SUCCESS FOR DELAWARE LEARNERS

A TOOLKIT FOR DELAWARE SCHOOLS
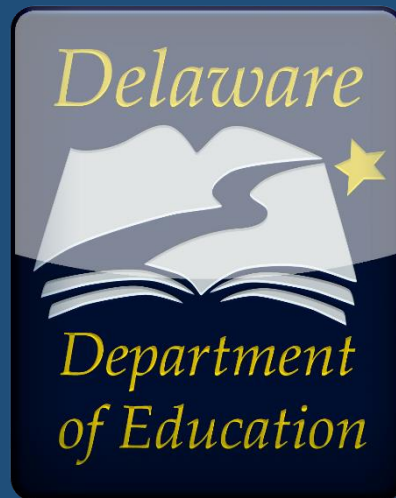
Delaware Department of Education

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Introduction

This toolkit was developed by the Delaware Department of Education (DDOE) and other state agency partners to provide districts and charter schools with a list of resources designed to improve outcomes for all students. All resources are considered either evidence-based or promising practices.

Evidence-based - Strategies, activities, or approaches that have been shown through scientific research and evaluation to be effective at preventing and/or delaying a negative outcome.

Promising practices - Programs and strategies that have strong quantitative and qualitative data showing positive outcomes but do not yet have enough research or replication to support generalizable outcomes.

The document's structure is focused on the domains of Leadership, Talent Development, Instructional Transformation, and Culture Shift. Some **Key Questions** have been posed. **Data Considerations** will help answer those questions. **Resources** can assist with addressing the needs identified by data.

It is important to note that the resources included in this document do not represent an exhaustive list. DDOE will continue to build on this toolkit as more information is gathered under the four domains.

This toolkit was originally created by DDOE to offer districts and charter schools support in developing Opportunity Fund plans. Opportunity Funding is three-year weighted funding program for districts and charter schools across the state to enhance services that support the success of students identified as English learners (EL) and/or low income. While the toolkit focused on supporting students identified as English learners (EL) and/or low income, use or implementation of many of the resources will improve student outcomes for all students.

Abbreviations

ASCA – American School Counselor Association

DSCA – Delaware School Counselor Association

NASP – National Association of School Psychologists

NASW – National Association of Social Workers

OELA - Office of English Language Acquisition

SSWAA – School Social Work Association of America

Supporting Academics

Targeted academic supports and intentional strategies for students identified as English learners and/or low income have been proven to significantly close the achievement gap and lead to improved outcomes. The questions below are intended to promote a deeper examination of your current system to identify areas for growth. Each question also connects to possible resources that can be used in the identified area. These resources are not exhaustive.

Leadership

KEY QUESTIONS	DATA CONSIDERATIONS	RESOURCES

How does the district/charter support building administrators in understanding and leading instruction and standards for the targeted student group?	• Interviews and surveys with administration/teacher leaders indicate identified areas of support
	• Assessment data:
	   o State - Delaware Snapshot Report Card Data
	   o Local – multiple sources of data to inform instruction
	• IDEA Determinations - Identification of targeted student groups to inform district support
		• Professional Learning Leader - Support leaders in planning and delivering Standards Aligned Professional Learning.
		• What Greatness Can Do! - One of the nation's leading authorities on support and improving staff motivation, teacher leadership, and principal effectiveness.
		• Learning Forward Leadership Standard - Support leaders to become skillful at developing staff capacity, serving as an advocate, and creating support systems for professional learning.
		• Leading By Convening - Building a collaborative mindset to support growth and change through data.
		• Standards -based IEP Schoology Group training modules and resource documents
		• Connecting Smarter Assessments to Instruction Available in Schoology
		   o Math: Course #25014
		   o ELA/Literacy: Course #25013
		• Learning Forward Data Standard - Use a variety of sources to assess, plan and evaluate student learning.
		• Learning Forward Outcomes Standard - Align outcomes with curriculum and standards.
		• Use tools for planning, self-reflection, and continual improvement in the area of dual language education:

		o [Guiding Principles for Dual-Language Education](#)
		o [https://www.doe.k12.de.us/Page/3033](#) (Learning Forward Leadership/ Resources/Data)
How do you develop, monitor, and show progress of short and long-term goals for the targeted student group?	- All district and school plans - State plans, i.e. Reimagining Professional Learning Grant Plans, Post-Secondary Advisement Plans, etc. - Federal plans - ACCESS scores for ELs and former ELs enrolled in a dual language immersion program	[Learning Forward Data Standard](#) - Use a variety of sources to assess, plan and evaluate student learning. [Learning Forward Outcomes Standard](#) - Align outcomes with curriculum and standards. - RPL Grant Planning Schoology Group resources , documents and recorded webinars - Standards-based IEP Schoology Group training modules and resources, documents - Standards-based IEP rubrics [EQuIP Rubrics – Standards Alignment](#) - Assists building and district leaders ensure that curriculum, instruction, and assessments are aligned to Delaware Standards. - Use tools for planning, self-reflection, and continual improvement in the area of dual language education: [Guiding Principles for Dual-Language Education](#) [https://www.doe.k12.de.us/Page/3033](#) (Learning Forward Leadership/ Resources/Data)
What training or professional learning have district/school leaders participated in regarding best practices for English learners?	Review of professional learning opportunities provided to district/charter leadership specific to English learners	[Delaware English Learner Guidebook](#) [Leading Schools for Multilingual Learner Achievement Professional Learning](#) (6/24/19 & 6/25/19) PDMS Course 27857 [What School Leaders Need to Know about English Learners](#) [LeadEL Self-Paced Course](#) [WestEd QTEL](#) [Colorin Colorado: Administrator Resources](#)

