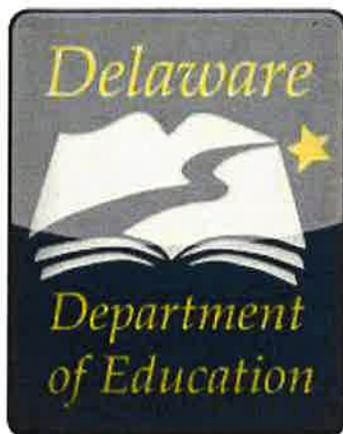


Delaware



*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: Christina School District		
DISTRICT/CHARTER STREET ADDRESS: 600 N. Lombard Street	CITY: Wilmington	ZIP CODE: 19801

Contact Information

CONTACT NAME: Noreen D. LaSorsa	CONTACT PHONE NUMBER: 302-552-2625
CONTACT EMAIL ADDRESS: Noreen.LaSorsa@christina.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 Christina School District Department of Teaching and Learning through the collaboration of services provided by targeted personnel, professional development, and resource investments proposed within the construct of this plan will garner critical academic growth of both low-income and English learner students in the Christina School District.

Addressing the targeted educational needs of English learners and low income students will increase equity and propel academic gains. A longitudinal analysis of summative data indicates that these two populations have made significant academic strides since the baseline year of Smarter Balanced. Proficiency among low-income students in both math and English Language Arts (ELA) is up 4 percentage points over 4 years. English learner proficiency is up 18 points in ELA and 12 points in math. However, since the inaugural administration in 2014-2015, the proficiency gap between low income and not low income students in the Christina School District has actually increased, with the 2017-2018 gap reaching 21 percentage points in both ELA and Math. Though English learners have accelerated their proficiency gains over the past 4 years, there is still a 16 point gap in ELA and an 8 point gap in math. This data indicates a critical need in Christina for interventions geared towards English learners and low income students.

In order to enhance accountability and ensure that the identified actions are monitored and evaluated for fidelity of implementation, essential members of the Department of Teaching and Learning in conjunction with curriculum specialists, and instructional coaches will codify a comprehensive system to monitor the implementation of curriculum, delivery of services and professional development via walk-throughs, monthly progress meetings, PLC agendas, and participation and facilitation of professional development opportunities while working simultaneously with the Supervisor of Assessment and Accountability to monitor student social and academic progress.

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

**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>
Hire four (4) English as a Second Language (ESL) Instructors	\$400,000	a. Two instructors will be assigned to two of our high schools (Glasgow and Newark). Additional staff is to ensure a more balanced teacher/student ratio (40:1 ratio) b. Two instructors will be assigned to Gauger, Shue Medill or Kirk middle schools. Additional staff is to ensure a more balanced student/teacher ratio. (40:1 ratio)
*In partnership with Wilmington University	\$20,000 (4 teachers at \$5000 for 15 graduate credits) \$480 (Praxis – ESOL test 4 teachers at \$120 per teacher)	c. Provide tuition support (\$5000 maximum per teacher) and PRAXIS support (\$120 per teacher) for 1 – 4 teachers committed to pursuing ESOL certification if the District is unable to identify ESL certified teachers. These teachers will hold HS content area certification at the time of accepting one of the four positions. For EL students who are in grades 6-8, average growth on ACCESS in SY19 was only 32% of expected, with particularly low growth in grade 6 at 16%. In grades 9-12, EL students averaged a capped growth index score of 0.5 or 50% of expected growth. This data indicates that middle and high school EL students will benefit from targeted supports.

