

Delaware Multi-Tiered System of Support

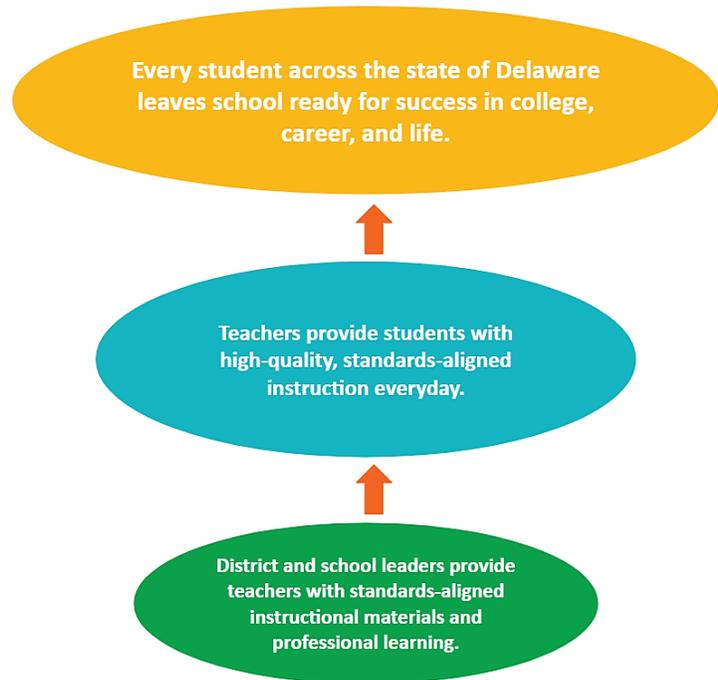
Tier 1 Planning Guide

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Introduction

The mission of the Delaware Department of Education (DDOE) is to empower every learner with the highest quality education through shared leadership, innovative practices, and exemplary services. The instructional vision for our state is that every student in Delaware will leave school ready for college, career, and life. To achieve Delaware’s academic vision, teachers must provide students with high-quality, standards-aligned instruction every day, and district and school leaders must provide teachers with high-quality instructional materials (HQIM) and professional learning.



What does this mean? Annually, districts must create and deploy coherent academic plans for the implementation of high-quality standards, curriculum, assessments, and professional learning across all grade levels and core content areas. The Delaware Multi-Tiered System of Supports (DE-MTSS) framework should serve as the basis for these academic plans and defines how school systems should meet the academic and nonacademic needs of all students.

The DE-MTSS framework allows Delaware school systems to offer a multi-tiered system of support designed to be responsive to the needs of the whole child and provide opportunities for every student to reach his or her full potential in an inclusive and equitable learning environment. Within DE-MTSS, educators offer a continuum of instruction, practices, and interventions of varying intensity to meet the needs of all students within three tiers of support:

- **Tier 1:** Core instruction and universal supports for all students
- **Tier 2:** Targeted interventions and supports for some students, beyond what can be provided through the curriculum-embedded supports in Tier 1
- **Tier 3:** Intensive intervention for a few students, beyond what can be provided through the curriculum-embedded supports and Tier 2

What is Tier 1 instruction?	What Tier 1 instruction is not
<ul style="list-style-type: none">• Grounded in HQIM and aligned to grade-level standards.• Provided to all students, including those with diverse learning needs.• Provides students with diverse learning needs the opportunity to engage in grade-level content alongside their peers through the use of embedded supports within a high-quality curriculum.	<ul style="list-style-type: none">• The use of instructional materials not defined as high-quality by the DDOE or those rated green on EdReports.• Only for those students who are at or above grade level.• Instruction that focuses on off-grade-level content or uses intervention materials/programs as the primary instructional resource.

For a full overview of the framework, please view the [DE-MTSS Implementation Guide](#).

Priorities for the 2021–22 School Year

There is no doubt the COVID-19 pandemic disrupted students’ experiences during the 2020–21 school year. Even so, teachers, school leaders, and school support staff continue to provide students with opportunities to learn while also caring for students’ physical, social, and emotional needs, which is the cornerstone of DE-MTSS.

Although the DE-MTSS framework provides educators with guidance on the requirements for delivering Tiers 1, 2, and 3 instruction and support to all students, the DDOE will prioritize the resources and guidance we provide during the 2021–22 school year on supporting the delivery of Tier 1 instruction while addressing unfinished teaching and learning due to the pandemic. Tier 1 instruction includes the integration of social and emotional competencies that are embedded into most HQIM and support the delivery of core academic instruction.

Specifically, the DDOE will support school systems in the execution of two academic priorities for the 2021–2022 school year:

- **Priority 1:** District and school leaders establish schoolwide expectations for providing Tier 1 instruction for all students that are grounded in the use of HQIM and evidence-based practices to accelerate student learning.
- **Priority 2:** Districts and schools create support structures to accelerate student learning within the context of HQIM and evidence-based practices.