		• OELA English Learner Toolkit
How does the district/charter allocate funds to improve teaching and learning for English learners?	• Expenditure reports • Title III funding reports • Consolidated Grant Application (Title I, Title III)	• Title III Required/Allowable Expenses • Title I Required/Allowable Expenses
Does school leadership understand the impact of vision health on overall health and the impact vision health has on a child's ability to learn?	• Does the school keep track of children with vision health related absences or issues?	• Articles and resources linking vision health and school performance and attendance: • National Association of School Nurses: • https://www.nasn.org/nasn-resources/practice-topics/vision-health • https://www.aao.org/eye-health/news/back-to-school-vision-screening-eye-exams • https://www.healthychildren.org/english/ages-stages/gradeschool/school/pages/health-screenings-at-school.aspx
Does the district have a plan in place to address vision health of students?	• Internal review	• Guide for developing a vision screening program: https://www.schoolhealth.com/vision-screening-resources/ • Guidelines for school-based eye health program http://www.schoolsandhealth.org/Shared%20Documents/School%20Health%20Integrated%20Programming(SHIP)_School%20Eye%20Health%20Guidelines.pdf • Delaware School Nurse Manual, Community Public Health, Chapter 3 pp. 110-115

Talent Development

KEY QUESTIONS	DATA CONSIDERATIONS	RESOURCES
How is professional learning time structured?	• Professional learning community schedules • Professional learning plan • Learning Forward Standards Assessment Inventory (SAI)	• [Standards for Professional Learning -](#) Standards for Professional Learning eLearning Course - #27271 • [Learning Forward Learning Communities Standard](#) - Support PLCs through a collaborative learning process using a cycle of continuous improvement. • [Learning Forward Standards Assessment Inventory](#) - Professional Learning Survey administered to staff to determine needs; guidance documents generated for paths forward. • [The Four Cornerstones of Professional Learning](#) - Shares research, evidence from practice, and support for planning impactful professional learning.
What is the role of formal and informal leaders in the school system in supporting implementation and critically aligned feedback directly related to the professional learning opportunities?	• Interviews with administration/ teacher leaders	• [Leading Groups](#) - Effective strategies for building and leading effective learning communities. • [A Systemic Approach to Elevating Teacher Leadership](#) - Building effective structures to create and support effective teacher leaders. • [Leading By Convening](#) - Building a Collaborative Mindset to Support Growth and Change through Data.
How is the district/charter recruiting certified English learner teachers?	• District/charter recruitment strategies	• [Regulation 1562](#): Teachers of English Learners • [Recruiting Teachers for Schools Serving ELs](#) • [CCSSO State Action: Strategies for Building the Teacher Pipeline](#)
How is the district/charter retaining certified English learner teachers?	• English learner teacher retention data • Teacher retention data for schools with high populations of English learners	• [CCSSO States Leading: Recruiting and Retaining Teachers](#)

KEY QUESTIONS	DATA CONSIDERATIONS	RESOURCES
How are all teachers supported in best practices for instructing English learners?	• Professional learning experiences provided to mainstream educators related to English learners	• Sheltered Instruction Observation Protocol (SIOP): CAL, Pearson • WIDA Resources (Can Do Descriptors, Essential Actions) • TESOL Professional Development Guide • What the Research Says on Instruction for ELs Across Subject Areas • Teaching Academic Content and Literacy to English Learners in Elementary and Middle School • High Leverage Principles of Effective Instruction for English Learners • WestEd Publications • Promoting the Educational Success of Children and Youth Learning English
How does the current walkthrough tool provide meaningful feedback to educators on how to support English learners?	• Walkthrough data	• Educators of English Learners Schoology Group: Join using access code SVM4C-F35C7
What is your current student/staff ratio for teachers of English learners?	• Personnel data *(internal)* • English learner student counts *(DOE English Learner Database)*	• Chapter 3 OELA Toolkit
Have the nurses within the schools received training on vision screening?	• Review of professional learning opportunities provided to school nurses specific Delaware vision screening procedure recommendations	• Delaware School Nurse Certification online Schoology course for newly hired nurses • Health Screening Refresher course online in Schoology course for nurses with a Continuing License and Standard School Nurse Certificated issued by DDOE • Delaware School Nurse Manual, Community Public Health, Chapter 3 pp. 110-115

Instructional Transformation

KEY QUESTIONS	DATA CONSIDERATIONS	RESOURCES
Do your educators have an in-depth understanding of the depth and rigor of the Delaware Content Standards?	• Classroom walkthrough data • State and local assessment data • Standards-based IEPs rubric data • Sample student work	• Ed Trust Interactive P-12 Assignment Analysis Tool - Resource to facilitate a review of student expectations across classrooms

	• EL enrollment in native speakers courses	• Standards-based IEP Schoology Group training modules and resource documents
		• Content area-specific Schoology groups' resources and tools
		• Anytime, anywhere access to on demand self-paced, standards-aligned eLearning Courses
		• Document to help educators transform their practice in guiding their students to functional, demonstrated proficiency in languages other than English:
		    ○ Delaware World-Readiness Standards for Learning Languages (for native language development)
		    ○ Ed Trust Interactive P-12 Assignment Analysis Tool