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

		<p>For the SY18 school year, the latest complete Smarter Balanced data available, EL students in grades 4-8 made 60% of expected growth on the ELA assessment and 58% of expected growth on the Math assessment. ELs students in grade 6 made the lowest percent of expected growth in ELA at 35% and students in grade 7 made only 34% of expected growth in Math, indicating an increased need for supports at the middle school level.</p> <p>The addition of these critical staff members will provide all the ESL instructors in those schools more opportunities to work with their EL students and their families as well as support and collaborate with other instructors in the building. This action will provide the middle schools with the ability to be more creative in scheduling EL students in order to meet their diverse academic needs.</p> <ul style="list-style-type: none">❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22</i>❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22.</i>
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**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

		<p>❖ Goal 3: For grades 1-5, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.75 in SY19 to 0.78 in SY20, 0.82 in SY21, and 0.85 in SY22. For grades 6-8, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.32 in SY19 to 0.45 in SY20, 0.55 in SY21, and 0.65 in SY22. For grades 9-12, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.50 in SY19 to 0.58 in SY20, 0.64 in SY21, and 0.70 in SY22.</p>
<p>Hire one (1) Reported Time English Language Learner Parent Liaison</p>	<p>\$50,000.00</p>	<p>According to the report, <i>The Power of Parents</i>, "Research indicates a strong association between parent involvement with a child's education both at home and at school and student performance in school. Engaging parents is particularly important for <i>English learners</i> and students from low-income families. In fact, greater parent involvement is correlated with higher student test scores and better grades for the student as a whole" therefore CSD is requesting the ability to acquire an EL Parent Liaison that functions as a conduit to bridge the gap between home and school by helping parents get the critical information and support they need to ensure their child's academic and social success. The Liaison is the contact person who initiates a connection and maintains that connection and communication between the home and school in order to ensure concentrated actions and cooperation toward student progress.</p>

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

		<ul style="list-style-type: none"> ❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22</i> ❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22.</i>
		<ul style="list-style-type: none"> ❖ <i>Goal 3: For grades 1-5, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.75 in SY19 to 0.78 in SY20, 0.82 in SY21, and 0.85 in SY22. For grades 6-8, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.32 in SY19 to 0.45 in SY20, 0.55 in SY21, and 0.65 in SY22. For grades 9-12, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.50 in SY19 to 0.58 in SY20, 0.64 in SY21, and 0.70 in SY22.</i>
<p>Family Engagement Program for families of English Language Learners</p>	<p>\$10,000.00</p>	<p>One of the most common recommendations that teachers make to parents of young children is to read to their children at home. Home literacy experiences are associated with greater literacy outcomes, therefore, the Christina School District will cultivate an <i>English Language Learners Family Engagement Program</i> offered after school / evening with a concentration of culturally relevant materials for <i>El parents</i> so we ensure comfort and connection with the literacy and language acquisition of the their child(ren) in a meaningful and pervasive manner.</p> <p>Internal iReady end-of-year diagnostic data reveals that the proficiency gap between EL and non-EL students begins to meaningfully diverge between grades 2 and 3, except in the area of high frequency words where more than $\frac{3}{4}$ quarters of EL and non-EL students are on-track. For example, in grade 2, 42% of non-EL students tested below level on reading comprehension-literature. In grade 3, that number was similar, with 39% testing below level. For EL students, however, the 51% of grade 2 students below level in reading comprehension-literature grew to 62% in grade 3. In order to prepare students for the third grade transition from reading for fluency to reading for comprehension, it is essential that we liaise with parents to provide materials and support for the home literacy work happening in EL families.</p>

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

		<ul style="list-style-type: none"> ❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22</i> ❖ <i>Goal 3: For grades 1-5, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.75 in SY19 to 0.78 in SY20, 0.82 in SY21, and 0.85 in SY22</i>
<p>Provide math and/or reading intervention materials for 8 schools with the highest % of concentrated poverty and EL students and low performance on nationally normed summative assessment(s).</p>	<p>\$86,160 (\$10,770 per school)</p>	<p>Will provide 8 identified schools based on <i>low-income and EL populations</i> an allocation to purchase strategic intervention materials to be used during reading and math intervention blocks. Strategic Intervention materials are meant to teach concepts and skills. These materials are designed to help students master a competency based skill which they were not able to develop during regular whole group classroom sessions.</p> <p><i>The proficiency gap between Christina’s low-income and non-low-income students in grades 3-8 indicates a need for intervention materials that address specific foundational skills in math and ELA. On the SY18 Smarter Balanced assessment, low-income proficiency rates were at 29% for ELA and 23% for math. Those proficiency rates were 21 percentage points below proficiency for non-low-income students in both subjects. Due to student privacy restrictions, student-level LI flags are not available for district-level analysis. For this reason, we cannot provide benchmarking growth index data in this plan. However, when DSSF scores are released in the fall by the state, we will have access to aggregate summaries that will allow us to track our progress in improving growth for LI students.</i></p>

