**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

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Our “Strong Start, Strong Readers” strategy employs six sub-strategies to enable all children in Philadelphia to learn to read proficiently by the end of third grade. Click on any sub-strategy below to learn more, or click here for the “Strong Start, Strong Readers” Theory of Change.