Based on your data, what areas of student performance are meeting, exceeding, or below? What do other data reveal about the performance of the targeted student group?	• Standards -based IEPs rubric data • IDEA Determinations - Identification of targeted student groups to inform district/charter support • State assessment reports (interim, summative)	• Use a variety of sources to assess, plan and evaluate student learning - Learning Forward Data Standard • ABCs of IEPs Schoology Group and Professional Learning • DE PBS - Statewide initiative designed to build the knowledge and skills of educators in utilizing a three-tiered approach to developing positive learning environments and prevent problem behaviors • Delaware interim assessments - Description of the interim system used to check student progress throughout the year • DeSSA Interim and Airways Reports Training: Schoology Course 26401
What data are you using to ascertain the degree to which professional learning is having the intended impact on teacher practice and student learning of the targeted student group?	• Learning Forward Standards Assessment Inventory (SAI) • Walkthrough data • Guskey Evaluation of Professional Learning	• Use a variety of sources to assess, plan and evaluate student learning - Learning Forward Data Standard • Use Five Critical Levels of Evaluation to Measure the Effectiveness of Professional Learning

		○ Guskey Placemat for Evaluating Professional Learning ○ Dr. Thomas Guskey - resources, articles, and tools - Improving Teaching and Learning with Data Based Decisions - Asking the Right Questions and Acting on the Answers
What systems do you have in place to respond to the needs of students who need the most support? How do you know these systems are working?	- Multi-Tiered Systems of Supports ○ Response to academic instruction and interventions ○ Response to behavioral instruction and interventions ○ Response to social-emotional skills instruction and interventions - Formative, interim, summative – balanced assessment system - ACCESS scores for ELs - AAPPL scores for ELs in immersion programs in grades 3-5 - SPR scores for ELs in immersion programs in grades 3-5	- Universal Design for Learning - an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences for all students ○ CAST ○ ACCESS Project Center for Disability Studies at University of Delaware ○ DE PBS ○ DE RTI - Participation in DDOE initiatives: ○ Multi-Tiered Systems of Supports ○ Delaware Early Literacy Initiative - DE PBS ○ RTI Action Network ○ Center on Response to Intervention ○ National Center on Intensive Intervention - Role of Interim Assessments in a Comprehensive Assessment System - Clarifies how interim assessments fit into the landscape of formative assessment and offers recommendations to districts on the appropriate use of interim assessments as part of a broader assessment system. - Sheltered Instruction Observation Protocol - A framework that helps teachers plan and deliver lessons that allow English learners to acquire

		academic knowledge as they develop English language proficiency.

Have you assessed the quality of your instructional materials to determine if it is high quality, culturally responsive, and meets the needs of all learners?	• Data from standards-based tool to determine alignment of Curriculum, Instruction and Assessment	• Tools to assist district and building leaders ensure that curriculum, instruction, and assessments are aligned to Delaware standards:
		    o EQUiP by Achieve
		    o Ed Reports
		    o Instructional Materials Evaluation Tool
		    o Louisiana Believes Instructional Materials Reviews
		    o Adoption of High Quality Instructional Materials
		    o DDOE ELA Website - alignment resources
		    o DDOE Mathematics Website - alignment resources

What percent of students are meeting their individual English language proficiency targets?	• English Language Proficiency Targets *(English Learner Database→ Reports→ELP Target)*	• DDOE Understanding ELP Targets • DDOE Interpreting ELP Reports
How are your current and former English learners performing on the state content assessments?	• Breakdown of current EL proficiency data on SBAC and SAT by ACCESS proficiency level	• EdInsight Data Portal (available via IMS) • Seeing Clearly: Five Lenses to Bring English Learner Data into Focus
How is the district/charter monitoring interim progress of English learners?	• Internal measure	• WIDA MODEL • Chapter 8 OELA English Learner Toolkit
How is the district/charter providing meaningful access to grade level content to English learners?	• English learner promotion/retention rates • Course enrollment • Course schedules • Classroom walkthrough data demonstrating appropriate scaffolds • Content assessment proficiency rates for students at ACCESS PL levels 4 & 5	• Chapter 4 OELA English Learner Toolkit
How is the district/charter ensuring that English learners are enrolled in rigorous coursework?	• Student course schedules • Honors/AP/ dual enrollment demographics	• Tips for Identifying ELs for Gifted Education Programs • USED Extant Data Analysis • EdTrust Rigorous Learning for All Students

How does your district/charter provide common planning time for collaboration between English learner specialists and mainstream educators?	• Review of teacher planning schedules	• [TESOL: The Changing Role of the ESL Teacher](#) • [Collaboration & Co-Teaching Resources](#) • [Effective Instruction for English Learners in the K-12 Setting (University of Minnesota)](#) • [Delaware English Language Service Discussion for English Learners with Disabilities](#) • [SupportEd Best Practices in Scheduling EL Education](#)
How do all teachers in your district/charter create lessons that support English learners?	• Walkthrough data • Teacher evaluation data • Teacher lesson plan reviews	• [Colorin Colorado: How to Develop a Lesson Plan that Includes ELLs](#) • [Sample SIOP Lesson Plans](#) • [CAL Go To Strategies](#) • [SupportEd Scaffolded Lesson Planning Checklist](#) • [SupportEd Scaffolds at Each Proficiency Level](#)

