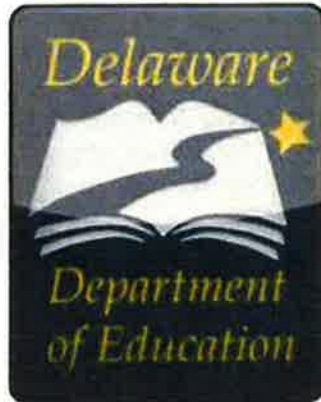


Delaware



*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: Colonial School District		
DISTRICT/CHARTER STREET ADDRESS: 318 E. Basin Rd.	CITY: New Castle	ZIP CODE: 19720

Contact Information

CONTACT NAME: Peter Leida	CONTACT PHONE NUMBER: 302-323-2700
CONTACT EMAIL ADDRESS: peter.leida@colonial.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.

<p>The goal of the Opportunity Funding for Colonial is to reduce the opportunity and achievement gaps that are currently experienced by English Learners (ELs) and students from high poverty communities/neighborhoods within Colonial School District. We will achieve this goal using a combination of increased programming, professional learning (job-embedded and professional development), increased support for low achieving students in each of the identified cohorts, and, specific, staffing allocations designed to immediately improve outcomes while building for sustainable future growth. Each of the individuals that are hired via the Opportunity Funding will be trained, supported, and supervised by Colonial leaders that are responsible for each of their respective areas. The programs/approaches identified below are research-based and have begun to take root in Colonial schools. Additional funding will allow for deeper learning that will result in transforming outcomes for EL students and students from poverty in Colonial.</p> <p>(SEE ATTACHED)</p>
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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.*

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: Dolan Blakey

Signature:  _____ Date: July 3, 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

Colonial Opportunity Funding Planning Tool

Investment <i>(What is your priority?)</i>	Cost	Impact <i>(What is your goal? How will you know it worked?)</i>
<p>Imagine Language and Literacy We will provide this "Evidence-Based" program that will support low income and ELL students. It delivers personalized instruction that adapts to each students' unique needs. In addition to a variety of reading foci, writing, speaking, listening, and academic vocabulary are key components of the program. Students of poverty often lag behind in literacy skills. Research has shown that there is sometimes as much as a million vocabulary word gap in students who come from poverty and those that do not. This program will help those needs for our low income and language acquisition for our ELLs.</p>	<p>~\$192,000</p>	<p>We intend to see growth both on WIDA ACCESS 2.0 and SBAC ELA. ELL students need to show growth in language proficiency before being proficient on grade level standards. Under the accountability rules, ELL students have 5 years to reach proficiency in ACCESS so we will focus on their growth on ACCESS.</p> <ol style="list-style-type: none"> By 2019-20 SY, ACCESS 2.0 growth targets in K-5 ELL students 47% By 2021-22 SY, ACCESS 2.0 growth targets in K-5 ELL students 68% By 2021-22 SY, ELA SBAC proficiency levels will be: ELL students 55% Low Income 66%
<p>Reading Assist Institute This program provides Evidenced-Based, multi-sensory language instruction by trained certified professionals. We will hire 8 professionals to provide daily 45- minute 1:1 instruction for 48 of our most struggling ELL students.</p>	<p>~\$80,000</p>	<ol style="list-style-type: none"> By 2021-22SY, DIBELS phonics and phonemic awareness proficiency: ELL students 98% By 2021-22 SY, ACCESS 2.0 growth targets: ELL students:68% meet
<p>Communities in Schools (2 CIS staff members) Develop positive attendance habits with PK students and families, specifically with EL and low income students and their families, improved attendance rates in K Provide ongoing graduation counseling for 11-12th grade students, including, EL and low income, who have been successfully discharged from credit</p>	<p>~\$77,000</p>	<ol style="list-style-type: none"> By 2021-22SY, PreK improvement in average daily attendance (SY20 Baseline) By 2021-22SY, 100% graduation rate for all target population students in credit recovery

