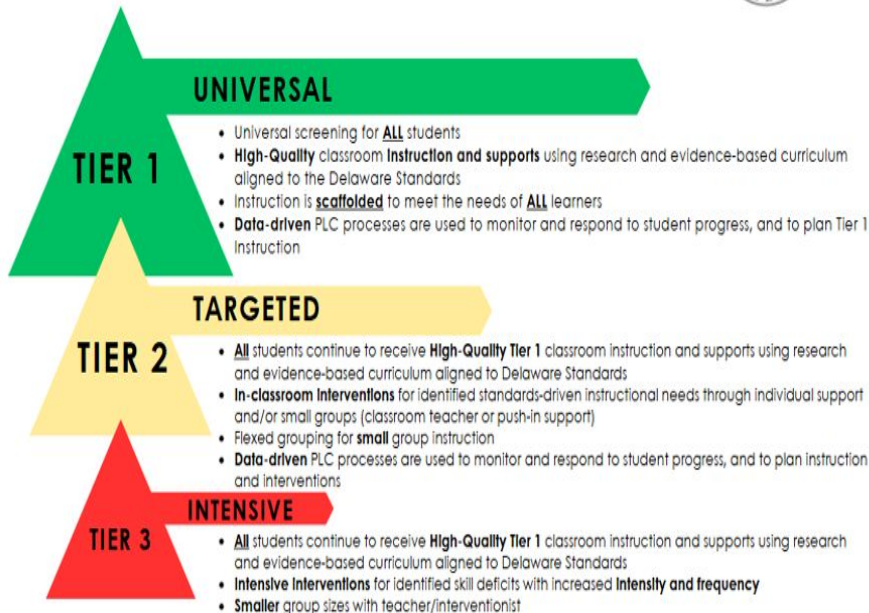


# What is MTSS and How Does it Work?

Indian River School District: *From Insight to Action*

## IRSD ACADEMIC MTSS

Data-Driven Instruction and Interventions



Indian River School District: *From Insight to Action*

### MTSS~ Academic Progress Monitoring

| Progress Monitoring Frequency                                                                                                                                    |                               | Progress Monitoring: Decision Making                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tier 2 Supports                                                                                                                                                  | Bi-Weekly Progress Monitoring | <b>At Two Week Mark:</b> <ul style="list-style-type: none"> <li>• If student has competently mastered the skill, move to next skill</li> <li>• If the data indicates <b>minimal growth</b>, keep student in same skill for another week and continue to progress monitor</li> </ul>                                                                                                                                                                   |
| Tier 3 Supports                                                                                                                                                  | Weekly Progress Monitoring    | <b>At Three Week Mark:</b> <ul style="list-style-type: none"> <li>• If student has competently mastered the skill, move to next skill</li> <li>• If the data indicates <b>minimal growth</b>, keep student in same skill for another three-week cycle and continue to progress monitor</li> </ul>                                                                                                                                                     |
| The tool used to progress monitor should align to the skill and/or standard being taught within the small group.<br><br>"Progress Monitor what is being TAUGHT!" |                               | <b>At Six Week Mark:</b> <ul style="list-style-type: none"> <li>• If student has competently mastered the skill, move to next skill.</li> <li>• If student has <b>not</b> mastered skill, provide continued intervention                             <ul style="list-style-type: none"> <li>- May need to consider different Intervention/Support</li> <li>- May need to change the person delivering the Intervention/Support</li> </ul> </li> </ul> |

### Data Collection and Analysis~ Data Collection and Analysis must occur at Tier 1, Tier 2 and Tier 3

|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Intervention/Support Information:</b><br>"What information should you be collecting?" <ul style="list-style-type: none"> <li>o Duration; Dates of Intervention/Support, Frequency</li> <li>o Intervention/Support Provider</li> <li>o Type of Research-Based Intervention/Support</li> <li>o Work Samples</li> <li>o Progress Monitoring Tool</li> <li>o Data from Progress Monitoring</li> </ul> | Data Collection and Analysis <b>MUST</b> occur regularly before referring a student to the "Student Problem-Solving Team". |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

# 5. Professional Learning Communities (PLCs)

- Analyze Data to Inform Instruction
  - <https://docs.google.com/document/d/1ZFLGSOI4IDFpkg1EHb1CCBsAQjwy4PL/edit?usp=sharing&oid=109667570118330674425&rtpof=true&sd=true>
- Plan lessons aligned to standards
  - Share Strategies, Reflect on Instructional Practices



# 6. Effective Feedback

- Delaware Teacher Growth and Evaluation System (DTGSS)
- Learning Walks
  - Principals and Assistant Principals conduct learning walks
  - District Learning Walks – Director of Elementary Curriculum and Elementary Literacy Specialist
    - A Summary is Provided to Each School that includes Highlights, “To Think About” and pictures
- Foundational Skills Instruction Observation Tool
  - This tool is used with Principals and Assistant Principals- it allows us to assess where teachers are in regards to the teaching and implementation of the skills lessons (Systematic Phonics Instruction)

**Foundational Skills Instruction Observation Tool\***  
Directions: Enter a rating (E, SE, NE, or N/A) for each criterion for each classroom you visit. Enter additional notes at the bottom of each indicator.

**Rating:**  
E = Evident (Indicator holds true for all or nearly all students, when applicable)  
SE = Somewhat Evident (Indicator holds true only partially)  
NE = Not Evident (Indicator as described does not hold true in the classroom)  
N/A = Not Applicable (E.g., not able to be observed during the portion of the lesson you saw)

**Grade/Class Observed:**  
Lesson Observed:

**Core Action 1: Use of Systematic and Aligned Materials**

**IA:**  
The foundational skills observed in the lesson are part of systematic instruction that reflects the implementation of high-quality instructional resources (HQIR) and grade-level standards.

**Look Edge:**  
One or more of the following focus areas should be present. Check any that are observed:  
☐ Phonological Awareness  
☐ Print Concepts  
☐ Phonics and Word Recognition  
☐ Fluency  
Instruction should connect past foundational skills components to the current lesson, and connections between new and previously taught skills should be made clear in the lesson.

**Rating:**  
**Notes:**

\*Note: This tool is intended to be used for monitoring, learning, and improving the quality and impact of the support and feedback provided to teachers around Foundational Skills instruction. It is not intended to be used for evaluative purposes and does not replace either district observation tools used for that purpose.

**Core Action 2: Use of Explicit Modeling and Instruction**

**IA:**  
Foundational skill(s) instruction is explicit, clear, and correct.

**Look Edge:**  
Lesson objective is communicated clearly to students  
Pronunciation (articulation) of sounds (phonemes) is clear and correct (e.g. clipping the syllable)  
Accurate and clear explanation of rules for sound and spelling patterns  
Precise modeling of blending, segmenting, and other content-specific tasks is used as appropriate  
Instruction utilizes routines and structures that encourage students to decode text employing code knowledge and blending skills rather than to guess its meaning using cueing methods (such as MSV) that divert attention from the words themselves.

**Rating:**  
**Notes:**

**IA:**  
The teacher models and elicits student practice through a variety of classroom structures appropriately defined within materials and lessons.

**Look Edge:**  
Appropriate pacing for the task(s) provided  
Opportunities for students to practice targeted skill(s) through reading, writing, speaking, and/or listening.

**Rating:**  
**Notes:**

# Questions



*Next Meeting: Monday, December 8, 2025*

