

ACADEMICS AND EQUITY WORKING GROUP MEMBERS

Co-Chair Dr. Monica Gant: Associate Secretary, Delaware DOE

Co-Chair Ashley Giska: Assistant Superintendent, Laurel School District

Dr. Matt Burrows: Superintendent, Appoquinimink School District

Laura Schneider: Principal, West Seaford Elementary

Loretta Greig: Parent, Lake Forest High School and member of the Professional Standards Board (PSB)

Dr. Lisa Lawson: Executive Director of Special Education and Support Services, Brandywine School District

Eugene Young: President, Metropolitan Wilmington Urban League

Dr. Maria Alonso: Board President, Academia Antonia Alonso Charter School

Rebecca Vitelli: 2020 Delaware Teacher of the Year, Colonial School District

Stephanie Ingram: President, DSEA

Allison Castellanos: ESL Professor, Delaware Technical & Community College

Gwendolyn Haar: English Teacher, Dover High School

Representative Kim Williams: Vice-Chair, House Education Committee

Senator Tizzy Lockman: Vice-Chair, Senate Education Committee

Representative Bryan Shupe: House Education Committee Member

Senator Brian Pettyjohn: Delaware State Senate, District 19

Student Representative: Smyrna High School

SCENARIO ONE: MINIMAL COMMUNITY SPREAD

Do Before School Buildings Open for In-Person Instruction

Planning

- Create a Return to Instruction and Learning working group, potentially led by the director of curriculum, chief academic officer or the equivalent, and composed of a broad group of stakeholders on the district and school level focused on ways to assess and accelerate student learning as students transition back to the school building. The team work should include:
 - Gathering feedback from families, educators, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - Revising the charter/district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - Sharing the charter/district's remote learning plan with all involved stakeholders in case of a transition to remote learning.
 - Researching additional programming to support students' unfinished learning and best practices for remote and blended learning in other charters/districts and from across the country.

Instruction For Review by the Secretary

- Set an instructional teaching and learning vision with the following expectations:
 - Every student, including those with unique needs, will start the year with access to grade-level instruction and high-quality, standards-aligned instructional materials in every subject.
 - Every student will be assessed on their understanding of prerequisite skill and knowledge demands using curriculum-driven formative assessments to provide just-in-time scaffolds and supports for each grade-level unit of instruction.
 - Every educator will receive support and professional learning that results in effective implementation of instructional materials in a flexible learning environment, including a virtual setting.
 - Every educator will receive feedback on their practice using aligned materials with specific attention paid to acceleration strategies.
 - Every students' academic and social-emotional needs will be recognized and addressed through the integration of Social Emotional Learning (SEL), the strengthening of relationships, and culturally responsive teaching.
- Develop structures and expectations for schools to implement the charter/district's standards-aligned, grade-level curricula to the greatest extent possible. Provide adequate time for schools and teachers to:
 - Review the alignment of curricular materials to state standards, and identify gaps in content.

- Engage with the charter/district standards-aligned, grade-level curricula and resources, especially if curriculum is new or newly modified.
- Update scope and sequence documents.
- Establish the overarching structure and plan for the first unit of instruction for each grade level and content area, and how it will be implemented for students in need of additional support.
 - Inclusive practices should ensure that special education and general education teachers are partnering to plan and provide effective instruction.
 - Strategies should be adjusted across settings to ensure that students with similar needs are on the same schedule when possible, especially if there is a transition to a remote or hybrid environment.
- Prepare for continuous instruction in each scenario in the event of a need to transition.
 - School Buildings Open: Plan for how students who need to remain at home will engage in the same learning as their peers.
 - Hybrid: Determine which lessons should be taught in-person and which can be taught remotely. Ensure that lessons coherently build on each other, and schedules for each group are consistent.
 - School Buildings Closed: Identify which lessons do not lend to being taught remotely, and create plans to adjust them for remote learning.
- Develop robust virtual learning plans that can be implemented with students who are medically vulnerable and should not attend school per physician recommendations.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Support the integration of SEL into instruction, with an emphasis on strengthening connections with students and implementing practices for culturally responsive teaching.
 - Leverage collective staff support, including non-teaching staff (i.e. school counselors) to support SEL, engage community partners, and strengthen connections and relationships with families and students.

Assessment

- Develop a streamlined assessment plan for understanding where students are when they return to school.
 - School systems should NOT:
 - Have the same instructional assessment approach or use the same types of assessments for all subject and grade levels (See Appendix A for content and grade-band specific considerations for assessments).
 - Assess all of the previous grade's standards; assessments should inform instruction that supports all students to access grade-level work.
 - School systems should:
 - Identify the assessments needed for reentry and the ongoing assessment of K-2 foundational skills, K-8 mathematics, K-8 reading

comprehension, high school, and social-emotional and behavioral needs.