Culture Shift

KEY QUESTIONS	DATA CONSIDERATIONS	RESOURCES
What are you seeing in classrooms in terms of the degree to which teachers are differentiating while still maintaining the rigor of the standards?	• Student proficiency reports for K-5 students in immersion programs • AAPPL data for immersion students in grades 3-5 • Sample student work	• Dual Language Immersion Administrator Schoology Group resource documents (*Delaware Dual Language Immersion Look-For Tool for Low-Income Students in Immersion*) • [World Language Learning for All Delaware Students: Ensuring Universal Accessibility to High Levels of Language Acquisition](#) - Document to assist teachers in differentiating instruction in world language learning for students with special needs. • [Ed Trust Interactive P-12 Assignment Analysis Tool](#) - Resource to facilitate a review of student expectations across classrooms • Universal Design for Learning - an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences for all students

		o CAST
		o ACCESS Project Center for Disability Studies at University of Delaware
		o DOE Accessibility Guidelines – Universal Assessment Tools
How is your professional learning explicitly linked to organizational goals for the targeted student group?	• All district and school plans • State plans, i.e. Reimagining Professional Learning Grant plans, post-secondary advisement plans, etc. • Federal plans	• Use a variety of sources to assess, plan and evaluate student learning - Learning Forward Data Standard • Align outcomes with curriculum and standards - Learning Forward Outcomes Standard • RPL Grant Planning Schoology Group resources, documents and recorded webinars • Standards-based IEP Schoology Group
What strategies do you use to build growth mindset and foster high expectations for the targeted student group?	• Classroom walkthroughs • Evidence of cycle of inquiry • Lesson analysis	• How to Reach the Hard to Teach: Excellent Instruction for Those Who Need It Most - Strategies for supporting excellent instruction for the students who need it the most. • Jensen Learning Professional Learning and Resources - Support from Eric Jenson in educating all students. • Educating for Equity and Social Justice Disrupting Poverty - Strengthen equity efforts in schools. • Three Ways to Show Diversity is Valued - Create a caring and supportive learning environment for English Learners. • How to Reach the Hard to Teach: Excellent Instruction for Those Who Need It Most - Support success with linguistically and culturally diverse students who struggle in school.
How does the district/charter currently engage English learner families?	• Participation data from family engagement events • Parent/teacher conference data	• OELA Family Toolkit • Strategies for Engaging ELL Families • SupportEd Possible Barriers to EL Family Engagement & Solutions • SupportEd Creating a Welcoming Schoolwide Environment for ELs and Their Families Checklist

How does the district/charter take affirmative steps to ensure English learner participation in extracurricular activities?	• Extracurricular participation data by demographics	• Supporting English Language Learners in School and Afterschool and Summers • Chapter 4 OELA English Learner Toolkit
How does your district/charter ensure that instruction leverages English learners' home language(s) and cultural assets?	• Native language course offerings • Translated document review	• SupportEd Culturally Responsive School Checklist • The Home Language: An English Learner's Most Valuable Resource
Does the school have space to accommodate vision providers to offer services within the school?	• Internal Review	• Vision to Learn – Delaware https://visiontolearn.org/ • Lions Club

Supporting the Whole Learner

Research shows that a whole learner approach to education leads to higher academic achievement and overall improvement of student outcomes. The questions below have been developed in collaboration with the Delaware Department of Health and Social Services (DHSS) and the Delaware Division of Public Health (DPH) to promote a deeper examination of your current system to identify areas for growth. Each question also connects to possible resources that can be used in the identified area. These resources are not exhaustive.

Leadership		
KEY QUESTIONS	**DATA CONSIDERATIONS**	**RESOURCES**
Is the district/charter staffed for supporting the whole learner based such as school counselors, school psychologists, school social workers and school nurses on national recommended ratios?	• Personnel/enrollment statistics • School counselor- 1:250 • School psychologist- 1:500-700 • School social worker- 1:250 (varies on responsibilities) • School nurse- 1:750 school nurse in a healthy student population and 1:225 for student populations requiring daily professional nursing services	• Study measures the impact of school counselor ratios on student outcomes. • Executive summary on the school counselor ratio and student success. • School nurse workload staffing recommendations for safe care recommendations by the National Association of School Nurses • NASP Practice Model Overview • NASW Standards For School Social Workers

When hiring new school counselors, school psychologists, school social workers and school nurses does the process lead to hiring the most highly qualified candidate by using best practice interview questions?	• Internal (Do your interview questions reflect the best practice role of the professional? Do you have a current school counselor, school psychologist, school social worker or school nurse on the interview panel?)	• Possible interview questions for school counselors • Possible resources to aid in describing the role of the school nurse from the National Association of School Nurses Framework for 21st School Nursing Practice and The Role of the 21st Century School Nurse National Association of School Nurses Position Statement • Who are School Psychologists • Interview Questions for School Social Worker Candidates
To what extent are school counselors being utilized appropriately? For example, is 80% of their time in direct services to students and 20% in indirect services? Are they providing individual, small group and classroom counseling?	• Internal • Use of time assessment (completed by school counselor)	• The Role of the School Counselor • Appropriate vs. Inappropriate Duties • School Counselor – Principal Relationship • ASCA Position Statements
When hiring, training and supporting school leaders, how does the district/charter school provide guidance in using restorative or non-exclusionary discipline when addressing disciplinary issues, especially when focused on low income and EL students?	• Internal (PD planning sessions or DDOE TA in restorative practices and discipline.)	• Many resources available via the DDOE School Climate Office Best Practices web pages. • School Tools is a web page focused on improving overall school climate through improved faculty awareness of trauma informed practices and improved classroom relationships.
To what extent do district leaders use data to inform policy and practice?	• Youth Risk Behavior Survey • Delaware School Survey	• University of Delaware's Center for Drug and Health Studies provides extensive data analysis from these data systems of almost all of Delaware's school districts, including heat maps of alcohol, tobacco, and other drug use. • The School-Based Health Alliance's The Children's Health and Mapping Tool allows users to assess community child and adolescent health, identify areas of need to target with new services, examine characteristics of public schools and school-based health centers (SBHCs), collaborate with

