

*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.

In addition to the investments that CRSD included in the initial Opportunity Grant application, the additional investments include hiring an additional ELA resource teacher to focus solely in grades 1 – 3 providing additional support and professional development to the teachers in those grades. We would also purchase an additional application from Data Service Center that would make ACCESS data and related instructional supports available to all teachers of our ELs.

Funding expanded learning opportunities beyond the school day and school year will keep our students engaged in academics. We will expand our after-school programming for our ELs and LI students and

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create an ESL Summer Camp (for students in grades K – 8) and an ESL Summer Academy (for students in grade 9 – 12). After-school and summer programs allow for a blend of both academic and social skills building.

Knowing that there are voices and experiences outside of our district, we will bring in nationally known speakers to address our staff about the unique needs of our students and the important role we all play in our students' lives. At a recent professional learning session, we were highly inspired by Dr. Adolph Brown. His life experiences and the way he presents his message, made all of us do a mirror check about the way we view our own lives and how we need to be mindful not to overlook the challenges our students come with. If we are going to make a difference for our EL and low income community we need to embrace and confront bias so we can become champions for their success.

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.*

<b>Investment</b> <i>(What is your priority?)</i>	<b>Cost</b>	<b>Proposed Impact</b> <i>(How will you know it worked?)</i>
Hire an additional ELA resource teacher for pre-K	\$130,000	<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"> <li>• Developing a more robust outreach effort to locate and enroll our "future Riders" in a PreK program, identifying students for services,</li> <li>• Providing effective instructional materials and professional development to all sites,</li> <li>• Utilizing the "Early Childhood Language Use Observation Rubric" to help PreK educators determine the language level of students, and</li> <li>• Providing WIDA Early Years PD to all PreK teachers</li> </ul> <p>• <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.</p>

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<b>Investment</b> <i>(What is your priority?)</i>	<b>Cost</b>	<b>Proposed Impact</b> <i>(How will you know it worked?)</i>
		<ul style="list-style-type: none"> <li>• <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.</li> </ul>
DSC English Learners Application	\$2,900	<p>The DSC English Learners application is a comprehensive system for tracking EL services within a district. Most importantly the EL application supports the process of identification and placement of EL students and also supports instruction by aligning the WIDA Can Do Descriptors with the student's most recent assessment. Using this application will provide all teachers with their ELs' ACCESS data to enable them to make instructional and assessment adjustments.</p> <ul style="list-style-type: none"> <li>• Goal 1: 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.</li> <li>• Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</li> </ul>
ESL Summer Camp (grades K - 8)	\$16,300	<p>The ESL Summer Camp for students in grades K – 8 will provide additional opportunities for our ELs to use their English during the summer. In our Camp, students will participate in a variety of academic activities.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of ELs who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</li> </ul>
ESL Summer Academy (grades 9 - 12)	\$23,858	<p>The ESL Summer Academy for students in grades 9 – 12 will provide additional opportunities for our ELs to use their English during the summer. In the ESL Summer Academy, students will participate in a variety of academic activities as well as activities to prepare them for success after high school.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of ELs who meet state-wide ELA and math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</li> </ul>
Motivational Speaker	\$10,000	<p>Each year, the Caesar Rodney School District begins the school year with a district-wide gathering. Being able to bring in nationally known speakers, such as Dr. Adolph</p>

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<b>Investment</b> <i>(What is your priority?)</i>	<b>Cost</b>	<b>Proposed Impact</b> <i>(How will you know it worked?)</i>
		<p>Brown, would help to encourage our teachers to see their students, and the power that they have in the lives of their students, in a different light. Outside speakers may also help our staff members breakdown implicit biases. His message and background experiences truly make participants do some self-reflecting. If we are going to be able to get to the heart of students who need various interventions and approaches to learning, we need to work on undoing bias so we can become champions for all learners. His presentation is real and will force us work closer to the mindset that our job is about all kids, every day, no matter what it takes.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase educator awareness of bias and how to recognize ELL and Low Income students' backgrounds, needs, and approaches to ensuring growth for all.</li> <li>• Goal 2: 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.</li> </ul>

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