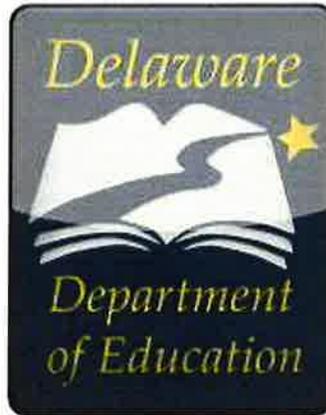


*Delaware*



*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 annually increase overall DSSF (Delaware School Success Framework) scores for EL and low-income students as well as reduce the gap between English learners', low-income students', and the all students' subgroup 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.

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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 completed, and results will be posted after districts and charters verify them.

**Application deadline: June 30, 2019**

**School Information**

DISTRICT/CHARTER NAME: Academia Antonia Alonso Charter School		
DISTRICT/CHARTER STREET ADDRESS: 4403 Lancaster Pike, Bldg. 26	CITY: Wilmington	ZIP CODE: 19805

**Contact Information**

CONTACT NAME: Deborah Rodenhouser	CONTACT PHONE NUMBER: 302-547-0162
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**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 student body at Academia Antonia Alonso Charter School (AAACS) is 79% English Learner (EL) and 69% low income (LI) – hence, the majority of our student population is identified as either EL, LI, or both. Therefore, what may appear as school-wide initiatives in the grant is actually targeting each and every EL and LI student.

Our EL student population comes to us with trauma-related issues such as separation from nuclear and extended family, trauma related to family of origin issues and immigration, linguistic barriers, and intense and lifelong financial barriers, just to name a few. Our LI student population comes from homes that are exposed to violence, death, loss, substance abuse and psycho-social and emotional trauma at very early ages.

A majority of these students enter kindergarten with few, if any, kindergarten readiness skills and struggle to improve academic performance throughout their school years. Additionally, irregular school attendance, disruptive behaviors, and mental health/trauma issues get in the way of learning.

Academically, our students are lagging behind their higher-income peers in test scores. The achievement gap is real and significant for students at AAACS, as evidenced by the 2017-2018 State Assessment Results – July 31, 2018. Smarter Balanced comparisons among Delaware charter elementary schools in math show students at AAACS scored in the 16th percentile (2018), ranking 16th

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out of the 18 charter elementary schools in the report. In ELA, students at AAACS scored in the 27th percentile, ranking 14th out of the 18 charter elementary schools.

Chronic absenteeism remains a significant problem among the student population served at AAACS due to the daily challenges inherent in homes where poverty exists. DDOE's 2017-2018 School Profile Data reveals daily attendance at AAACS is at 93% daily attendance, ranking 17th out of 18 charter schools serving elementary grades. Many of our students suffer cognitive lags, physical and mental health challenges, and safety issues that impact their school attendance and limit their opportunities to learn. Chronic absenteeism must be addressed consistently and aggressively at AAACS if our students are expected to learn, engage and succeed. **If students are not in school, they cannot learn and improve academically. A student population of 79% EL and 69% LI indicates these students are especially at risk for poor attendance and missed opportunities for learning. Student attendance data has been tracked over the past 2 school years; data is attached at the end of the application.**

As part of the FY19 Consolidated Grant and the FY19 Opportunity Grant, AAACS prioritized Reading Instruction through implementing the 95% Group professional development, coaching, and instructional materials for Reading; instituting a Kindergarten Readiness summer school for incoming kindergarten students; funding a Truancy Specialist and Trauma Counselor; and, providing Responsive Classroom professional development and coaching to teachers targeting classroom management skills, de-escalation and redirection, and other skills to improve student engagement in learning. While we are still collating EOY data, we have been encouraged by initial results. It must be noted, however, that progress in these areas will likely take multiple years of concentrated focus to gain measurable impact. Issues that impact learning for EL and LI students are not easily overcome.

As mental health and trauma issues impact students' learning, so do the classroom management skills teachers possess to de-escalate, redirect, and intervene early with inappropriate student behaviors. Responsive Classroom professional development and coaching will assist teachers in building these important skills.

