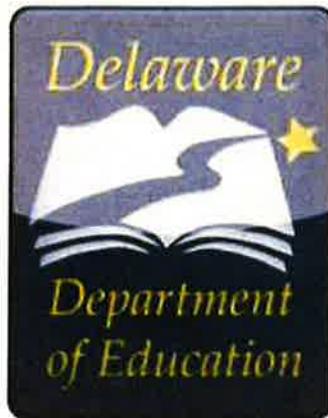


Delaware



*Department of
Education*

Opportunity Funding

For more information contact:
Susan S. Bunting, Ed.D.
Secretary of Education
susan.bunting@doe.k12.de.us

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.

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

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.

Application deadline: June 30, 2019

School Information

DISTRICT/CHARTER NAME: Cape Henlopen School District		
DISTRICT/CHARTER STREET ADDRESS: 1270 Kings Highway	CITY: Lewes	ZIP CODE: 19958

Contact Information

CONTACT NAME: Dr. LouAnn Hudson	CONTACT PHONE NUMBER: 302-645-6686
CONTACT EMAIL ADDRESS: louann.hudson@cape.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.

See attached

Application deadline: June 30, 2019

The Cape Henlopen School District has been engaged in a strategic planning effort since the fall of 2018. Through the review of data, surveys, focus group interviews and research into best practices the district has identified areas of need that will help to inform our opportunity grant requests. The achievement gaps that currently exist in Cape are not acceptable to the district or community. The gaps between ELL and non-ELL and Low Income vs. non-Low Income range from 20 percentage points to 30+ percentage points on DeSSA assessments for ELA and Math across grades 3 - 8. The SAT follows along similar patterns. Our AA and EL subgroups are registering at approximately 73% low-income. Therefore, the district further identified a need to provide our staff members with equity/cultural awareness training. Through our work with the American Reading Company, we have an opportunity to partner with Pedro Noguera and other leaders in equity work to establish a plan for training and improvements to curriculum, instruction, course selection/availability and teacher/staff attitudes. Creating awareness, combined with action steps to remedy inequities we find in how we serve our students will be a focal point that informs our work with English Learners and our low-income learners across all subgroups.

Mental health is a priority not only in the Cape Henlopen School District, but across the state and especially with our EL and low-income groups. Providing funds to train staff in trauma-informed practices and social-emotional learning in all schools to better support students with mental health concerns will help Cape's EL and low-income groups tremendously. Once the students' emotional needs are met, it is easier for staff to focus on their academic needs.

Cape Henlopen will pursue a layered approach to providing EL services to the approximately 465 students identified as English language learners in the district. Two years ago, Cape adopted the Delaware Spanish language immersion program in all 5 elementary school across the district. Students identified as EL (and Spanish as first language) have priority status for immersion. Secondly, Cape has volunteered Milton Elementary School (highest EL population in district and the highest poverty) to serve as a SIOP model school in order to layer the skills and knowledge of language

acquisition throughout the school. We firmly believe that all teachers are language teachers and that with the proper support and training we can leverage classroom teachers to serve EL students without always pulling students out for services, thereby missing important content alongside their peers. As part of the grant process, Cape intends to hire an additional EL teacher for the high school. Cape Henlopen High School currently has 62 students identified as EL with just one teacher. In order to meet the needs of a high school aged EL students with major gaps in content and limited language skills (approximately 50% below a 3 on ACCESS) another teacher is imperative. Cape High will begin a newcomer program to serve newly arrived students within the high school and a second teacher will work with students in core content classes in order to accelerate learning and accommodate and/or appropriately modify materials and assessments. Cape Henlopen also wishes to add an EL Specialist to the district staff. The specialist would be responsible for SIOP and/or GLAD (Guided Language Acquisition Design) training across all 9 schools in the district. Again, largely concentrating on all teachers and not just EL teachers. The specialist would also be responsible for collecting and monitoring EL progress data as well as end of year summative data. Monitoring EL student progress in immersion programs across the district will play an important role in assigning services for students and training for teachers.

Cape will hire an instructional specialist for low-income and EL needs. They will concentrate work with low income and EL population, targeting at risk for retention and/or non-graduation. Improve standards based/grade level assignments while blending technology including working with twilight credit recovery programs and other possible online options to ensure Cape's EL and low-income populations progress to graduation. Importantly, we will look to this specialist for implementation of technology tools to assist with language learning and teaching.

Finally, early intervention and extra time programs will be established to further impact the underserved populations. Cape will establish summer academies for EL and low-income students in elementary who are not reading on grade level. A parent academy will be offered for pre-school aged parents/families with the aim to engage them in their student's literacy/educational journey before they begin in Kindergarten. The Latino

Family Literacy Project has been an extremely beneficial program for families in 2 Cape elementary schools. We will look to expand that program across other schools in order to directly engage with our EL families at the pre-K level. All options for pre-school services (non special education) for will be explored for the students most in need - EL and low-income.

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

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>
See attached		•
		•
		•
		•
		•
		•
		•
		•
		•
		•

Application deadline: June 30, 2019

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: Robert Fulton

Signature:  Date: 6/25/19

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

EL Specialist \$120,000

Training, Job embedded coaching, SIOP training for regular ed teachers and immersion coordination of services for EL students

DeSSA reading and math score will increase

ACCESS scores will increase

EL Teacher \$100,000

Work with students to improve learning in core content areas and to accelerate the progress of high school aged newcomers.

Increased ACCESS and SAT scores

SAT

Instructional Specialist Low Income and EL \$120,000

Work with low income and EL population, targeting at risk for retention and/or non-graduation. Improve standards based/grade level assignments while blending technology including working with twilight credit recovery programs and other possible online options to ensure Cape's EL and low-income populations progress to graduation. Implement technology tools to assist with language learning.

Increased low-income students and EL graduation rates

Reduced subgroup dropout rate

Increased Credit Accrual

Higher SAT scores

Increased ACCESS scores

Trauma Informed Training \$50,000

Outside trainers, care teams established, restorative practices, substitute costs

Fewer discipline incidents (middle/high)

Fewer in office referrals

Equity/Cultural Awareness \$100,000

ARC/Pedro Noguera consultation, presenter, books talks, stipends

Equitable pathways for high school, middle and elementary aged EL and low-income students into gifted, honors, AP, dual enrollment coursework, \$ for teacher training, new courses, tutors, exams, etc...

Higher AP course representation of EL and low-income

More AP exams taken by EL and low-income students
Higher AP pass rates and both PSAT and SAT scores

Summer Academy \$135,000

2 or 3 hubs across district (North/Milton, Central/Lewes and/or South/Rehoboth)

Teacher pay, materials, student transportation

Pre-post reading assessment showing academic growth

Pre-K \$35,000

Parent academy

Latino Family Literacy Project

Increased K readiness scores