		and learn from nearby partners, raise awareness to policymakers, and fundraise.
When addressing the nutrition needs of these students, is leadership engaging the child nutrition supervisor/managers to ensure that all students have access to breakfast and lunch? (Including alternative service models for breakfast as best practice).	• Internal	• USDA: https://www.fns.usda.gov/sbp/discover-school-breakfast-resource-materials • DDOE: https://www.doe.k12.de.us/domain/149
What training or professional learning have school nurses participated in regarding best practices for asthma treatment and management in the school setting?	• Review of professional learning opportunities provided to school nurses specific to asthma management in the school setting.	• Delaware School Nurse Orientation • PDMP/Schoology opportunities • NASN Annual Conference • DSNA Annual Conference
What collaboration has occurred with school facilities regrading asthma- and allergy-friendly school environments? - *long-range Facilities Maintenance Plans* - *environmental policies (indoor and outdoor) that help students avoid disease triggers*	• Facilities policies	• American Association of School Administrators http://www.aasa.org/Asthma.aspx • Creating Healthy Indoor Air Quality in Schools https://www.epa.gov/iaq-schools • Asthma-Friendly Schools Initiative https://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/asthma-education-advocacy/asthma-friendly-schools-initiative/ • CDC creating an asthma friendly school https://www.cdc.gov/healthyschools/asthma/creatingafs/index.htm • Allergy and Asthma Network https://www.allergyasthmanetwork.org/ • Breathing Space https://www.allergicasthma.com/ • Delaware Division of Public Health webpage on Indoor Air Quality at School https://www.dhss.delaware.gov/dhss/dph/dpc/iaqatschool.html

What is the current student/nurse ratio for your school?	• Personnel data (internal)	• The National Association of School Nurses (NASN) recommends a ratio of one school nurse for every 750 children in the general student population. This ratio increases to one school nurse for every 225 children with special needs who are mainstreamed in the general school population. www.nasn.org • Recommended school nurse staffing for safe care https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-workload
Has the school taken a multifactorial health assessment approach that includes not only acuity and care but also social determinants of health and health disparities?	• District/charter wellness policies	• American Association of School Administrators http://www.aasa.org/uploadedFiles/Resources/files/AASAPowerfulPracticesInAsthmaManagement.pdf http://www.aasa.org/uploadedFiles/Resources/files/AASAAsthmaWellness.pdf • American Lung Association - https://www.lung.org/assets/documents/asthma/practical-guidance.pdf
Does school leadership understand the impact of oral health on overall health and the impact oral health has on a child's ability to learn?	• Does the school keep track of children with oral health related absences?	Articles linking oral health and school performance and attendance: https://www.ncbi.nlm.nih.gov/pubmed/30367538 https://jada.ada.org/article/S0002-8177(18)30687-1/fulltext https://www.colgate.com/en-us/oral-health/life-stages/childrens-oral-care/ada-08-poor-oral-health-can-mean-missed-school-lower-grades
Does the district have a plan in place to address oral health of students?		Organizational assessment tool and implementation guide to help with making oral health a priority:

		https://www.dhss.delaware.gov/dhss/dph/hsm/tktoolsimpguidelines.html
Does the school leadership in each district have the knowledge and training to ensure the offering of opportunities for students to be physically active throughout the school day?	• Physical Education Curriculum Analysis Tool (PECAT): https://www.cdc.gov/healthyschools/pecat/index.htm o A self-assessment and planning guide developed by Centers for Disease Control and Prevention	Shape America (Society of Health and Physical Educators) Professional Development: https://www.shapeamerica.org/cspap/prodev.aspx
Does school leadership understand the impact of vision health on overall health and the impact vision health has on a child's ability to learn?	• Does the school keep track of children with vision health related absences or issues?	Articles and resources linking vision health and school performance and attendance: National Association of School Nurses: https://www.nasn.org/nasn-resources/practice-topics/vision-health https://www.aao.org/eye-health/news/back-to-school-vision-screening-eye-exams https://www.healthychildren.org/english/ages-stages/gradeschool/school/pages/health-screenings-at-school.aspx
Does the district have a plan in place to address vision health of students?		Guide for developing a vision screening program: https://www.schoolhealth.com/vision-screening-resources/ Guidelines for school-based eye health program http://www.schoolsandhealth.org/Shared%20Documents/School%20Health%20Integrated%20Programming(SHIP)_School%20Eye%20Health%20Guidelines.pdf

Talent Development		
KEY QUESTIONS	**DATA CONSIDERATIONS**	**RESOURCES**
Do your school counselors, school psychologists, school social workers and school nurses have access to and participate in relevant professional development opportunities?	• DEEDS • PDMS	• ASCA webinars, specialist courses, annual conference, site-based training, coaching & district-wide opportunities. • DSCA winter and spring conferences. • Delaware School Nurse Association fall and winter conferences • School Nurse professional learning courses • National Association of School Nurses webinars and educational opportunities • NASP Conferences • SSWAA Professional Development
To what extent does your school use best practices to assess and promote teacher and staff well-being?	• Site-based surveys • Professional Quality of Life Survey	• PROQOL Survey
Do your school counselors meet the School Counselor Professional Standards and Competencies?	• Internal using the provided tool.	• ASCA School Counselor Professional Standards & Competencies tool can be used as an internal assessment.
Do school nutrition staff meet the USDA requirements for annual professional standard hours? Are these hours being accurately tracked?	• Internal	• Resources and tracking tool: https://www.fns.usda.gov/school-meals/professional-standards
Do you have a school nurse that meets the qualifications for licensure and certification through the Delaware Department of Education and meet the School Nurse Professional Standards and Competencies?	• Internal hiring of school nurse	• Delaware School Nurse Certification to use as a guide
Are school staff supported to help students with asthma?	• Professional learning experiences	• Asthma and Physical Activity in the School https://www.nhlbi.nih.gov/health-topics/all-publications-and-resources/asthma-and-physical-activity-school • Asthma and Allergy Foundation - https://www.aafa.org/programs/programs-for-health-care-professionals/teaching-professionals-about-asthma-and-allergies.aspx

