

STRONG K-3 LITERACY INSTRUCTION: OUR THEORY OF CHANGE

One of six "Strong Start, Strong Readers" sub-strategies

Goal: All Philadelphia children read proficiently by the end of 3rd grade.

STRATEGIES

Our approaches to support the strategies of schools and school districts:

- **Pilot:** Leverage emerging research to test new and innovative programs and strategies
- **Evaluate:** Research the implementation and impacts of ongoing practices or programs
- **Promote:** Share information about local use of promising evidence-based efforts
- **Scale:** Support the spread and sustainability of highly effective efforts

High-Quality Curriculum

- Ensure all students and teachers have access to instructional materials and resources that are aligned to 3rd grade reading proficiency standards
- Develop centralized repository of high-quality curricula

Instructional Leadership

- Build leaders' early literacy knowledge and skills
- Build systems to support schoolwide instructional strategies and interventions

Instructional Strategies & Interventions

- Implement interventions that address students' learning needs
- Build teachers' early literacy knowledge and skills through coaching and professional development
- Use research-based practices in the classroom that are culturally and linguistically responsive

Peer Learning Models

- Strengthen teacher collaboration and planning
- Help schools practice continuous improvement of K-3 literacy instruction
- Develop model schools that can be used as learning opportunities for educators

SHORT-TERM OUTCOMES

- Increased knowledge of evidence-based literacy instruction
- Expanded use of evidence-based practices

LONG-TERM OUTCOMES

As measured by PSSA ELA Performance, Star Reading Assessment, and/or NWEA MAP Reading Assessments:

- Improved K-3 literacy skills
- Increase in K-3 students reading on grade level