The FY20 Opportunity funding plan will be to build upon the initiatives implemented during the 2018-19 school year by: 1) strengthening focused strategies to improve daily school attendance **for EL and LI students in order to advance academic achievement**; 2) providing intensive 'kindergarten readiness' supports for all incoming kindergarten students – **most of whom are EL and LI students**; 3) building teacher capacity and proficiency with classroom management skills **in order to improve on-task learning for EL and LI students**; and, 4) providing mental health and trauma support to students, **a majority of whom are EL and LI students**. Funds will be used for the purposes of hiring staff and executing contracts for services that will improve educational and academic outcomes for EL and low-income students at AAACS. Specifically, it is anticipated funds shall be used as follows:

1. 1.0 FTE Visiting Teacher/Truancy Specialist: to work with students and families to improve tardiness and attendance to school. **Regular, on-time school attendance remains a serious challenge for EL families and families in poverty and is closely tied to academic and school performance. See attached attendance data.**
2. 1.0 FTE School Counselor/Trauma Specialist: to work with students individually and in groups to address serious behavior and mental health issues which are often related to family and/or community-based trauma. **A majority of the students served are EL and LI.**

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3. EPER for 2 teachers for a 6-week Kindergarten Readiness Summer School in 2020: to provide entering KN students from EL and LI families concentrated instruction building readiness skills urgently needed to support learning during 6-weeks in the summer prior to kindergarten entry, and thereby improve academic performance in ELA and math, as well as in other areas. These students are consistently unprepared with basic readiness skills as they enter school and often spend much of the year working to build and master these important entry-level skills.

4. Responsive Classroom Professional Development and Coaching for Classroom Teachers: to provide instruction and coaching to classroom teachers targeting responsive classroom management, de-escalation, redirection, and other skills to improve teaching and learning for students. It is anticipated enhancing these instructional skills will improve on-task learning and academic achievement for EL and LI students.

5. Instructional Materials/Supplies for Kindergarten Readiness Summer School

6. Provide professional development to teachers and purchase PATHS K-5 curriculum which provides instruction and skill-building in self-control, emotional understanding, positive self-esteem, relationships, and inter-personal problem-solving skills. These skills are urgently needed for students to engage in learning and improve academically in all areas. EL and LI students are often seriously lacking in these domains and are expected to benefit academically as they engage in this instructional area. A summary of the PATHS curriculum is attached at the end of the application.

**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>
1.0 FTE Visiting Teacher/ Truancy Specialist	Salary: \$39,750 OEC/Health: \$34,290 Total: \$74,040	For the 2019-2020 school year, EL and LI students at AAACS will improve their average daily attendance (ADA) by 5 percentage points with a goal of contributing to a schoolwide ADA goal of 95% ADA in accordance with the expectations established by DDOE for charter schools. Please see attached data. VT/Truancy Specialist responsibilities will include implementation of a comprehensive Attendance Plan that incorporates communication, early intervention, and truancy court strategies. Given the vast majority of the school is 79% EL and 69% LI, targeted attention will provide focused service to EL and LI students and families.
1.0 FTE School Counselor/Trauma Specialist	Salary: \$66,800 OEC/Health: \$29,742 Total: \$96,542	For the 2019-2020 school year, progress data will be tracked for EL and LI students receiving trauma /mental health services relative to their mastery of: 1) ability to articulate what they are feeling and express needs; 2) ability to calm down when upset (self-regulate), and 3)

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		ability to maintain emotional stability and tolerate frustration. Activities will include individual and group counseling sessions. <b>Mastery of these important skills is anticipated to impact students' ability to better engage in student learning with a goal of 1-year's growth in ELA and math, as evidenced by NWEA MAP scores.</b>
Two (2) teachers for KN Readiness Summer School (summer 2020) incoming KN students	Salary/EPER: \$8,316 OEC/Health: \$2,689 Total: \$11,005	Two teachers will teach a 6-week summer school for all incoming KN students, <b>most of whom are EL and LI students</b> , to build Kindergarten Readiness skills. The Bracken School Readiness Assessment, ("BSRA-3") will be used to measure progress data. <b>Mastery of these important skills is anticipated to impact students' ability to better engage in student learning with a goal of 1-year's growth in ELA and math, as evidenced by NWEA MAP scores.</b>
Responsive Classroom PD and Coaching	Contracted Services: \$35,000	Responsive Classroom professional development and coaching will assist teachers with building classroom management skills to de-escalate, redirect, and intervene early with inappropriate student behaviors. <b>It is anticipated enhancing these instructional skills will improve on-task learning and academic achievement for EL and LI students, as well as for the remaining minority of the student population.</b>
Instructional supplies/materials for KN Readiness Summer School	\$1,600	Two teachers will teach a 6-week summer school for all incoming KN students, <b>most of whom are EL and LI students</b> , to build Kindergarten Readiness skills. The Bracken School Readiness Assessment, ("BSRA-3") will be used to measure progress data. <b>Mastery of these important skills is anticipated to impact students' ability to better engage in student learning with a goal of 1-year's growth in ELA and math, as evidenced by NWEA MAP scores.</b>
PD for PATHS and purchase of PATHS curriculum	\$38,213	This K-5 curriculum provides instruction and skill-building in self-control, emotional understanding, positive self-esteem, relationships, and inter-personal problem-solving skills. Proposed impact will be fewer behavior referrals, improved pro-social skills, increased engagement in learning. <b>These skills are urgently needed for EL and LI students to engage in learning and improve academically in all areas. Mastery of these important skills is anticipated to impact students' ability to better engage in student learning with a goal of 1-year's growth in ELA and math, as evidenced by NWEA MAP scores.</b>