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

		<ul style="list-style-type: none"> ❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i> ❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i>
<p>Increase by five (5) each year for three (3) years the number of secondary content teachers who are dual certified in a content and ESOL.</p>	<p>\$25,000 \$600 (Praxis – ESOL test for 5 teachers at \$120 per teacher)</p>	<p>Each year for three (3) years, 5 additional teachers will earn, or will be actively engaged in ESOL certification. This increase in certified personnel will allow the district to increase ESL services beyond the traditional recommended hours.</p> <ul style="list-style-type: none"> ❖ <i>Goal 4: to increase the number of teachers working toward ESOL certification by 5 annually</i>
<p>Summer Enrichment Program for <i>Incoming Kindergarten Low-Income and EL</i> students at Stubbs Early Education Center <i>(focus on students residing within the city of Wilmington)</i></p>	<p>\$30,000</p>	<p>A summer enrichment program for rising <i>Low-Income and EL</i> kindergartners will provide a vehicle where children’s social, emotional, cognitive and character skills can be enhanced. Teachers will offer a preview of academic standards to prepare students for the kindergarten year.</p> <ul style="list-style-type: none"> ❖ <i>Goal 4: To increase the percent of EL students who meet kindergarten targets over the 3 year period from SY19 to SY22.</i> ❖ <i>Goal 5: To increase the percent of Wilmington-city students who meet kindergarten targets over the 3 year period from SY19 to SY22.</i>

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

<p>Hire an Administrator of EL Programs:</p>	<p>\$140,000 (1 administrator + \$140,000 incl. OECs)</p>	<p>Under the direction of the Supervisor of Grants and EL Programs, and working collaboratively with curriculum specialists, instructional coaches and school-based leadership, this individual will be dedicated to supporting English as a Second Language programming. This person will: Monitor achievement data for EL students and collaborate with the Supervisor of Grants and EL programs and building leadership to improve student outcomes; Provide leadership for identified District EL program initiatives; Monitor identified indicators of English proficiency in collaboration with the Supervisor of Grants and EL programs and building leaders; assist in the completion of needed DDOE and US DOE reports; supervise EL instructional coach(es) and parent liaison; support building leaders, EL teachers and content area teachers with implementing targeted Title III initiatives; conduct EL focused learning walks and provide actionable feedback to teachers and building leaders; assist with coordination of state and ACCESS testing; supervise summer programming; monitor parent engagement initiatives; deliver EL focused professional development; and facilitate professional learning communities for EL teachers and paraprofessionals.</p>
		<p>❖ <i>Goal 3: For grades 1-5, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.75 in SY19 to 0.78 in SY20, 0.82 in SY21, and 0.85 in SY22. For grades 6-8, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.32 in SY19 to 0.45 in SY20, 0.55 in SY21, and 0.65 in SY22. For grades 9-12, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.50 in SY19 to 0.58 in SY20, 0.64 in SY21, and 0.70 in SY22.</i></p>

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

<p>IIRP: International Institute for Restorative Practices</p>	<p>\$18,260.00</p>	<p>A significant percentage of the achievement gap between students identified as <i>low-income</i>, of color and white students is caused by disciplinary actions (punitive). National, State and CSD district data indicate that students of color and <i>low-income students</i> are much more likely to face actions aligned with removal from the educational setting impacting exposure and contact with critical content, delivery and educational support. As a response CSD is seeking to move to a more restorative model of response with the fundamental belief that this practice will fulfill two key character educational principles:</p> <ul style="list-style-type: none"> a. providing students with opportunities for moral actions b. creating a caring school community: (Adult/Family/Student connections). <p>❖ <i>Goal 3: For grades 1-5, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.75 in SY19 to 0.78 in SY20, 0.82 in SY21, and 0.85 in SY22. For grades 6-8, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.32 in SY19 to 0.45 in SY20, 0.55 in SY21, and 0.65 in SY22. For grades 9-12, the average capped growth index score for EL students on</i></p>
<p>My Very Own Library for city schools</p>	<p>\$45,000</p>	<p>My Very Own Library is an international literacy program dedicated to fostering a lifelong love of reading in children at an early age while strengthening their literacy skills and helping them to build their very own home libraries. My Very Own Library works in coordination with local non-profit organizations in under-resourced schools in 7 locations internationally.</p> <p>https://myveryownlibrary.org/</p> <p>❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22. (Note that for low-income students we will be looking for similar growth, but that due to data privacy reasons, we were not able to calculate LI growth from student-level data. Instead, we will rely on state-provided aggregates published in DSSF data).</i></p>