<p>recovery, increased graduation rate</p> <p>Homeless Caseworker New position that will provide intensive support to low income and EL families, particularly those qualifying for support under the McKinney Vento Act. This individual would be funded as a Visiting Teacher (state portion), which is a currently earned but unallocated unit. Funds requested would be for the local portion of the position. Goal to improve attendance and coordinate support services of EI and Low Income students and families within the Division of Behavioral Health Goal to improve academic outcomes for low income and EL students as measured through growth assessment measures from within each grade band.</p>	<p>~\$48,000</p>	<p>By 2021-22SY McKinney Vento Student Attendance improvement (SY20 Baseline): K-5: 20% improvement 6-8: 15% improvement 9-12: 10% improvement</p> <p>By 2021-22SY McKinney Vento Student enrollment with District Based Behavioral Health Supports (SY20 Baseline) K-5: 90% 6-8: 80% 9-12: 100%</p>
<p>Summer Transition Programming (Salaries, Materials, and Transportation) In an effort to provide engaging enrichment and academic programs for students, we are working with SummerCollab to provide Tyler's Camp at all 3 middle schools for students entering 4th, 5th, and 6th grade from their feeder pattern elementary schools. Tyler's Camp is a summer program designed to reduce summer learning loss for students in high poverty communities. Struggling students from communities of high poverty and EL students will be targeted for registration and regular attendance. 6 weeks/4 days per week/8 hours per day programming provided by SummerCollab focused on literacy and enrichment. Transportation will be provided for students.</p>	<p>~\$240,000</p>	<p>Summer Programming via Tyler's Camp</p> <ul style="list-style-type: none"> Students participating in Tyler's Camp will increase their achievement on all academic measures towards their school's goals.
<p>Deputy of Academics</p>	<p>~\$180,000</p>	<p>Job Goal: To positively impact the academic and opportunity</p>

<p>The Deputy Principal of Academics is responsible for the successful implementation of the following:</p> <ul style="list-style-type: none"> • English Learner Supports and Programming • Trauma Informed Supports via Restorative Practices for low-income students • Instructional Leadership Team coordination and planning for administrators that work with low income and ELL students • Instructional Coaching in core content areas that have concentrated populations of low income and/or ELLs • Supporting improved growth and achievement of low income and ELL students in ELA and Math 		<p>gaps at William Penn High School.</p> <ol style="list-style-type: none"> 1. By 2021-22 SY, ACCESS 2.0 growth targets: ELL students 59% 2. By 2021-22SY, Math SAT proficiency levels will be: ELL students 50% Low Income 50% 3. By 2021-22 SY, EBRW SAT proficiency levels will be: ELL students 55% Low Income 66%
<p>EL Specialist We are now up to 19 ESL teachers and 1242 ELL students. This person's primary responsibility will be to support ELLs k-12. They will review our ELL programs and systems to implement necessary changes with a strategic plan to improve instruction, scheduling, plcs, etc. in order to increase English Language proficiency and growth. This specialist will be working with teachers with large ELL and low-income students and the principals of schools with high ELL students</p>	<p>~\$136,000</p>	<p>By 2021-22 SY, ACCESS 2.0 growth targets: ELL students:51% meet</p>
<p>EL Coach Over the last 3 years, we have hired 6 new ESL teachers. The addition of an EL coach will not only provide professional development for the 5 new ESL teachers but also teachers who have a large population of ELL students. provide support in</p>	<p>~\$125,000</p>	<p>By 2021-22 SY, ACCESS 2.0 growth targets: ELL students:51% meet</p>

<p>classroom strategies, EL plcs, and data analysis and the new implementation of Imagine Learning, Peg Writing with classroom teachers of ELLs and ESL teachers.</p>		
<p>EL Teacher The addition of this position will allow us to serve the additional ESL students entering the district last year and this year with the appropriate minutes and supports. These supports will allow more students to achieve language growth at the appropriate rate.</p>	<p>~\$106,000</p>	<p>By 2021-22 SY, ACCESS 2.0 growth targets: ELL students: 51% meet</p>
<p>Responsive Classroom Training “The high prevalence of unresolved trauma among the school-age population is a public health epidemic that threatens children’s academic and social mastery” (Oehlborg, 2012). This is observed in classrooms all across the country and in the Colonial School District. It is even more evident in schools and classrooms with high numbers of students from poverty. We recognize that “Childhood trauma has a significant impact on student learning and success in school. Data from the Adverse Childhood Experiences Study (Felitti, et al., 1998) suggests that the rate is even higher—one in three children may have an early trauma history. These numbers are shocking, and, it can be argued, go a long way in explaining why so many young people struggle in school” (Craig, 2016). The district began supporting Responsive Classroom via Opportunity Grants in 2017-18 and 2018-19. To continue ensuring that all staff in elementary and middle schools are adequately trained and impact EL students and students from poverty, the district is</p>	<p>~\$42,000</p>	<p>Decrease in the number of student referrals and suspensions in high needs elementary and middle schools. Increase in positive responses to school climate questions on the Delaware School Climate Survey.</p>