How to Use This Guide

This planning guide outlines best practices for providing Tier 1 instruction to all students and is designed to support school systems as they create academic plans aligned to HQIM for the 2021–22 school year. Accompanying each academic priority is a set of core actions that districts should take to ensure that the priority is being met.

Each core action is then accompanied by the following:

- **Planning Considerations:** Essential steps a district should take to achieve the core action
- **Resources:** Additional guidance and support to achieve the core action
- **Funding Opportunities:** Federal, state, and local funds to support the achievement of the core action

Academic Priorities

PRIORITY 1: District and school leaders establish schoolwide expectations for providing Tier 1 instruction to all students that are grounded in the use of HQIM and evidence-based practices to accelerate student learning.

District core action	Key planning considerations	Resources	Funding opportunities
<p>Establish an instructional vision for the delivery of Tier 1 universal instruction and supports.</p>	<ul style="list-style-type: none"> • Define <ul style="list-style-type: none"> – what you want to see students doing in every classroom; – key teacher practices you want to see in all classrooms; and – your ultimate goal for all students in your school system. • Share your vision with all stakeholders (e.g., school leaders, teachers, support staff, parents, and board members). 	<ul style="list-style-type: none"> • DDOE Classroom Ready Plan • Instruction Partners Curriculum Support Guide 	<p>N/A</p>
<p>Adopt HQIM to bring coherence and consistency to districts' instructional vision and academic planning.</p>	<ul style="list-style-type: none"> • Determine if you have the internal capacity to run an effective selection process; if not, use the Delaware Professional Learning Partners Guide to select a partner to help you. • Select the tool to use to help us select HQIM (e.g., EdReports, iMET, Louisiana Believes). • Establish a selection committee that represents the voices of all stakeholders (e.g., district leaders, principals, instructional coaches, and teachers) • Develop a rubric to review and evaluate materials against. 	<ul style="list-style-type: none"> • Instruction Partners Curriculum Support Guide • Delaware Professional Learning Partners Guide • EdReports Enhanced Reports with Key Technology Information • List of COVID-related adjustments made by publishers of HQIM 	<ul style="list-style-type: none"> • Reimagining Professional Learning Grants • School Improvement Grant • Title I, Part A and ESSER (Elementary and Secondary Education Emergency Relief) funds

PRIORITY 1: District and school leaders establish schoolwide expectations for providing Tier 1 instruction to all students that are grounded in the use of HQIM and evidence-based practices to accelerate student learning.

District core action	Key planning considerations	Resources	Funding opportunities
	<ul style="list-style-type: none"> Review, evaluate, and pilot the materials prior to selection. Make a selection and communicate your decision to all stakeholders: school leaders, teachers, support staff, parents, and board members. Procure and distribute new materials. 		
<p>Provide school leaders and teachers with the initial and ongoing professional learning needed to provide Tier 1 instruction to all students, including skillful use of HQIM and how to identify and address individual student learning needs.</p>	<ul style="list-style-type: none"> Determine if you have the internal capacity and expertise to launch and provide ongoing support to teachers and leaders on the new curriculum; if not, use the Delaware Professional Learning Partners Guide to select a partner to help you. Create and communicate a yearlong scope and sequence for training and coaching teachers and leaders. Provide teachers with initial and ongoing professional learning using a variety of structures/formats on any new curriculum that helps them use the materials well, including the embedded support for diverse learners, and understand how the curriculum’s design, approach, and structure will help students achieve their learning goals. Establish professional learning communities (PLCs) that provide teachers with weekly opportunities to 	<ul style="list-style-type: none"> Delaware Professional Learning Partners Guide 	<ul style="list-style-type: none"> Reimagining Professional Learning Grants School Improvement Grants Title II, Title III, IDEA (Individuals with Disabilities Education Act), and ESSER funds

PRIORITY 1: District and school leaders establish schoolwide expectations for providing Tier 1 instruction to all students that are grounded in the use of HQIM and evidence-based practices to accelerate student learning.

District core action	Key planning considerations	Resources	Funding opportunities
	<p>collectively plan and practice with their new curriculum.</p> <ul style="list-style-type: none"> • Train principals on how the design, approach, and structure of how their new materials will help schools achieve their instructional vision and how to effectively observe instruction and give teachers feedback on their practice. • Create a process for receiving feedback from teachers and leaders on the quality and effectiveness of the professional learning provided and use that data to make improvements to your professional learning plan. 		
<p>Provide all students, including students with exceptionalities, with high-quality, standards-aligned Tier 1 instruction.</p>	<ul style="list-style-type: none"> • Use HQIM as intended with all students. • Provide students with disabilities and English learners with opportunities to engage in grade-level content alongside their peers through the use of embedded supports within a high-quality curriculum. • Afford all students with specialized support and related services that equip them with the tools they need to engage with HQIM. • Adjust school schedules and staffing models to accommodate the instructional needs of new curricula. 	<ul style="list-style-type: none"> • Student Achievement Partners' 2020–21 Priority Instructional Content in English Language Arts and Mathematics • List of COVID-related adjustments made by publishers of HQIM 	<ul style="list-style-type: none"> • Title I, Title III, Title IV, IDEA, and ESSER funds

PRIORITY 1: District and school leaders establish schoolwide expectations for providing Tier 1 instruction to all students that are grounded in the use of HQIM and evidence-based practices to accelerate student learning.

