

Delaware 2021-2022 Classroom Ready Plan

Plan Purpose:

- Communicate a clear and cohesive vision and approach for accelerating student learning in the beginning of the 2021-2022 school year.
- Share a curated, collated set of resources and tools that align to that vision and approach

Target Audience:

- Districts: CAO/Curriculum Directors
- Schools: Principal(s) and instructional coaches/lead teachers
- DDOE: Team directors, and content supervisors and specialists

I. INTRODUCTION

As we near the start of the 2021–2022 school year and priorities continue to shift from hybrid and remote learning to the new school year, DDOE remains laser-focused on helping schools and school systems across the state ensure every one of their students will be ready for success in college, career, and life. This means students are:

- Building knowledge of the world;
- Reading meaningful texts;
- Expressing ideas through speaking and writing; and
- Solving complex problems.

To support a strong start to 2021–2022, DDOE will provide guidance and resources that help all school systems develop strong yet agile continuous education plans that provide standards-aligned instruction in all learning environments. These recommendations and resources reflect the following guiding principles:

1. *Every learner needs and deserves access to grade-level content, accelerating their learning regardless of their starting point.*
2. The principles of high-quality instruction remain constant regardless of the learning environment.
3. High-quality instructional materials (HQIM)¹ provide a coherent instructional core for teachers, parents, and students to follow throughout the year.

¹ Throughout this document high-quality instructional materials (HQIM) is defined as meeting expectations (i.e. “green”) on [EdReports](#).



4. Teachers can maximize instructional time by using a variety of assessment measures closely connected to their instructional materials to continuously refine and adjust instruction and provide useful, just-in-time information for moving all students forward on their grade-level.

II. ACADEMIC PLANNING PRIORITIES

To achieve our collective vision for students, schools and school districts must focus on actions most likely to minimize unfinished learning and promote acceleration.²

Specifically,

Teachers are:

- Using HQIM in English language arts, mathematics, and science, the Delaware Recommended Curriculum (DRC) in social studies, and standards aligned materials in world language and visual and performing arts to provide all students with access to grade-level content;
- Using WIDA standards collaboratively with their grade-level content standards to plan for and deliver integrated English language development;
- Thoughtfully using any COVID-specific supports from their high-quality curricula and technology tools to effectively teach in a flexible learning environment when necessary;
- Determining student understanding of key prerequisite skills and knowledge using just-in-time assessment measures aligned to high quality instructional materials, with the goal of accelerating rather than remediating student learning; and
- Understand the demands of the grade-level content in order to employ acceleration strategies to support students' success in grade-level content.

See [Appendix](#) for a detailed list of the content-specific academic priorities for teachers.

² Increased opportunities to access grade level content and make up for unfinished teaching and learning so that students are prepared to engage in grade level content in the fall.



School leaders and instructional coaches are:

- Providing planning time and supporting instructional time, ensuring that both accommodate effective implementation of HQIM, DRC and standards aligned materials;
- Providing collaborative planning time to allow for English learner specialists and classroom teachers to effectively implement integrated language supports through the WIDA standards to accelerate learning;
- Providing teachers with professional learning that results in effective implementation of instructional materials in a flexible learning environment;
- Providing teachers with feedback on their practice using HQIM, DRC, and standards aligned materials with specific attention paid to acceleration strategies.

School system leaders are:

- Directing time, resources, and staff to activities and interventions that are most likely to have a positive impact on students' daily instructional experience both in school and remotely;
- Provide teachers with professional learning that results in teachers attending to the language demands within lessons and supporting English learners in developing disciplinary knowledge and academic language;
- Provide educators with professional learning that results in their understanding of grade-level content demands in order to employ acceleration strategies to support students' success in flexible learning environments.
- Selecting HQIM in ELA, mathematics, and science and using instructional materials that align to the content standards for social studies, world language, and visual and performing arts;
- Prioritizing just-in-time curriculum-based assessment measures designed to inform classroom instruction;
- Providing school leaders with professional learning that results in effective implementation of their instructional materials in a flexible learning environment; and
- Communicating instructional expectations to staff, students and families for in-school, hybrid and remote learning environments.



The DDOE is:

- Defining high-quality instructional materials, professional learning, and assessments in the era of COVID and beyond;
- Creating enabling structures that accelerate the use of HQIM, DRC and standards aligned materials (e.g. Professional Learning Partner Guide, content specific virtual learning series, content-specific HQIM guidance, etc.); and
- Aligning policies to ensure teachers are able to instruct at the highest levels using HQIM, DRC and standards aligned materials, with the integration of WIDA ELD Standards for English learners.

III. Funding Academic Priorities

There are multiple sources of K–12 funding available to support 2021-2022 academic priorities.

- ESSER Fund (CARES Act)
- ESSER II Fund (CRRSA Act)
- ARP ESSER (ARP Act)

The DDOE recommends that schools and school systems [strategically prioritize](#) the following expenses:

Allowable Uses of ESSER Funds	DDOE Recommended Expenses
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</p>	<ul style="list-style-type: none"> ● Partner with a high-quality PL partner to identify and select high quality instructional materials that need to be purchased to provide access to the high quality grade-level curriculum. ● Invest in the adoption and implementation of HQIM that include built-in supports for these specific student populations (English Learners Success Forum guidance for ELA and math). ● Provide additional time (stipends) to specialists including EL educators to review curricular resources to determine critical skills, language necessary to engage with grade level content.



