

*Delaware*



*Department of  
Education*

# Opportunity Funding

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

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

**Application deadline: June 30, 2019**

**School Information**

DISTRICT/CHARTER NAME: <b>Charter School of New Castle</b>		
DISTRICT/CHARTER STREET ADDRESS: <b>170 Lukens Drive</b>	CITY: <b>New Castle</b>	ZIP CODE: <b>19720</b>

**Contact Information**

CONTACT NAME: <b>Rachel Valentin</b>	CONTACT PHONE NUMBER: <b>3023248901</b>
CONTACT EMAIL ADDRESS: <b>csncexecdirectors@csnc.k12.de.us</b>	

**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.*

Traditionally, Charter School of New Castle has had a total of 3 leaders at the assistant principal level which supported instruction. In these roles, leaders are responsible for supporting student learning through teacher evaluation and coaching in addition to a number of other school-specific tasks. These leaders have generally supported three groups of teachers, grades K-2, grades 3 & 4 and grades 5-8. Over the past few years, we have noticed the difficulty of having only one person dedicated to the higher level math and ELA grades due to the increasing difficulty of the content from one grade level to the next. This is particularly important as it pertains to our low-income population. Like most schools with a significant low-income population, our students can enter the school operating one to three grades below grade level. In order to not only ensure student growth is happening, but that it is happening at an accelerated pace which makes up for past learning gaps, we needed to shift our approach to supporting and coaching teachers.

For the 2019-2020 school year, we put a plan in place to support in addressing this very issue. We decided that the addition of a fourth instructional leader, an additional Assistant Principal of Instruction, to our team was necessary for student achievement. This addition allows for there to be two instructional leaders at the 5th - 8th grade levels, with one focused on Math and Science instructors and the other focused on ELA and Social Studies instructors. Not only does this allow for more one-on-one planning, this also allows for leaders to specialize in content in a way that drives instruction. By implementing this shift, we are able to ensure that all Math and ELA teachers receive consistent weekly planning and instructional support. The spread of support will provide a balance and contribute to a direct impact in increased student learning.

Start: Instructional Leader observes and coaches teachers within this content area  
Phase II: Teacher facilitates learning and provides assessment to gauge student mastery  
Phase III: Instructional leader and teacher analyze the data and student work  
Phase IV: Instructional leader identifies an action item or a suggested instructional move to increase student mastery  
Finish: Teacher implements the action and this directly impacts student outcomes. The cycle is repeated.

The suggested flow above will allow us to create a more targeted ELA and Math approach. These types of strategic shifts are extremely important for our low-income population. Very similar to a small group approach if a school is determined to increase student outcomes then the addition of more coaching support will allow for an increase of teacher touch points. In order to close learning deficits, it is paramount for instructors to be able to have a high level of content understanding so that they are able to collect and immediately respond to student data. Strategic and immediate response to student learning (and student deficits) results in consistent student achievement.

In addition to the above position, we also added to our instructional support team by moving a full-time instructor into a partial teaching/coaching role. With only half of a teaching load, our instructional coach is able to provide even more intensive support to teachers who are struggling with more specific action steps and lesson plan execution. This position allows for us to provide targeted support to our teachers in order to ensure that learning is happening at an optimal level.

On a weekly basis, the instructional team gathers together to discuss areas of celebration, identify areas of focus and action plan in response to focus areas. We are optimistic that these strategic changes within our instructional team will lead to increased student growth and achievement, particularly as it pertains to our low-income population.

**Application deadline: June 30, 2019**

**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.*

<b>Investment</b> <i>(What is your priority?)</i>	<b>Cost</b>	<b>Proposed Impact</b> <i>(How will you know it worked?)</i>
Additional Assistant Principal of Instruction Salary	salary = \$14,764 (OECS) Total allocated from grant	● This addition allows for there to be two instructional leaders at the 5th - 8th grade levels, with one focused on Math and Science instr
Instructional Coach Salary	IECs - \$72,077 Total allocated from grant (1/3 of Sal)	● With only half of a teaching load, our instructional coach is able to provide even more intensive support to teachers who are struggling w
		●
		●
		●
		●
		●
		●
		●

**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:** LaRetha Odumosu/Rachel Valentin

Signature:  Date: 10/29/2019

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