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

<p>Hire eight (8) Instructional Coaches (ELA/Math/ ESL)</p>	<p>\$870,000.00</p>	<p>At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with administrator and teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students (<i>low-income/EL</i>) and improving their learning.</p> <ul style="list-style-type: none"> ❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i> ❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i>
		<ul style="list-style-type: none"> ❖ <i>Goal 3: For grades 1-5, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.75 in SY19 to 0.78 in SY20, 0.82 in SY21, and 0.85 in SY22. For grades 6-8, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.32 in SY19 to 0.45 in SY20, 0.55 in SY21, and 0.65 in SY22. For grades 9-12, the average capped growth index score for EL students on the ACCESS assessment will increase from 0.50 in SY19 to 0.58 in SY20, 0.64 in SY21, and 0.70 in SY22.</i>

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

<p>Hire 8 Instructional Paraprofessionals for Stubbs Early Education Center</p>	<p>\$480,000 1 para = \$60,000 (including OECs)</p>	<p>Instructional Paraprofessionals will provide essential support for the large population of <i>low income, English learners</i> attending the Stubbs Early Education Center. Their roles will include:</p> <ul style="list-style-type: none"> • Ensuring the safety of the students within all school and community environments • Utilizing knowledge of the social, emotional, medical, and academic needs of individual students obtained through collaboration with teacher and/or specialist • Collaborating with the teacher and/or related services providers about the plans, and implementation of activities and resources for the students • Working with students in variety of ways, which may include an individual, small group, or whole group settings, in the school and/or in the community, as prescribed by instructional programs • Assisting in ongoing monitoring of students' progress which, may include assessing, data collection and computer work. • Communicating essential student information, progress, concerns to the assigned teacher, worksite coordinator, or assigned administrator • Supporting in maintaining discipline of students using behavior management plan as directed by classroom teacher. • Assisting teacher or independently perform routine tasks such as, but not limited to: classroom duties, record keeping, limited clerical work, checking and grading papers, gathering/preparing materials for students, assisting with the set-up/clean-up of classroom activities, operating multimedia equipment, and job coaching at community-based locations: • Assisting with the supervision and monitoring of social interactions during non-instructional activities such as bus duty, breakfast/ lunch, recess, student transition between activities, specials/elective and field trips. <p>❖ <i>Goal 4: To increase the percent of EL students who meet kindergarten targets over the 3 year period from SY19 to SY22.</i></p> <p>❖ <i>Goal 5: To increase the percent of Wilmington-city students who meet kindergarten targets over the 3 year period from SY19 to SY22.</i></p>
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**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

<p>Hire three (3) Curriculum Specialists</p>	<p>\$380,000.00</p>	<p>A curriculum specialist is a pedagogical professional that creates and sets the guidelines for diversified teaching materials. They are responsible for authoring, revising, and maintaining curriculum. They directly contribute to the design and development of culturally relevant educational materials in accordance with the state’s core standards and identified critical needs of our <i>low-income and EL learners</i>.</p> <p>This critical position requires the ability to do the following work:</p> <ul style="list-style-type: none"> • Participate in or facilitate curriculum review committees. • Select textbooks and MTSS instructional materials that are multi-dimensional, aligned with a multi-tiered support matrix as well as geared to engage students with <i>low school readiness experiences and language acquisition issues</i>. • Set expectations around skills and standards that demonstrate an alignment with what students should be able to know and do. • Stay informed of trends in instructional methods and educational technology in order to address the digital divide of our <i>low-income/El students</i>. • Assist teachers in incorporating new/ supplemental technology platforms into their lessons. • Provide progress monitoring feedback to teachers based on individual observation and student performance data. <i>(Focused on Low-income/EL student academic growth)</i> • Use data to monitor district performance in meeting externally imposed standards. • Write grant proposals related to curriculum and instructional matters. <p>❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i></p> <p>❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i></p>
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**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