District core action	Key planning considerations	Resources	Funding opportunities
<p>Create safe and caring learning environments to account for students' physical, social, and emotional needs.</p>	<ul style="list-style-type: none"> • Build a foundational support plan/vision that cultivates a safe, caring learning environment for all students. • Develop partnerships that deepen stakeholders' understanding of social-emotional learning. • Provide teachers and school leaders with professional learning on effective social-emotional practices and cultivating positive relationships with students. • Afford students the opportunity to practice and reflect on social and emotional competencies throughout the school day. 	<ul style="list-style-type: none"> • Delaware Positive Behavior Supports (PBS) overview • Delaware PBS website • PBIS Evaluation Blueprint • Webinar: Using MTSS to Keep SEL a Priority in School Reopenings • CASEL Reunite, Renew, Thrive: Roadmap to Recovery • CASEL Program Guide • Delaware Social and Emotional Learning (SEL) Competencies • Work Based Learning and SEL Alignment Crosswalk 	<p>N/A</p>
<p>Implement a balanced assessment system and leverage data that supports teachers in diagnosing unfinished</p>	<ul style="list-style-type: none"> • Evaluate the current assessments used in your district to determine if they are providing school leaders and teachers with quality data on student performance and progression. 	<ul style="list-style-type: none"> • Selecting an MTSS Data System 	<ul style="list-style-type: none"> • ESSER funds

PRIORITY 1: District and school leaders establish schoolwide expectations for providing Tier 1 instruction to all students that are grounded in the use of HQIM and evidence-based practices to accelerate student learning.

District core action	Key planning considerations	Resources	Funding opportunities
<p>learning and providing the necessary scaffolds to ensure all students have access to grade-level instruction.</p>	<ul style="list-style-type: none"> • Use high-quality assessment processes and tools to form a local assessment system, including screeners and interims that limit testing time and align to high-quality curricula and communicate these decisions with all stakeholders. • Eliminate nonaligned and redundant assessments. • Determine students’ understanding of key grade-level skills and knowledge using just-in-time assessments aligned to HQIM, with the goal of accelerating rather than remediating student learning. • Establish and communicate a protocol for the early identification of students who may need additional Tier 2 and/or Tier 3 supports by conducting a screening process for every child upon entry into the system and using the data to make instructional decisions and/or provide students with appropriate levels of tiered support prior to referring a student for a special education evaluation. 	<ul style="list-style-type: none"> • National Center on Intensive Intervention Tools Charts 	

PRIORITY 2: Districts and schools create support structures to accelerate student learning within the context of HQIM and evidence-based practices.

District core actions	Planning considerations	Resources	Funding opportunities
<p>Examine and create support structures to accelerate student learning within the context of HQIM (e.g., school schedules, staffing models, summer learning acceleration, extended school day/year, high-dosage tutoring, refining or revising existing policies, procedures, and programs).</p>	<ul style="list-style-type: none"> Assess and amend current structures and policies (school schedules; PLC schedules; collaborative planning time; professional learning plans; staffing models; refining or revising existing policies, procedures, and programs) that support instruction to determine what you should start, stop, or keep to support new curricula. Identify and provide support structures and programs to accelerate student learning this summer and next school year (e.g., summer learning acceleration, extended school day/year, high-dosage tutoring) 	<ul style="list-style-type: none"> Delaware Strategy for Accelerated Learning 	<p>N/A</p>
<p>Provide school leaders with the professional learning needed to understand and create structures that effectively support the use of HQIM and the delivery of Tier 1 universal instruction.</p>	<ul style="list-style-type: none"> Determine if you have the internal capacity and expertise to provide school leaders with the initial training and ongoing coaching to effectively support the implementation of new curricula; if not, use the Delaware Professional Learning Partners Guide to select a partner to support you. Establish a learning community for school leaders that allows them to problem-solve and share best practices on curriculum implementation and the delivery of Tier 1 instruction. 	<ul style="list-style-type: none"> Delaware Professional Learning Partners Guide 	<ul style="list-style-type: none"> Reimagining Professional Learning Grants School Improvement Grants Title II, Title III, IDEA, and ESSER funds

To learn more about DDOE's technical assistance on MTSS, contact Pamala Alfaro at Pamala.Alfaro@doe.k12.de.us or Jalee Pernol at Jalee.Pernol@doe.k12.de.us.