	<ul style="list-style-type: none"> ● Partner with a high-quality PL partner to provide additional time and professional learning for educators to design integrated opportunities to support the social emotional and cultural needs of learners within the content classroom.
<p>Planning for and coordinating during long-term closures, including providing meals for students, providing technology for on-line learning, providing guidance for carrying out IDEA requirements, and ensuring continuity of education services</p>	<ul style="list-style-type: none"> ● Invest in time and coaching supported by a high quality professional learning partner for educators to engage in the process of identifying unfinished learning and planning for instruction to ensure that all students will access grade level content daily throughout the school year. ● Professional Learning to help educators prepare to deliver content-specific and curriculum- or standards-aligned instruction in any learning environment: <i>in-school, hybrid, or remote</i>. ● Partner with a high-quality PL partner to identify and select high quality instructional materials that need to be purchased to provide access to the high quality grade-level curriculum. ● Partner with a high-quality PL partner to provide professional learning for teachers using high quality curriculum-embedded assessment measures to determine next steps in grade-level instruction and language acquisition.
<p>Purchasing educational technology (including hardware, software, and connectivity) for students to aid in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment</p>	<ul style="list-style-type: none"> ● Purchase additional technology and equipment teachers will need in order to engage with students in simultaneous face to face and virtual formats. ● Invest in connectivity and hardware to support students who may not have previously had access. ● Invest in supplemental language acquisition technology resources that include adaptive tools



	<p>and embedded supports for English learners and students with disabilities.</p>
<p>Activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</p>	<ul style="list-style-type: none"> ● Invest in the identified student materials that bolster and support grade-level student learning and language acquisition. ● Run a flexible learning program that supports unfinished learning for students.
<p>Activities that address unfinished teaching and learning through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.</p>	<ul style="list-style-type: none"> ● Invest in the identified student materials that bolster and support grade-level student learning and language acquisition. ● Run a flexible learning program that supports unfinished learning for students. ● Invest in time and coaching supported by a high quality professional learning partner for educators to engage in the process of identifying unfinished learning and planning for instruction to ensure that all students will access grade level content daily throughout the school year. ● Professional Learning to help educators prepare to deliver content-specific and curriculum- or standards-aligned instruction in any learning environment: <i>in-school, hybrid, or remote</i>. ● Partner with a high-quality PL partner to identify and select high quality instructional materials that need to be purchased to provide access to the high quality grade-level curriculum. ● Partner with a high-quality PL partner to provide professional learning for teachers using high quality curriculum-embedded assessment



	measures to determine next steps in grade-level instruction and language acquisition.
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View the [DDOE Website](#) for additional information on ESSER funding

Additional Resources and Support

The DDOE and other education organizations have released several resources related to the DDOE’s guiding principles for 2021-2022 and supporting districts and schools in a strong instructional start to the school year.

	<i>All students have access to grade-level content.</i>	<i>The principles of high-quality instruction remain constant regardless of the learning environment.</i>	<i>HQIM provide a coherent instructional core</i>	<i>Teachers use timely, content-relevant assessments to inform instruction</i>
Tools and Resources for District/ School Leaders	<ul style="list-style-type: none"> • TNTP Learning Acceleration Guide for the next 3-5 years • Tier 1 Planning Guide • Priorities for Equitable Instruction: 2021 & Beyond • Instruction Partners Continuous Improvement Toolkit • EdReports 	<ul style="list-style-type: none"> • TNTP Learning Acceleration Guide for the next 3-5 years • Priorities for Equitable Instruction: 2021 & Beyond • Instruction Partners Continuous Improvement Toolkit • EdReports Enhanced Reports with Key Technology Information 	<ul style="list-style-type: none"> • Instruction Partners Continuous Improvement Toolkit • Tier 1 Planning Guide • Priorities for Equitable Instruction: 2021 & Beyond • Delaware Professional Learning Partners Guide • Delaware Design for High-Quality English Learner 	<ul style="list-style-type: none"> • Instruction Partners Continuous Improvement Toolkit • CCSSO COVID-19 Guidance • Back to School Assessment Playbook • Priorities for Equitable Instruction: 2021 & Beyond



	<ul style="list-style-type: none"> • Enhanced Reports with Key Technology Information • Student Achievement Partners' 2020-21 Priority Instructional Content in English Language Arts and Mathematics • CCSSO COVID-19 Guidance 	<ul style="list-style-type: none"> • CCSSO COVID-19 Guidance 	<ul style="list-style-type: none"> • Education EdReports Enhanced Reports with Key Technology Information • CCSSO's recommendations for HQIM to be used for remote learning • Collaborative for Student Success's list of COVID-related adjustments publishers of HQIM have made 	
PL for District/School Leaders	<ul style="list-style-type: none"> • TNTP leadership webinar • ANet leadership webinar • TNTP instructional planning webinar 	<ul style="list-style-type: none"> • TNTP leadership webinar • ANet leadership webinar • TNTP instructional planning webinar 	HQIM Learning Series - coming soon	<ul style="list-style-type: none"> • ANet leadership webinar • TNTP instructional planning webinar

Additional resources and guidance will be provided throughout the summer to provide district and school leaders with more in-depth guidance on the 2021-2022 academic priorities.

For the most up-to-date resources, visit [Digital DE](https://education.delaware.gov/digital-de/) at <https://education.delaware.gov/digital-de/>





Questions?

If you have questions about the Classroom Ready Plan, please contact Kathy Kelly at kathy.kelly@doe.k12.de.us. Contact information for content-specific specialists is provided in the content-specific guidance in Appendix A.

APPENDIX: Content Specific Instructional Priorities

[Remote Learning Guidance](#)

[ELA \(Grades K-2\)Guidance](#)

[ELA \(Grades 3-12\)Guidance](#)

[Mathematics guidance](#)

[Science Guidance](#)

[Social Studies Guidance](#)

[World Language Guidance](#)

[Visual and Performing Arts Guidance](#)

[Guidance for English Learners](#)

[Guidance for Dual Language Immersion](#)