- For high schools, conduct a transcript review to ensure students' courses are scheduled to be on track for graduation.
- Assess student readiness for dual enrollment, advanced placement, and international baccalaureate courses, and meet with partners to develop a learning support strategy for students to address unfinished learning and progress through the course on grade level.
- Consider including self-reflections and portfolios of student work for older students who could benefit from self-assessment.
- Identify appropriate screening processes and diagnostics.
 - Build a process to identify students in need of additional support, academically and/or socially and emotionally, to prioritize their needs upon the return to school.
 - Determine process for new and transitioning students, including those entering pre-k and kindergarten.
 - Determine curriculum-aligned assessments for assessing student readiness for grade-level content and mastery.
- Develop a plan and follow guidance for assessing each child with disabilities to identify unfinished learning needs when he/she returns to school. The plan should include timelines for data analysis and a schedule to reconvene each Individualized Education Plan (IEP) team to review each student's IEP plan and identify the student's progress and/or needs based on time away from services including occupational, physical, and speech therapy while schools were closed.
- Finalize an overall plan for assessment that includes a calendar and timelines for giving assessments, progress monitoring, analyzing data, and making adjustments to curriculum and academic and non-academic goals.

For Review by the Secretary

Professional Learning

- Support schools to sustain professional learning structures (i.e. professional learning communities) to continue to collaborate and reflect on experience in remote learning by:
 - Identifying students who did not engage in remote learning and developing a plan to reintegrate them.
 - Analyzing student work submitted from remote learning assignments.
 - Sharing data and concerns about each student's growth and needs with students' assigned educators for the 2020-2021 school year.
 - Identifying students in need of additional support to design targeted intervention plans for when they return to school.
 - Sharing knowledge and ideas around the use and effectiveness of digital tools and online programs for remote learning.

- Create a plan for intentional professional learning and participation in professional learning communities aligned to the instructional vision. Include:
 - Restorative supports and professional learning offerings for educators around equity and implicit bias, SEL, and culturally responsive education to support student learning and engagement.
 - Sufficient time for educators to engage in intentional curriculum planning and documentation in case of a transition to remote learning. Include inclusive practices to ensure that special education and general education teachers are partnering to plan and provide effective instruction.
 - Opportunities for coaching, observations, and the provision of meaningful feedback, in both in-person and remote settings.
 - Training on adopted technologies (i.e., devices, hotspots, learning management system platform, video conference platform, etc.) and their use.
 - Learning about the prioritization of instructional content; the implementation of charter/district standards-aligned curricula; the use of assessments based on purpose; identification of student needs and supports to access grade-level learning in all scenarios, progress monitoring and focused feedback; and, adjustments to content for maximizing student engagement.
 - Detailed expectations and supports for educators, including calendars for professional learning and access to high quality professional learning partners.

For Review by the Secretary

Preparation for Remote Learning

- Determine the plan for schedule shifts in case of a transition to blended or remote learning (especially for schools in semester block schedule), and consider implications for staffing.
- Ensure plans are in place to monitor and assess the following for all students in case of a transition to blended or remote learning:
 - Access and materials
 - Identify students and families without connectivity and/or who need access to devices and materials, including basic classroom supplies.
 - Attendance
 - Monitor student access of materials each day.
 - Monitor student completion of work each day.
 - Grading and Credits
 - Assess the quality of work and needed follow up.
 - Post-secondary
 - Secure support for students' transition (college application week, Free Application For Student Federal Student Aid (FAFSA) completion, work-based learning, student success planning, transition planning).

Communication

- Develop a robust communications plan to reach every family and student in all modes necessary (i.e., text, all calls, email, home visits, in their home language), on a regular and as needed basis with updates, expectations, and priorities inclusive of:

- Details on curricula used in each of the core subjects.
- Routines and strategies that can be used to support learning.
- Regular reporting on the child's assessment data and progress, including meaningful feedback from remote learning work.
- Intervention programs and service.
- Available supports for families, such as
 - Grade-level and standards-specific activities to provide additional support at home.
 - Resources to support students' social-emotional needs.
 - Details around any potential transition to hybrid or remote learning, including criteria for that transition.

