

Delaware



*Department of
Education*

Opportunity Funding

For more information contact:
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Funding Period: Fiscal Year 2020

**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2019

Purpose: The Opportunity Funding initiative creates a three-year weighted funding program across the state. Delaware is currently one of only a handful of states without additional funding for English learners (ELs) and/or low-income students (low-income).

Allocation Method: Local education agencies (LEAs) will receive \$500 per EL and \$300 per low-income student. Funding shall be made available to LEAs upon the passage of the FY20 budget in early July so they may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year. LEAs may use this funding for 100 percent of staff costs, including, but not limited to, reading specialists, math specialists, school counselors, school social workers, school psychologists, and other personnel dedicated to initiatives such as trauma-informed practices.

Accountability: LEAs will be held accountable to ensure funds are used to improve outcomes for low-income and EL students. Districts and charters will work with Secretary Bunting to set goals at the beginning of the school year, participate in a mid-year progress review, and then evaluate summative performance data during their end of school year conference. Community accountability will be provided in a summit to highlight best practices, in an annual report, and in spotlights showing program successes and challenges across the state.

Metrics: Districts and charters will set goals to reduce the gap between English learners', low-income students', and the overall student population's baseline performance rates and 100 percent by half, thus reducing students' non-proficiency by 50 percent.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

DDOE will use a third party to also evaluate

- The effectiveness of funds in improving outcomes for EL and low-income students.
- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

Results from the first year of funding will be finalized in August 2020. Subsequently, DDOE will host a summit in early fall to share the report and best practices. In late fall 2020, the third-party evaluation will be complete and results will be posted after districts and charters verify them.

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School Information

DISTRICT/CHARTER NAME: Caesar Rodney School District		
DISTRICT/CHARTER STREET ADDRESS: 7 Front Street	CITY: Wyoming	ZIP CODE: 19934

Contact Information

CONTACT NAME: Darren T. Guido, Ed. D.	CONTACT PHONE NUMBER: 302-698-4800
CONTACT EMAIL ADDRESS: Darren.guido@cr.k12.de.us	

Overall Summary

Provide an overall summary of how the Opportunity Funding will be used to improve outcomes for English learners and low-income students in your district or charter school.

Include an explanation of how the work will impact each target population as well as the rationale for selecting the plan.

The personnel, professional development and resource investments made in this plan will raise the academic achievement of both English learners (ELs) and low income (LI) students in the Caesar Rodney School District.

Since 2015, the first year that the Smarter Assessment was administered, the students designated as either an EL or LI in the Caesar Rodney School District have not scored as well as the All Student group; the District's 2018 scores continue to show this. On the Smarter Reading assessment, the percent of students designated as either an EL or LI scored approximately 39 and 17 percentage points lower, respectively, than did the All Student group. The results were similar on the Smarter Math assessment- ELs and LI students scored approximately 33 and 18 percentage points lower, respectively, than did the All Student group.

To ensure the plan is implemented and followed with fidelity, the lead teacher will be responsible to plan professional development (PD) sessions, monitor implementation via walkthroughs, update administrators of progress, work with our preschool feeder programs, and support the entire grant. In our district, other than English, Haitian-Creole and Spanish are the most spoken languages of our students; having School/ Family Liaisons who can speak to our families in their native language is critical.

Since the beginning of the 2016-2017 school year, the District has grown by 143 English Learners- an

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increase of 58.8%. To address this rapidly growing number of ELs, we will expand the number of teachers who are dual certified in a content and of English Learners. In the short term, we will hire two additional ESL teachers for a three-year term. Concurrently, we will also provide *Sheltered Instruction Observation Protocol* (SIOP) Model training to teachers and administrators in our highest EL populated schools; SIOP is a research-based and validated instructional model that has proven effective in addressing the academic needs of both ELs and LI students. At the end of those three years, the two additional ESL teachers and the lead teacher will be assumed into the Unit Counts of our schools.

Funding after-school programs supports additional time for our ELs and LI students. After-school programs allow for a blend of both academic and social skills building.

Knowing we must focus on early intervention to effectively close achievement gaps, we have dedicated funding to support our feeder preschool programs. Training staff in how to teach reading is critical, and providing the same resources students will see when they enter the District in kindergarten will help with the transition and readiness to start school.

Mental health is a priority not only in Caesar Rodney School District but across the state. Providing funds to train staff in all of our schools to better support students with mental health concerns will help all students. Once the students' emotional needs are met, it is easier for them to focus on their academic needs.

Finally, by designating funds to provide resources for EL and LI students to continue to learn at home is necessary. As most students have a phone, looking at an app or other online programs will allow students and their families to hear the English language outside of school which will support their language growth.

It takes more than 7 ½ hours / day to close the gaps. As a school community, these are just a few of the resources that will start to make a difference for our EL and LI students.

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Investment and Goals

Provide additional detail about the plan in the chart below by listing each Opportunity Funding investment with its associated cost and proposed impact. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district after the plan has been approved.*