**ADA/ADM Stats By Month**  
**2017-18 / 2018-19 Comparison w/Revised Data (Updated Coding reflected)**

2017-2018 School Year		2018-2019 School Year			
				Rev Coding	Diff frm 17/18
September	95.11%	September	94.22%	94.25%	-0.86%
October	94.31%	October	94.47%	94.59%	+0.28%
November	94.53%	November	93.23%	93.32%	-1.30%
December	92.79%	December	94.83%	94.89%	+2.10%
January	92.12%	January	92.32%	92.44%	+0.32%
February	91.69%	February	92.32%	92.47%	+0.78%
March	94.62%	March * <i>as of 3/15/19</i>	93.97% *	94.36%	+0.26%
April	94.54%	April		94.91%	+0.37%
May	94.51%	May		95.59%	+1.08%
June	93.74%	June		84.98%	-8.76%
School Year	93.86%	School Year		93.60%	-0.26%

# PATHS

**Grade Range:** Pre-K to 6th grade with separate lessons for each grade through grade 4 and a single set of lessons for grades 5 & 6.

**Duration:** 36-53 lessons; 1-2 lessons/week; at least 30 min/lesson.

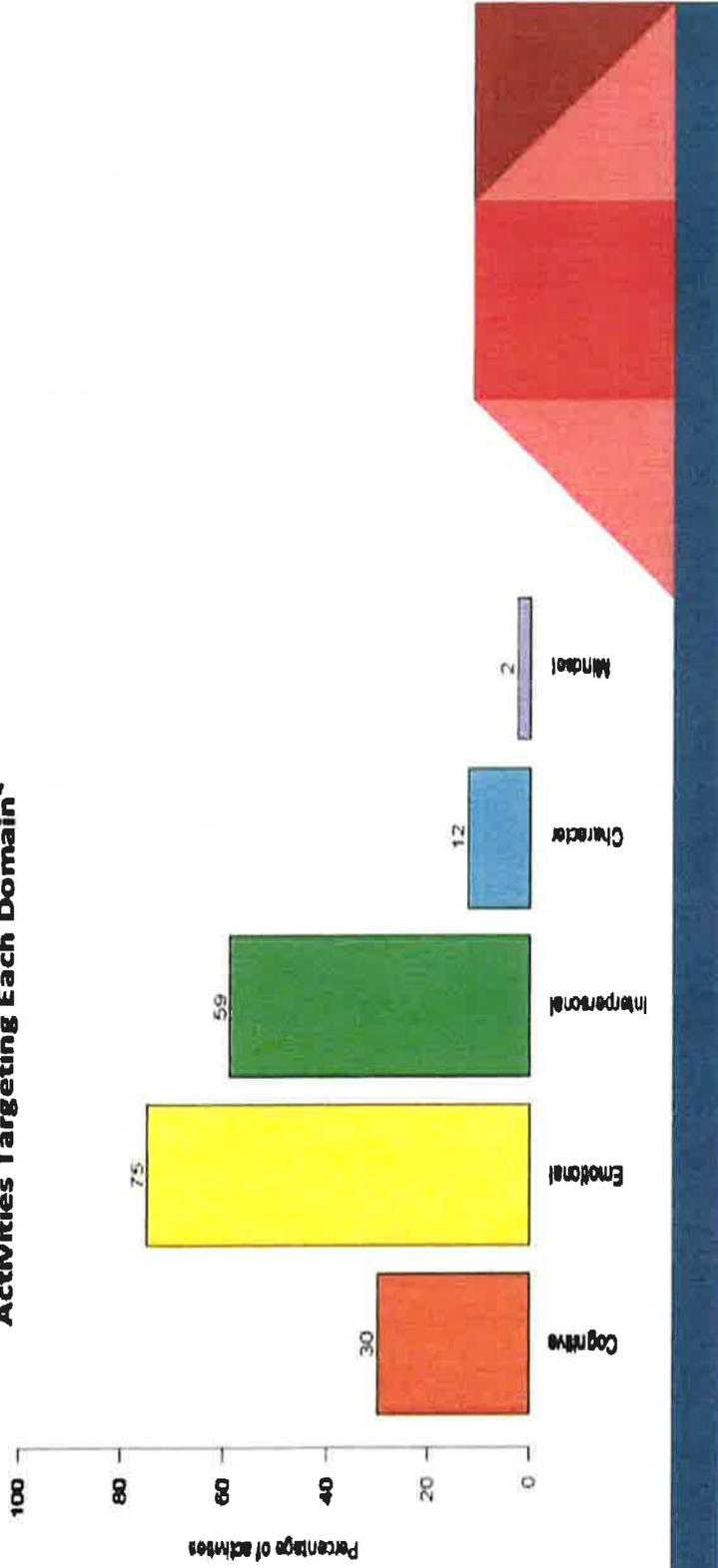
**Areas of Focus:** Self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills. Grades 5&6 materials also include lessons on goal setting, organizational and study skills, friendship and empathy.