Have school wellness policies been updated or enhanced to protect student lung health?	• District/charter wellness policies	• American Lung Association https://www.lung.org/assets/documents/asthma/practical-guidance.pdf
Do the leaders within the schools have the knowledge and experience to identify oral health problems?		Oral Health 101 Course: Presentation designed to improve familiarity with oral health basics and comfort in discussing topic: **https://www.dhss.delaware.gov/dhss/dph/hsm/tktoolsoralhealth101.html**
How can I provide additional oral health information?	• Support materials	Maternal and Child Health-Promoting Oral Health in Schools https://www.mchoralhealth.org/PDFs/resguideschooloh.pdf
Do the districts provide professional development to those who supervise recess or physical education to ensure the nationally recommended 60 minutes of daily physical activity?	• Wellness Policies assessment and modifications	School Health Index https://www.cdc.gov/healthyschools/shi/index.htm
Do the districts provide professional development to the staff on creating opportunities to ensure physical activity in the classroom which contributes to the national recommendation of 60 minutes of daily physical activity for students?	• Curriculum assessments and evidence based modifications.	Whole School, Whole Community, Whole Child (WSCC) model: https://www.cdc.gov/healthyschools/physicalactivity/index.htm
Have the nurses within the schools received training on vision screening?		Vision screening - tutorial for nurses https://cybersight.org/portfolio/tutorial-school-nurse-vision-screening/

Instructional Transformation

KEY QUESTIONS	DATA CONSIDERATIONS	RESOURCES
Is your school running an ASCA Model Program?	• Internal assessment • Annual peer review feedback from DOE	• Program Assessment Tool
What are your school nutrition programs doing to educate students on how to make smart decisions regarding nutrition?	• Internal review of processes and programs	• SNAPED Best Practices for Nutrition Education for Low-Income Families

		• Health Education Curriculum Analysis Tool - nutrition module (*HHS Centers for Disease Control and Prevention*) • Let's Eat for the Health of It • Team Nutrition Elementary School Posters • Team Nutrition Middle School Posters • Team Nutrition Resource Library • USDA Choose MyPlate • USDA 10 Tips Nutrition Education Series: The School Day Just Got Healthier • USDA 10 Tips Nutrition Education Series • Farm to School Resources • Resources for School Food Service Professionals (*National Agricultural Library*) • School Health Guidelines to Promote Healthy Eating and Physical Activity (*HHS Centers for Disease Control and Prevention*) • School Health Index: A Self-Assessment and Planning Guide (*HHS Centers for Disease Control and Prevention*) • Team Nutrition Popular Events Idea Booklet
How are your school nurses involved in educating students, staff and families about topics related to physical health and wellness?	• Internal review of processes and programs	• National Association of School Nurses: Educational Initiatives • National Association of School Nurses: Learning Center Toolkits • National Association of School Nurses: Practice Topics • Action for Healthy Kids • American School Health Association: Resources • Delaware Health and Social Services: Health and Wellness
Are schools providing screening for specific behavioral health issues, including depression, suicidal thoughts, or substance use?	• School Health Needs Assessment	• National Center for School Mental Health's School Mental Health Screening Playbook: Best Practices and Tips from the Field • Resources on the Family Education Rights and Privacy Act (FERPA)

Is our school providing evidence-based health education curriculum that provides tools and information about behavioral health and is culturally- and linguistically-appropriate?	• Curriculum cross-walks • School Health Needs Assessment	• Examples of evidence-based health education curriculum can be found on DOE's website • Blueprints for Healthy Youth Development • Department of Education's What Works Clearinghouse
Are all educators informed of every student's asthma action plan and how to appropriately respond?	• School nurse data	• https://www.cdc.gov/asthma/actionplan.html • https://www.aafa.org/asthma-treatment-action-plan/ • https://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/living-with-asthma/managing-asthma/create-an-asthma-action-plan.html
How is the district educating and empowering students to learn asthma self-management: • *Basic asthma information* • *Identifying and controlling triggers* • *Recognizing and managing symptoms* • *Understanding use of medications* • *Being an active successful student*	• School/district level data	• Open Airways for Schools https://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/asthma-education-advocacy/open-airways-for-schools/
Is there a plan for student education and involvement in the management of their asthma?	• Education materials	• American Lung Association - https://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/asthma-education-advocacy/open-airways-for-schools/ • Asthma and Allergy Foundation - https://secure.aafa.org/np/clients/aafa/product.jsp?product=205&
How are oral health related problems referred by the school nurse?	• School nurse data	Dental Resource Guide providing information on dental services available throughout the state: https://www.dhss.delaware.gov/dhss/dph/hsm/tktoolsresourceguide.html Delaware assist- Patient portal to find out benefit eligibility https://assist.dhss.delaware.gov/