<p>seeking funds to allow an additional educators to be trained. Trained individuals will be supported by coaching via the district Lead Teacher for Classroom Culture and/or an outside contractor.</p>																																
<p>Restorative Practices Coach and Professional Development In similar fashion as to our work with Responsive Classroom, Restorative Practices has been adopted by William Penn HS and Wallace Wallin. Restorative Practices is an approach that seeks to create a positive, supportive school environment for low-income students based on the research-based Restorative Justice work. This design is proposed to ensure that social-emotional learning holds a stronger role as many of our students from high poverty communities have been subjected to various types of trauma and toxic stress. Additionally, many students from high poverty communities have suffered from institutional policies and practices (ex. <i>Zero tolerance policies</i>) that have systematically impacted their future opportunities. When Restorative Practices are implemented, inappropriate behaviors and subsequent consequences are significantly reduced. Thus, there is an increase in student outcomes.</p> <p>Research on effective professional learning supports that educators need additional coaching and collaborative learning time to implement learned practices. Coupled with direct coaching, the coach will work with the school leadership team to coordinate efforts to support coaching of teachers between visits.</p>	<p>~\$106,000</p>	<p>Decrease in student referrals by 10% each of the next three years at WPHS.</p> <table border="1" data-bbox="511 178 673 976"> <tr> <td>SY</td> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> <td>2021-22</td> </tr> <tr> <td># of Referrals</td> <td>TOTAL: 3684</td> <td>Goal: <3,315</td> <td>Goal: <2984</td> <td>Goal: <2685</td> </tr> </table> <p>Decrease in student out-of-school suspensions (OSS) by 10% each of the next three years.</p> <table border="1" data-bbox="812 178 974 976"> <tr> <td>SY</td> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> <td>2021-22</td> </tr> <tr> <td># of OSS</td> <td>TOTAL: 556</td> <td>Goal: <500</td> <td>Goal: <450</td> <td>Goal: <405</td> </tr> </table> <p>Decrease in student in-school suspensions (ISS) by 10% each of the next three years.</p> <table border="1" data-bbox="1112 178 1274 976"> <tr> <td>SY</td> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> <td>2021-22</td> </tr> <tr> <td># of ISS</td> <td>TOTAL: 935</td> <td>Goal: <841</td> <td>Goal: <757</td> <td>Goal: <681</td> </tr> </table>	SY	2018-19	2019-20	2020-21	2021-22	# of Referrals	TOTAL: 3684	Goal: <3,315	Goal: <2984	Goal: <2685	SY	2018-19	2019-20	2020-21	2021-22	# of OSS	TOTAL: 556	Goal: <500	Goal: <450	Goal: <405	SY	2018-19	2019-20	2020-21	2021-22	# of ISS	TOTAL: 935	Goal: <841	Goal: <757	Goal: <681
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<p>Visits will include collaborative walkthroughs with leadership staff coupled with strategy sessions to ensure coordination between coaching and professional development. This is a critical first step towards sustainability and support in classrooms at both schools.</p>		
<p>Math Interventionist at William Penn A critical need identified for William Penn High School via SAT, benchmarking, and district common assessment data is additional support for improving the Response to Intervention programming and implementation at WP for Math. 0% of WP ELL students and 0% of low income students were proficient on the Math SAT. The addition of a Math Specialist will allow for the following:</p> <ul style="list-style-type: none"> • Plan and teach intervention groups of low income and/or ELL each week • Collaborate with staff to create, model and support targeted Math instruction for low income and ELL students as part of the continuum of strategies under a Response to Intervention model • Collaborate with principals and other Math teacher leaders to provide planning and support for RTI instruction/implementation with teachers with large populations of ELL and low income • Attend PLC to co-develop intervention groups for low income and/or ELLs , analyze data and provide feedback for School Success Plan planning (SSP) • Support out of subject teachers to provide 	<p>~\$106,000</p>	<p>The short and long-term goals of the math specialist would include the following:</p> <ul style="list-style-type: none"> • Increase student achievement of struggling students assigned to their specific sections. • Build capacity of out-of-subject teachers to positively impact below grade level students through the use of systematic instruction. • Support a sustainable change to RTI systems including: programming, scheduling, and coordination at McCullough that can continue beyond the next three years. • By 2019-20, 40% of students in Tier 2 and 3 supports will meet their growth goals on Imagine Math (benchmark assessment). • By 2021-22SY, Math SAT proficiency levels will be: ELL students 50% Low Income 50%