Do When School Buildings are Open for In-Person Instruction

Instruction, Assessment, and Professional Learning

- Provide a strong instructional start by enacting the instructional teaching and learning vision.
 - Ensure that every student has access to standards-aligned, grade-level content and instruction, including strategies to accelerate student learning.
 - Provide high-quality resources that are aligned to grade-level content.
 - Utilize assessments needed for reentry as well as appropriate screening processes and diagnostics for new and transitioning students, including those entering pre-k and kindergarten.
 - Use curriculum-embedded formative assessments to determine student readiness to engage in grade-level content, and identify areas of unfinished learning.
 - Monitor ongoing student progress, specifically honing in on the growth of students who are in need of acceleration, and identify trends in student learning to design systemic supports and interventions.
 - Ensure every educator receives professional learning and feedback in support of their implementation of acceleration strategies.
 - Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
 - Provide scaffolds for students to meet their diverse academic and social-emotional needs.
- Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation.
 - If the child has an IEP, reconvene the IEP team to determine if virtual learning or homebound instruction is appropriate.
- Implement processes and programming to support students in need of additional support, academically and/or socially and emotionally.
 - Use the Multi-tiered Systems of Support (MTSS) framework to differentiate and monitor supports for students.
 - Prioritize the most efficient and effective evidence-based practices to promote high-quality implementation across time.
 - Use data to inform decisions about:

For Review by the Secretary

- Determining which students, families, and educators need which supports (screening).
- Determining whether to continue, adjust, or fade supports for students, families, and educators (progress monitoring).
- Ensuring all families and educators experience benefits (equitable outcomes).
- Ensuring supports are being implemented with fidelity (high quality).
- Determining if procurement of supplemental standards-aligned tools or materials to support differentiation and intervention is needed (resources).
- Conduct an analysis of multiple data points after assessing students with disabilities, and convene the IEP team to review each student's IEP and identify student's progress and/or needs based on time away from services, including occupational, physical, and speech therapy, while schools were closed.
 - Determine if new present levels need to be established and goals drafted that will appropriately impact student learning, such as adjustments in frequency, duration, and intensity of specially designed instruction. Utilize multiple data points to determine regression/recoupment and consider the need for Extended School Year (ESY) services, if appropriate.

Preparation for Remote Learning

- Set expectations for schools and educators to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase educators' and students' familiarity with online learning in case of a transition to remote instruction.

Communication

- Ensure schools are communicating with families on a regular basis about every student's progress and targeted plans for students in need of additional support, and offering resources and routines for families to support their child at home.

SCENARIO TWO: MINIMAL TO MODERATE COMMUNITY SPREAD

If Hybrid

Instruction and Assessment

- Activate blended learning programs that adhere to the instructional vision and expectations, including use of charter/district standards-aligned curricula and high-quality instructional materials, curriculum-driven formative assessments, integration of SEL through culturally responsive teaching, and opportunities for ongoing feedback.
 - Integrate synchronous and asynchronous learning with best practices that promote student engagement and differentiation.
 - Ensure that lessons coherently build on each other and schedules for each group are consistent.
 - Adjust daily instructional time based on:
 - Recommendations concerning developmentally appropriate screen time.
 - Different delivery methods (i.e. in-person, blended, or remote) not being equal.
- Activate the blended learning plan to provide Free Appropriate Public Education (FAPE) for each student with a disability as outlined in their IEP.
- Activate any online and/or offline intervention and support services for students who are in need of additional support, such as English Language learners, and students with disabilities, including those with IEPs and 504 plans.
- Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation.

Communication

- Activate a robust communication plan that clearly communicates to families and students in all modes necessary (i.e., text, all call, email, home visit, in their home language):
 - Expectations for blended instruction that include grade-level goals, modes of assessment and feedback, and differentiated support for students.
 - Supports for families, including grade-level resources, learning strategies, and support for students' social-emotional needs.
 - Information on accessing and using digital systems and tools, which will be used at home.
 - Meaningful feedback on child's progress.

Professional Learning

- Continue to provide intentional professional learning, and support participation in professional learning communities through in-person and/or virtual modes, for educators to:
 - Share knowledge, continuously learn, and exchange ideas, successes and failures around blended and remote learning.
 - Share information and data about every child's respective assessment data and progress.
 - Receive training on the charter/district's digital systems and tools.
 - Build capacity around best practices and effective routines for blended and remote learning.

Monitor and Assess

- Monitor and assess the following for all students in a blended learning environment:
 - Access and materials
 - Students and families without connectivity and/or who need access to devices and materials, including basic classroom supplies.
 - Attendance
 - Student access of materials each day.
 - Student completion of work each day.
 - Grading and credits
 - Quality of work and needed follow up.
 - Post-secondary
 - Support for students' transition (college application week, FAFSA completion, work-based learning, student success planning, transition planning).