<p>Web based math intervention program for students in grades 6 – 12.</p> <p>(A focus on schools and grade bands with the highest % of concentrated poverty and EL students and summative math data)</p>	<p>\$71,000</p>	<p>A web based math intervention program will provide <i>low-income/EL students</i> additional opportunities to learn and master math concepts.</p> <p>The program will allow for adaptive personalized learning experiences. Home access will be available to students participating in this program.</p> <p><i>Our SY19 diagnostic data for grades 6-10 on iReady Math indicates that only 7% of EL students and 30% of non-EL students are on or above level in Mathematics. 67% of EL students and 43% of non-EL students are 2 or more grade levels behind in math mastery. This means that for almost half of students in grades 6-10, scaffolded classroom instruction in math is likely outside of the zone of proximal development. For this reason, adaptive curriculum will be the most effective intervention in helping them to close the gap.</i></p> <p>❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i></p>
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**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

<p>Provide professional development for curriculum specialists and instructional coaches to support teacher and specialist as each within his/her respected role address gaps in critical learning indicators, instructional frameworks and connectedness to school, staff and community <i>for EL and Low-Income students.</i></p> <p>Additional Potential resources:</p> <p>https://www.instructionalcoaching.com/professional-development/</p> <p>https://www.marzanoresearch.com/professional-development/pd-topics/coaching-classroom-instruction-pd</p> <p>https://www.insighteducationgroup.com/instructional-coaching</p> <p>https://centricconsulting.com/blog/7-step-coaching-process-improve-performance/</p>	<p>\$45,000.00</p>	<p>Instructional coaches and curriculum specialist's play a significant role in broadening educator's instructional toolkit in improving teaching, learning and a relevant engaging delivery model particularly for <i>EL & Low-income students</i>. Effective coaches build positive connections with vested parties and establish research based protocols that lead to lasting changes within the construct of the classroom. These professional learning opportunities will provide coaches, specialist with research guidelines, practices and protocols aligned with the essential learning needs of <i>EL and Low-income, Low school readiness students</i>. These sessions will enhance each professional ability to connect with professionals in manners that will make a difference.</p> <p>Areas of Focus will be inclusive of but limited too:</p> <ul style="list-style-type: none"> • Strategies for offering targeted feedback • Cultivating and developing the drive for self-improvement • Engaging teachers in the process of growing their professional knowledge and skills aligned with the needs of their EL-Low Income Students. • Engaging with best practices for targeted intervention <p>❖ <i>Goal 1: To raise the average capped growth index score for EL students in grade 4-8 on SBAC ELA from 0.60 in SY18 to 0.65 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i></p> <p>❖ <i>Goal 2: To raise the average capped growth index score for EL students in grade 4-8 on SBAC Math from 0.58 in SY18 to 0.64 by SY20, 0.70 by SY21, and 0.75 by SY22. To raise the average capped GI score for low-income students to 0.75 by SY22.</i></p>
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**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

<p>Springboard Collaborative Summer Programming for 3 schools (Identification of schools will be based on summative reading data and low-income student population percentiles)</p>	<p>\$60,000 (three identified schools at \$20,000 per school)</p>	<p>Springboard Collaborative provides high-quality summer literacy instruction to <i>low-income</i> students so they can sustain and improve reading skills. In doing so, they help narrow the achievement gap.</p> <p><i>In order to evaluate program effectiveness, we will compare EOY to BOY diagnostic information for summer literacy program enrollees.</i></p> <p style="text-align: center;">❖ <i>Goal 7: To eliminate summer slide for program enrollees.</i></p>
<p>Allocation: \$2,731,500.00 Encumbered: \$2,731,500.00 Remaining: \$0.00</p>		

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

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: Richard Gregg

Signature: Richard Gregg Date: 6/13/2019

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