What percentage of students are performing in the Healthy Fitness Zone versus the Needs Improvement Health Risk Zone in the Delaware FITNESSGRAM® assessment?	• FITNESSGRAM® data [DOE (implementers) and DPH (data analyses)]	FITNESSGRAM®: http://www.cooperinstitute.org/fitnessgram
What percentage of Delaware students performing in the Healthy Fitness Zone are performing better – academically?	• FITNESSGRAM® trend data (DOE FITNESSGRAM® and academic achievement data and DPH data analyses)	FITNESSGRAM®: http://www.cooperinstitute.org/fitnessgram
What percentage of students report participating in regular physical activity (defined as 60 minutes of PA on at least 3 of the past 7 days)?	• Delaware's Youth Risk Behavior Survey (YRBS) data	Physical Activity Guidelines for Americans (2nd Edition): https://health.gov/paguidelines/second-edition/
How do I find more information on vision health?	• Support materials	Eye Health curriculum https://nei.nih.gov/resources/curriculum Vision and Eye Health curriculum https://www.preventblindness.org/star-pupils-eye-health-and-safety-curriculum

<table>
<tr><td colspan="3" style="background:orange">Culture Shift</td></tr>
<tr><td>KEY QUESTIONS</td><td>DATA CONSIDERATIONS</td><td>RESOURCES</td></tr>
<tr>
<td>To what extent does your school focus on developing the whole child vs. the singular focus on academic achievement?</td>
<td>• Complete the free online needs assessment provided by ASCD.</td>
<td>• Based on your results, you will receive professional development opportunities that can help immediately address school-wide challenges.</td>
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<td>To what extent does your school use best practices to improve school climate in general, including increasing acceptance of all students and reducing stigma among students?</td>
<td>• Delaware School Survey
• School Health Needs Assessment
• ED School Climate Survey</td>
<td>• National Center on Safe Supportive Learning Environments
• School Climate Improvement Resource Package includes a variety of resources to meet a range of needs among stakeholders interested in improving school climate.
• WestEd's School Climate Improvement Toolkit
• Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health Services' Anti-Bullying Resources</td>
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What are the attendance rates for low income and/or EL students in your schools?	• Can be found using the new Snapshot part of the School Report Cards • EdInsight Dashboard	• School or district self-assessment tool • Attendance Works resources for messaging, family engagement, student attendance plans, training, etc.
To what extent does your school use best practices to set schoolwide expectations about positive behaviors?		• Positive Behavioral Interventions and Supports • Advancing Education Effectiveness: Interconnected School Mental Health and School-Wide Positive Behavior Support The Interconnected Systems Framework (ISF) described in this monograph represents a proposed and developing interconnection of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems to improve educational outcomes for all children and youth, especially those with or at risk of developing mental health challenges.
What are the out-of-school and in-school suspension rates for low-income students in your schools?	• Breakdown of information available through the School Discipline Improvement Program Web Page.	• Resources to address and improve exclusionary discipline can be found on the School Climate Best Practices Resource Page.
How do your school leaders and faculty work together to improve the current discipline referral process?	• Internal review of referrals and which referrals lead to out of school consequences.	• Resources to address and improve exclusionary discipline can be found on the School Climate Best Practices Resource Page.
Do your classroom teachers receive professional development in trauma aware classroom management practices and the positive impact on student achievement?	• District on boarding and annual professional development calendar.	• School Tools is a web page focused on improving overall school climate through improved faculty awareness of trauma informed practices and improved classroom relationships.
What is the dropout rate and/or graduation rate for low-income students in your schools?	• Can be found using the new Snapshot part of the School Report Cards	• *Improving High School Graduation Rates for All—Evidence Blast* includes several evidence-based resources. • National Dropout Prevention Center Effective Strategies

How does the district/charter school currently engage families of students experiencing homelessness?	• Internal review of strategies. • Homeless liaison	• NCHE Parent Involvement Resources
What is the quality and sustainability of your mental health system and what is your trauma responsiveness?	• Internal assessment using the SHAPE System tools.	• SHAPE System - is a free, private, web-based portal that offers a virtual workspace for your school mental health team to document, track, and advance your quality and sustainability improvement goals as well as assess trauma responsiveness. The results of the assessment provide you with targeted resources to address the areas of need.
To what extent are you supporting students' social emotional learning needs?	• Internal assessment using the included tool.	• Priority Setting- use this free questionnaire to reflect on the current SEL approach and identify areas of highest priority focus. • Additional resources for the systemic implementation of SEL by districts. • Additional resources are available on the CASEL website.
To what extent does your school provide early intervention services for students identified with behavioral health challenges?	• School Health Needs Assessment • School-Based Wellness Centers	• Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health Services Prevention Resource Guide • Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health and Mental Health Association in Delaware's Mental Health in Delaware Website • School-Based Health Alliance's School-Based Wellness Centers Hallways to Health Toolkit • Screening, Brief Intervention, and Referral to Services • School-Based Health Alliance's SBIRT in SBHCs: A Model for Adolescent Substance Use Prevention • Case Study: Brief Intervention for School Clinicians (BRISC) in Ontario