For Review by the Secretary

When School Buildings Reopen for In-Person Instruction

Instruction, Assessment, and Professional Learning

- Provide a strong instructional start by enacting the instructional teaching and learning vision.
 - Ensure that every student has access to standards-aligned, grade-level content and instruction, including strategies to accelerate student learning.
 - Provide high-quality resources that are aligned to grade-level content.
 - Utilize assessments needed for reentry as well as appropriate screening processes and diagnostics for new and transitioning students, including those entering pre-k and kindergarten.

- Use curriculum-embedded formative assessments to determine student readiness to engage in grade-level content, and identify areas of unfinished learning.
- Monitor ongoing student progress, specifically honing in on the growth of students who are in need of acceleration, and identify trends in student learning to design systemic supports and interventions.
- Ensure every educator receives professional learning and feedback in support of their implementation of acceleration strategies.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Provide scaffolds for students to meet their diverse academic and social-emotional needs.
- Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation.
 - If the child has an IEP, reconvene the IEP team to determine if virtual learning or homebound instruction is appropriate.
- Implement processes and programming to support students in need of additional support, academically and/or socially and emotionally.
 - Use the Multi-tiered Systems of Support (MTSS) framework to differentiate and monitor supports for students.
 - Prioritize the most efficient and effective evidence-based practices to promote high-quality implementation across time.
 - Use data to inform decisions about:
 - Determining which students, families, and educators need which supports (screening).
 - Determining whether to continue, adjust, or fade supports for students, families, and educators (progress monitoring).
 - Ensuring all families and educators experience benefits (equitable outcomes).
 - Ensuring supports are being implemented with fidelity (high quality).
 - Determining if procurement of supplemental standards-aligned tools or materials to support differentiation and intervention is needed (resources).
- Conduct an analysis of multiple data points after assessing students with disabilities, and convene the IEP team to review each student's IEP and identify student's progress and/or needs based on time away from services, including occupational, physical, and speech therapy, while schools were closed.
 - Determine if new present levels need to be established and goals drafted that will appropriately impact student learning, such as adjustments in frequency, duration, and intensity of specially designed instruction. Utilize multiple data points to determine regression/recoupment and consider the need for ESY services, if appropriate.

Preparation for Remote Learning

- Set expectations for schools and educators to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase

educators' and students' familiarity with online learning in case of a transition to remote instruction.

Communication

- Ensure schools are communicating with families on a regular basis about every student's progress and targeted plans for students in need of additional support, and offering resources and routines for families to support their child at home.

For Review by the Secretary

SCENARIO THREE: SIGNIFICANT COMMUNITY SPREAD

If School Buildings are Closed for In-Person Instruction

Instruction and Assessment

- Activate remote learning programs that adhere to the instructional vision and expectations, including use of charter/district standards-aligned curricula and high-quality instructional materials, curriculum-driven formative assessments, the integration of SEL through culturally responsive teaching, and creating opportunities for ongoing feedback.
 - Integrate synchronous and asynchronous learning with best practices that promote student engagement and differentiation.
 - Adjust daily instructional time based on:
 - Recommendations concerning developmentally appropriate screen time.
 - Different delivery methods (i.e. in-person, blended, or remote) not being equal.
- Activate the remote learning plan to provide FAPE for each student with a disability as outlined in their IEP.
- Activate offline intervention and support services for students who are in need of additional support, such as English Language learners, and students with disabilities, including those with IEPs and 504 plans.
- Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation.

Communication

- Activate a robust communication plan that clearly communicates to families and students in all modes necessary (i.e., text, all call, email, home visit, in their home language):
 - Expectations for remote instruction that include grade-level goals, modes of assessment and feedback, and differentiated support for students.
 - Supports for families, including grade-level resources, learning strategies, and support for students' social-emotional needs.
 - Information on accessing and using digital systems and tools, which will be used at home.
 - Meaningful feedback on child's progress.

Professional Learning

- Continue to provide intentional Professional Learning, and support participation in Professional Learning Communities through virtual modes, for educators to:
 - Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning.
 - Share information and data about every child's respective assessment data and progress.
 - Receive training on the charter/district's digital systems and tools.
 - Build capacity around best practices and effective routines for remote learning.

Monitor and Assess

- Monitor and assess the following for all students in a remote learning environment:
 - Access and materials
 - Students and families without connectivity and/or who need access to devices and materials, including basic classroom supplies.
 - Attendance
 - Student access of materials each day.
 - Student completion of work each day.
 - Grading and Credits
 - Quality of work and needed follow up.
 - Post-secondary
 - Support for students' transition (college application week, FAFSA completion, work-based learning, student success planning, transition planning).

For Review by the Secretary