<http://www.channing-bete.com/paths>



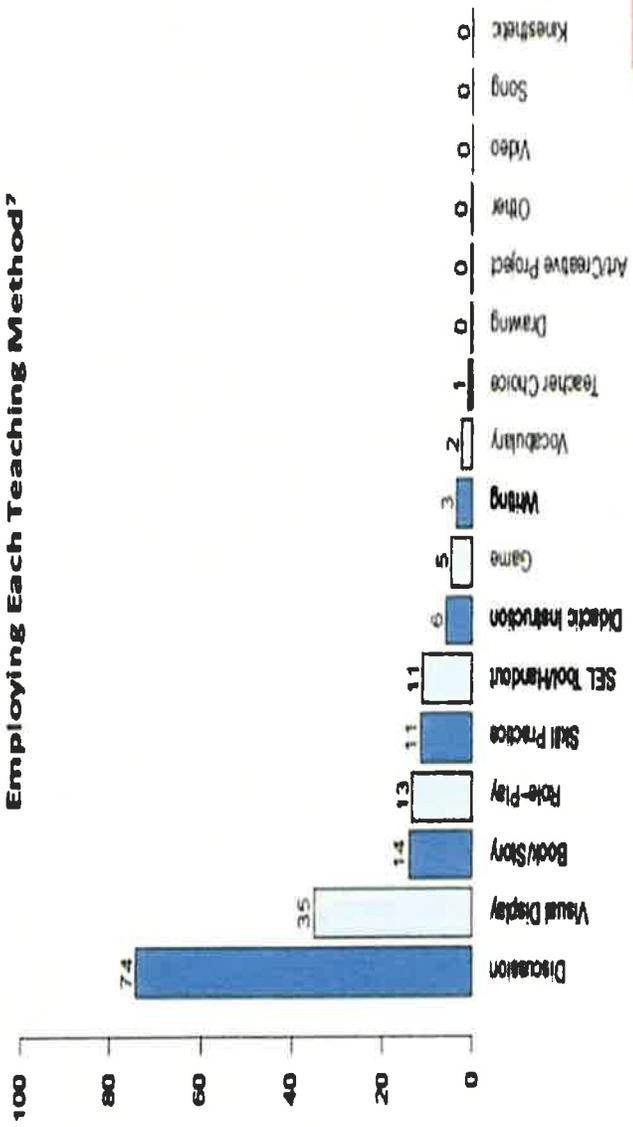
# PATHS: Skill Focus

Figure 1. Percentage of Program Activities Targeting Each Domain<sup>4</sup>



# PATHS: Primary Methods of Instruction

Figure 6. Percentage of Program Activities Employing Each Teaching Method<sup>7</sup>