| To what extent does your school have capacity for and provide referrals to immediate support for mental health and substance use crises? | • School Health Needs Assessment
• Counseling referrals
• School-Based Wellness Centers | • Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health Services Mental Health and Substance Use Emergencies information
• Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health Services' 24-Hour Mobile Crisis and Stabilization and Intervention Services 1-800-969-4357
• School-Based Wellness Centers
• Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health Services' Suicide Prevention Resources
• Adult Mobile Crisis Services Northern Delaware Hotline 1-800-652-2929
• Adult Mobile Crisis Services Southern Delaware Hotline 1-800-345-6785
• Division of Substance Abuse and Mental Health's Crisis Intervention Information
• USA National Suicide Hotline 1-800-273-8255 or 1-800-784-2433
• For LGBTQ Youth: The Trevor Lifeline 1-866-7386
• For Parents of Youth in Crisis: Parent Crisis Resources
• Mental Health Association in Delaware's Suicide Prevention Resources
• NAMI Delaware Helpline (*not for crises*) (888) 427-2643 |
| To what extent does your school provide or coordinate evidence-based mental health or addiction treatment services and supports to students identified with behavioral health needs? | • School Health Needs Assessment
• School-Based Wellness Centers | • School-Based Wellness Centers
• School-Based Health Alliance's School-Based Wellness Centers Hallways to Health Toolkit
• School-Based Health Alliance's School-Based Health and Medical-Legal Partnerships |

		• [Department of Services for Children, Youth, and their Families' Division of Prevention and Behavioral Health Services Prevention Resource Guide](#) • [DSCYF's Child and Family Care Coordination Unit offers services to families on Medicaid or uninsured with children and youth with behavioral health issues](#) • [Cognitive Behavioral Intervention for Trauma in Schools (CBITS)](#) • [Blueprints for Healthy Youth Development](#) • Department of Education's [What Works Clearinghouse](#) • SHAPE Screening and Assessment Library
Is your school maximizing the use of out-of-school time opportunities (afterschool, summer, vacation, and weekend time) for academic remediation and enrichment as well as family-school connectedness?	• 21st Century Programs participation • Contracts with out-of-school time providers	• [Wallace Foundation](#) has a wealth of information regarding the usefulness of out-of-school time • [Other Afterschool Resources from the Wallace Foundation](#)
Is your school using its community resources to the fullest for student and family support?	• Posters, fliers etc. advertising resources • Internal referral data • MOUs with community partners • Representation on community panels/committees	• [Delaware 2-1-1](#) for free access to local community programs, services and information.
Is your school utilizing translation services for assistance with student registration and interpretation of required medical documentations, medical referrals, transcripts and IEPs?	• Internal review	• State approved vendor list. [Interpretation & Translation Services](#)
If your school is identified as a school with a Basic Needs School Closet, are the students and families utilizing this program?	• Internal review	• [Basic Needs School Closet Program](#) information
To what extent is your school assisting students with access to a primary care physician, eye care and dental care?	• Internal review	• [Division of Public Health Child Health Clinics](#) • [Delaware Health and Social Services Medicaid and Medical Assistance](#)

		• [Delaware Health and Social Services State Service Centers](#)
		• [Delaware 2-1-1](#) for free access to local community programs, services and information.
		• Referrals to the School Based Wellness Center, if available in your school.
		• Referrals to the school nurse regarding school specific programs. (Vision to Learn, Lions Club, Division of Public Health Oral Hygiene Programs, etc.)
Does your school participate in the Food Pantry Program?	• Internal review	• [Food Bank of Delaware](#)
How does the district/charter currently engage families in chronic disease management and management of asthma?	• District/charter wellness policies	• American Lung Association https://www.lung.org/lung-health-and-diseases/lung-disease-lookup/asthma/living-with-asthma/creating-asthma-friendly-environments/asthma-in-schools.html • Delaware Public Health Chronic Disease Management Course https://www.healthydelaware.org/Individuals/Self-Management-Programs/Chronic-Disease • American Association of School Administrators: http://www.aasa.org/uploadedFiles/Childrens_Programs/AASA_NSBA_Parent_engagement_powerpoint__revised.ppt
Does your district/charter promote oral health within the schools?	• Internal review	Oral Health Toolkit- designed to make oral health an everyday part of your schools/organizations: https://www.dhss.delaware.gov/dhss/dph/hsm/tkhome.html
Does the district/charter actively partner with public health to provide oral health screenings and preventive services?	• Internal review	The Bureau of Oral Health and Dental Services offers a school-based program that features personalized classroom education, an oral

		health assessment of each child and the delivery of preventive services that include topical fluoride varnish and dental sealants. To set up a program at a school contact: 302-744-4554 or email nicholas.conte@delaware.gov or gena.riley@delaware.gov
Does the school have space to accommodate portable dental equipment and providers to offer services within the school?	• Internal review	American Dental Association: Prioritizing Oral Health in Schools **https://www.ada.org/en/public-programs/championing-oral-health-in-schools**
Does the school have space to accommodate vision providers to offer services within the school?	• Internal review	Vision to Learn - Delaware https://visiontolearn.org/

Other Resources

Focus Area	Description	Link
All Areas Related to Education	The What Works Clearinghouse (WWC) reviews programs, products, practices and policies related to education.	• [What Works Clearinghouse](#)
Academic Programs	Provides a searchable database of math and reading programs that meet ESSA evidence standards. The search engine can be refined in numerous ways, including "English learners" and "free and reduced price meals".	• [Evidence for ESSA](#)
Office of English Language Acquisition (OELA) Toolkits & Resources	The U.S. Department of Education's Office of English Language Acquisition (OELA) provides national leadership to help ensure that English Learners and immigrant students attain English proficiency and achieve academic success.	• [Family Toolkit](#) • [English Learner Toolkit](#) • [Newcomer Toolkit](#) • [EDTech for English Learners Educator Toolkit](#)
Office of Civil Rights Guidance	Office for Civil Rights OCR's mission is to ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools.	• [Dear Colleague Letter](#) • [Student & Parent Fact Sheet](#)