<p>tiered implementation for low income and/or ELL</p>	<p>~\$106,000</p>	<p>The short and long-term goals of both specialists would be similar for their specific content areas to include the following:</p> <ul style="list-style-type: none"> • Increase student achievement of struggling students assigned to their specific sections. • Build capacity of out-of-subject teachers to positively impact below grade level students through the use of systematic instruction. • Support a sustainable change to RTI systems including programming, scheduling, and coordination at William Penn that can continue beyond the next three years. • By 2019-20, 40% of students in Tier 2 and 3 supports will meet their growth goals on the Reading Inventory (benchmark assessment). • By 2021-22 SY, EBRW SAT proficiency levels will be: ALL students 71% ELL students 55% Low Income 66%
<p>Reading Interventionist at William Penn A critical need identified for William Penn High School via SAT, benchmarking, and district common assessment data is additional support for improving the Response to Intervention programming and implementation for Reading at VWP. 0% of VWP ELL students and 24% of low income students were proficient on the EBRW SAT. The addition of a Reading Specialist will allow for the following:</p> <ul style="list-style-type: none"> • Plan and teach intervention groups of low income and/or ELL each week • Collaborate with staff to create, model and support targeted ELA instruction for low income and ELL students as part of the continuum of strategies under a Response to Intervention model • Collaborate with principals and other ELA teacher leaders to provide planning and support for RTI instruction/implementation with teachers with large populations of ELL and low income • Attend PLC to co-develop intervention groups for low income and/or ELLs , analyze data and provide feedback for School Success Plan planning (SSP) • Support out of subject teachers to provide tiered implementation for low income and/or ELL • Collaborate with ELA coach, district staff, and principal to oversee RTI programs such as 		

<p>Read 180 with low income and ELLs</p>		
<p>Behavior Coach</p> <ul style="list-style-type: none"> • Due to the significant needs of EL and low-income students from poverty that have been adversely impacted by the effects of poverty, we are hiring a behavior coach to work in several of our low-poverty. This position will assist school teams with supporting teachers to work with students displaying the effects of trauma/toxic stress which disproportionately impact students of poverty. • Provide support for secondary schools to implement MTSS (behavior) correctly ensuring students' rights are adhered to and students are provided as many appropriate supports as we can provide • Provide direct support to psychologist and school teams for students who need behavior plans- creation, monitoring and evaluation of those plans • While we will be focusing on students who live in high poverty areas, this position may help other students as well. 	<p>~\$108,000</p>	<p>Decrease by 10% each year over the next three years the number of behavior referrals, suspensions, and referrals to alternative placements across secondary schools in Colonial.</p>
<p>Positive Directions Support for Schools</p> <p>The district will contract with Positive Directions to hire additional behavior specialists that will work directly with EL and/or low-income students. The specialists will be assigned to work in high-needs schools and will be trained in either Responsive Classroom or Restorative Practices depending on the assigned school.</p>	<p>~\$50,000</p>	<p>Decrease in the number of student referrals, ISS, and OSS by 10% in each of the next three years in identified schools.</p>