# PATHS: Evidence of Effectiveness

In several clustered randomized trial and quasi-experimental studies the following outcomes were noted:

Students showed gains in:

Inhibitory control      Social competence

Verbal fluency

Acceptance of authority

Cognitive concentration



# PATHS: Evidence of Effectiveness cont.

In several clustered randomized trial and quasi-experimental studies the following outcomes were noted:

Students showed reductions in:

1. Conduct problems
2. Aggressive social problem solving
3. Hostile attribution bias
4. Aggressive interpersonal negotiation strategies
5. Externalizing behaviors
6. Internalizing behaviors
7. Peer perceptions of aggression and hyperactivity



## PATHS: Staff Training

- Intensive two-day curriculum workshop given at the beginning of school year
- Certified PATHS trainers are available to provide on-site workshops and consultation at an additional cost.

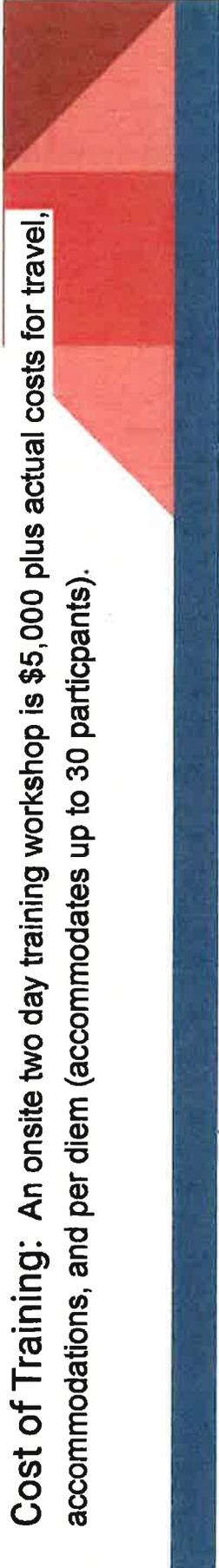


## PATHS: Cost

- Cost of KN Module= \$879.00
- Cost of 1st Grade Module= \$669.00
- Cost of 2nd Grade Module= \$489.00
- Cost of 3rd Grade Module= \$439.00
- Cost of 4th Grade Module= \$489.00
- Cost of 5th Grade Module= \$519.00

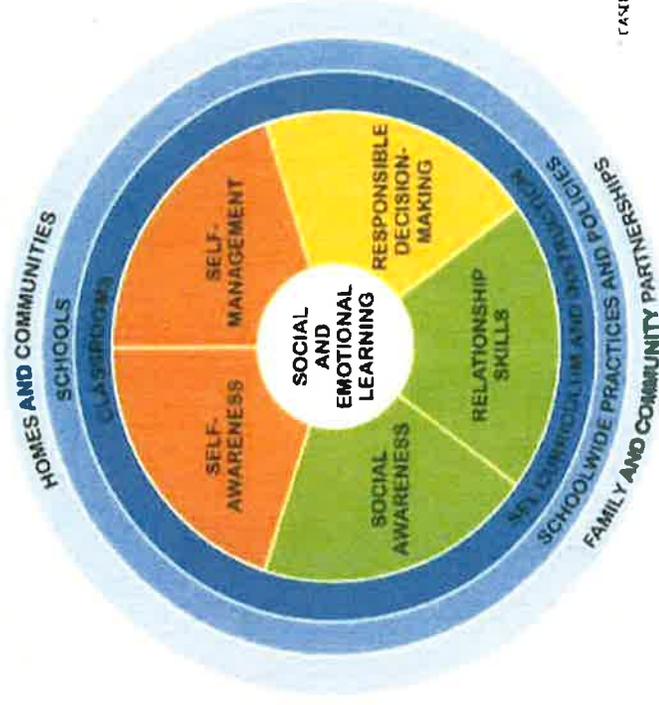
**Total for 1 module per classroom: \$30,348.00**

**Cost of Training: An onsite two day training workshop is \$5,000 plus actual costs for travel, accommodations, and per diem (accommodates up to 30 participants).**



# PATHS: Alignment with Common Core and SEL standards

- Recognized as a CASEL SElect Program
- Aligns with CASEL SEL Competencies
- Aligns with the Common Core