Investment <i>(What is your priority?)</i>	Cost	Proposed Impact <i>(How will you know it worked?)</i>
Hire a second language acquisition coordinator	\$120,000	<p>Under the direction of the Supervisor of Instruction, and working in conjunction with the school administration, the second language acquisition coordinator will be able to devote all of his or her time organizing and managing all aspects of the district's English as a Second Language (ESL) program. The coordinator also will be able to provide in-class coaching to all of the district's ESL teachers and create smooth transitions between schools (elementary school to middle school, middle school to high school, and high school to college/ career). The coordinator will be a 12-month employee/ teacher.</p> <ul style="list-style-type: none"> • <u>Goal 1:</u> To increase the percent of ELs who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually. • <u>Goal 2:</u> To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.
Hire two (2) ESL teachers	\$200,000	<p>One teacher will be assigned to our elementary schools to create a more balanced student to teacher ratio (40:1). The other teacher will be assigned to our high school to create a student to teacher ratio (30:1).</p> <p>This will allow all of the ESL teachers in those schools more opportunities to work with their ELs and their families as well as the other teachers in the school. The high school will be able to more creatively schedule its ELs and provide different supports that it cannot currently provide.</p> <ul style="list-style-type: none"> • <u>Goal 1:</u> To increase the percent of ELs who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually. • <u>Goal 2:</u> To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.
Hire two (2) school/ family liaisons	\$130,000	<p>The school/ family liaisons will work with incoming families, with a focus on EL and low income, to assist with the registration and enrollment process. They also will provide ongoing support with communication</p>

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		<p>between the schools and the families, whether in person or via the telephone. The two school/ family liaisons will be 11-month employees (one Creole speaking/ one Spanish speaking).</p> <ul style="list-style-type: none"> • <u>Goal 1:</u> To increase the percent of ELs and low income students who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually. • <u>Goal 2:</u> To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.
<p>Contract with SIOP training firm to provide for three (3) schools- full implementation in three (3) years</p>	<p>\$62,825</p>	<p>The contract with Center for Applied Linguistics (CAL) will provide ongoing PD on the SIOP model for up to 35 teachers (each year for three (3) years) in three (3) schools- Stokes ES, Fifer MS, and Caesar Rodney HS- as well as school and district administrators. The PD sessions would include the following:</p> <ul style="list-style-type: none"> • <u>SIOP workshops for teachers</u> to learn about and practice the eight components of the SIOP model. Job-embedded follow up training will be included. • <u>SIOP workshops for administrators</u> to introduce the leadership team to the fundamentals of SIOP and leading a SIOP school. <p>Using instructional strategies connected to each of the eight components of the SIOP Model (<i>Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review & Assessment</i>), teachers will be able to design and deliver lessons that address the academic and linguistic needs of not only their English learners but of all of their students.</p> <ul style="list-style-type: none"> • <u>Goal 1:</u> To increase the percent of ELs and low income students who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually. • <u>Goal 2:</u> To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.
<p>Create after-school learning centers at four (4) locations</p>	<p>\$161,175</p>	<p>The Caesar Rodney After-school Learning Centers, focused on EL and low income students, will be created at four (4) locations- Stokes ES, Fifer MS, Postlethwait MS and Caesar Rodney HS- and will include various opportunities for students to engage in academics (including strengthening ELA, math and civics knowledge and skills), athletics and artistic expression. Student transportation will be provided.</p>

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		<ul style="list-style-type: none"> • <u>Goal 1</u>: To increase the percent of ELs and low income students who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually. • <u>Goal 2</u>: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.
Strengthen the academic and language supports in PreK programs (both in CR and our feeder sites) to ensure all students are ready to enter kindergarten and close the opportunity gap for our low income students	\$60,000	<p>Aligned with Goals 2 (<i>High-Quality Early Childhood Programs and Professionals</i>) and 3 (<i>An Aligned and Effective Early Learning System, Birth Through Third Grade</i>) of Delaware’s <u>Early Childhood Strategic Plan</u>, the focus is to strengthen the academic and language supports in the PreK programs that feed into McIlvaine Early Childhood Center. This would include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Developing a more robust outreach effort to locate and enroll our “future Riders” in a PreK program, identifying students for services, • Providing effective instructional materials and professional development to all sites, • Utilizing the “Early Childhood Language Use Observation Rubric” to help PreK educators determine the language level of students, and • Providing WIDA Early Years PD to all PreK teachers <p>A two-month stipend would also be provided to the PreK – Grade 2 ELA resource teacher to assist with the implementation during the summer months.</p> <ul style="list-style-type: none"> • <u>Goal 1</u>: To increase the percent of ELs and low income students who meet school-based ELA and math assessment targets by 5 percentage points annually. • <u>Goal 2</u>: To increase the percent of ELs who meet the <i>Kindergarten ACCESS for ELs</i> proficiency target by 5 percentage points annually.
Increase by five (5) each year for three years the number of teachers who are dual certified in a content and of English Learners	\$10,000	<p>Each year for three (3) years, 5 additional teachers will earn, or be working toward, their “Teacher of English Learners” certification. This will allow more students to receive ESL services for longer periods of time beyond the recommended hours.</p> <ul style="list-style-type: none"> • <u>Goal 1</u>: To increase the number of teachers who are working toward “Teacher of English Learners” certification by 5 annually.
Provide trauma-informed practices/ social-emotional	\$60,000	District will contract to provide lead teams in each school with training in de-escalation strategies in their school

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Investment <i>(What is your priority?)</i>	Cost	Proposed Impact <i>(How will you know it worked?)</i>
learning		support plans. • <u>Goal 1</u> : To reduce the number of discipline incidents by 5 percentage points annually.
Provide online resources to strengthen English.	\$10,000	The district is looking into programs such as Rosetta Stone to offer English to our EL students even when they are not at school.

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Assurances and Signatures

The applicant assures that:

As the chief school officer of the district or charter school; including the indicated school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory and regulatory requirements, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: Kevin Fitzgerald, Ed. D.

Signature: _____



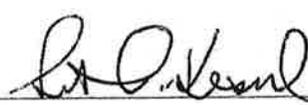
Date: _____

4/30/19

As the business manager of the district or charter school; including the indicated school, I am authorized to submit the budget and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: Scott Kessel

Signature: _____



Date: _____

4/30/19