# Second Step

**Grade Range:** Pre-K to 8th grade with separate lessons for each grade.

**Duration:** 22-25 weeks; 1-5 lessons/week; 20-45 minute/lesson; 5-10 minute follow-through activity.

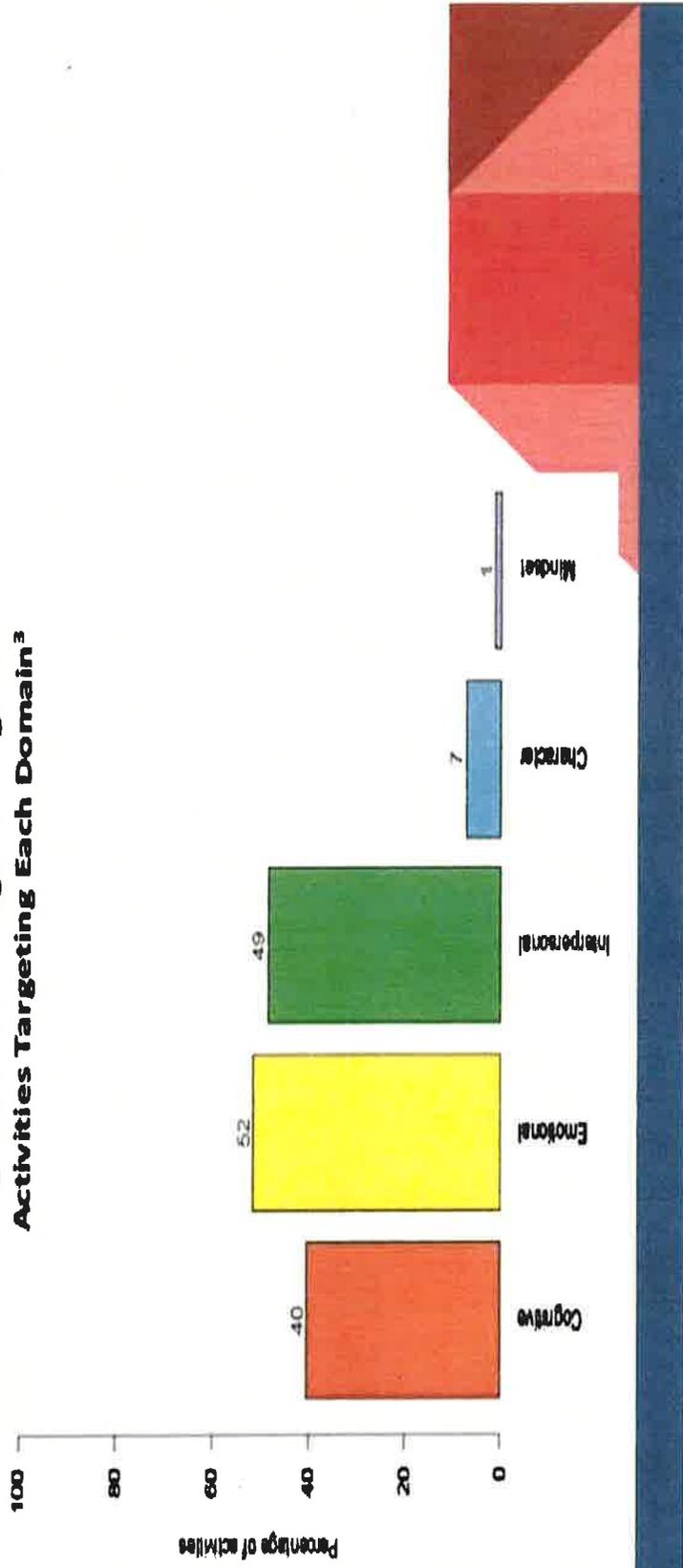
**Area of Focus:** Skills for learning empathy, emotion management and problem solving.

<http://www.cfchildren.org/second-step>



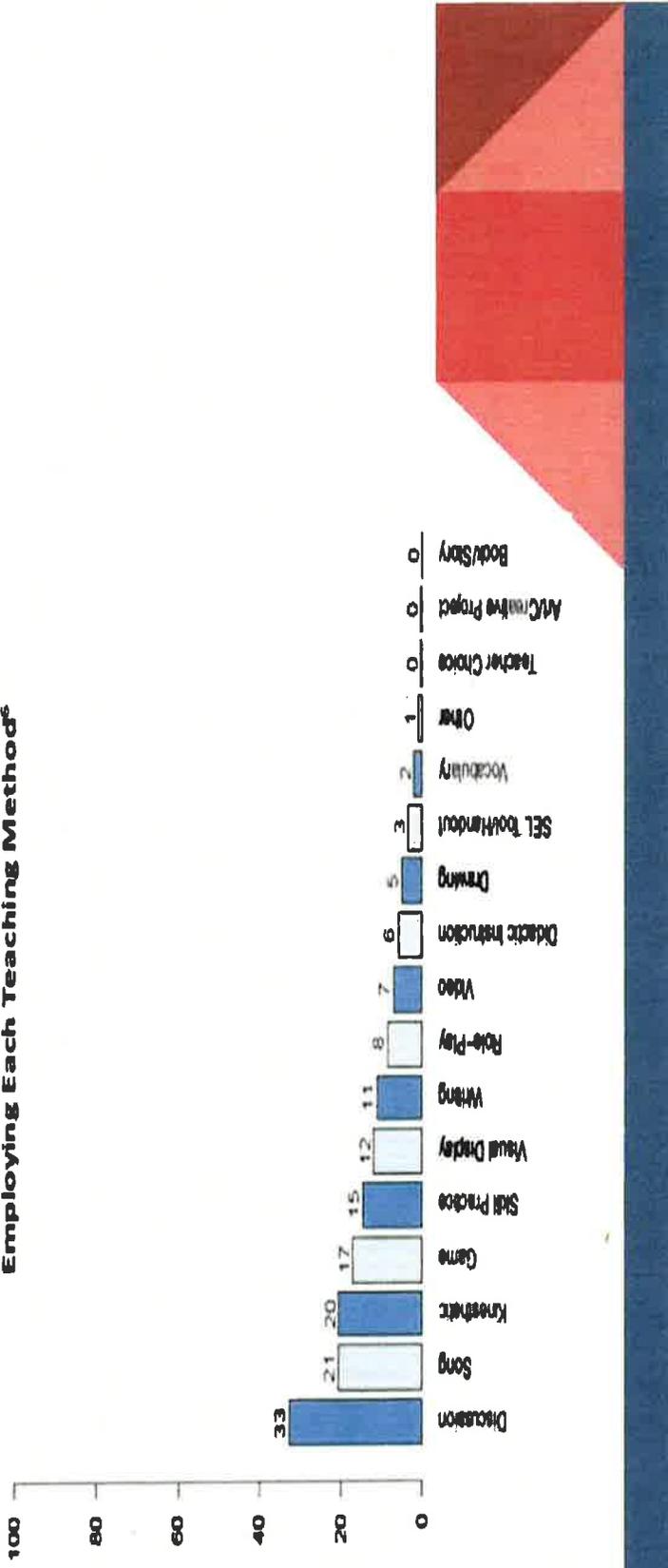
# Second Step: Skill Focus

**Figure 1. Percentage of Program Activities Targeting Each Domain<sup>3</sup>**



# Second Step: Methods of Instruction

Figure 6. Percentage of Program Activities Employing Each Teaching Method\*



## Second Step: Evidence of Effectiveness

In multiple randomized control trials, quasi-experimental and non-experimental studies the following Outcomes were noted:

Students showed gains in:

1. Empathy
2. Impulse control
3. Anger Management
4. Self-reliance
5. Positive approach coping
6. Caring-cooperative behavior
7. Suppression of anger
8. Consideration of others
9. Social Competence



## Second Step: Staff Training

Second Step includes an individual, online training that prepares staff teaching the program to deliver Second Step lessons. The training is one hour long and should be completed prior to the start of the program.

- The supplementary Principal Toolkit provides materials to facilitate the involvement of all school staff, including scripted all-staff orientations, 30 staff meeting activities, and handouts that highlight key concepts for school staff not teaching the program.



## Second Step: Staff Training cont.

Second step also offers training that supports district-wide implementation that consists of a two-day training in June followed by monthly online meetings.



## Second Step: Cost

- Purchase of Grade level/Early Learning Classroom Kit **PLUS** cost of online training= \$459.00 each.
- The Staff Training Toolkit included with this program is designed to support facilitator-led meetings throughout the year so you can:
  - \*Kick off the SEL program successfully
  - \*Check in with staff and monitor progress
  - \*Reflect on accomplishments and how to improve



## Second Step Alignment with Common Core and SEL

- Recognized as a CASEL SElect Program
- Aligns with CASEL SEL Competencies
- Designed to align with district standards

