

S. Bunting

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.

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

Application deadline: June 30, 2019

School Information

DISTRICT/CHARTER NAME: Gateway Lab School		
DISTRICT/CHARTER STREET ADDRESS: 2501 Centerville Rd.	CITY: Wilmington	ZIP CODE: 19808

Contact Information

CONTACT NAME: Catherine Dolan	CONTACT PHONE NUMBER: 302-633-4091 ext. 223
CONTACT EMAIL ADDRESS: catherine.dolan@gls.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.

<i>See attached.</i>

Application deadline: June 30, 2019

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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.*

Investment <i>(What is your priority?)</i>	Cost	Proposed Impact <i>(How will you know it worked?)</i>
Implement aimsweb Plus	\$1,454	• See attached
Use of Flocabulary	\$2,000	• See attached
Part-time Engagement Coordinator	\$20,546	• See attached
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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: Catherine Dolan

Signature:  Date: 6/27/19

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

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District/Charter Address: 2501 Centerville Rd., Wilmington, DE 19808	

Contact Name: Catherine Dolan	Contact Phone Number: 302-633-4091
Contact Email Address: Catherine.dolan@gls.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.

Gateway Lab School is a charter school that serves students throughout New Castle County, who may struggle in a traditional school setting. Close to 56% of our students have IEP's and 40% fall into the LI demographic. Approximately 5% of our student population receive ELL services, however we are seeing an uptick of foreign-born parents registering their students at GLS for SY2019-2020 and we expect the number of ELL students to increase. Opportunity Funding will allow our school to serve the critical needs of the ELL and LI populations in two ways - 1. Elevating student grade-level proficiency and progress by, increasing fluency and the expansion of vocabulary in all subject areas, and 2. Strengthening our families' participation in the education of their children which research has shown will lead to better educational outcomes. We have identified the following initiatives to improve outcomes for these students at Gateway:

1. We will implement AimswebPlus, a web-based formative assessment tool that will allow teachers to screen students and identify those at risk of academic failure, enable early intervention and measure and track the impacts of intervention efforts. AimswebPlus will provide instructional staff with the ability to monitor the performance and progress of individual students or by group.

2. We will increase the mastery of content standards and improve literacy in ELL and LI populations through engaging, arts-integrated lessons. We will use Flocabulary, an application that helps to provide access to direct vocabulary instruction in an engaging format by using hip hop music to teach all subjects and expose students to vocabulary-rich content.

3. We will strengthen our communication with and support to the current and prospective families of Gateway students, particularly those classified as ELL and LI through the use of a Family Engagement Coordinator. The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement (<https://globalfrp.org>). The research found that student success was higher in several areas, including standardized test scores, grades and teacher ratings. Students were also more likely to pass their classes, attend school regularly, have better social skills and move on to post-secondary education when parents are actively involved in their education.

Investment and Goals

Investment (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
Implement AimswebPlus Application	\$1,454	<p>The AimswebPlus application will allow educators to screen all students with brief, valid and reliable measures, identify those at risk of academic failure, enable early intervention and measure, monitor and document the impacts of intervention efforts.</p> <p>AimswebPlus brings standards-aligned and curriculum based measures together by accurately assessing student skills, determining the effectiveness of instruction, monitoring students' progress and managing student assessment data.</p> <ul style="list-style-type: none"> • Goal: Increase the percent of LI and ELL students that meet their ELA and Math MAP growth targets by 10 points annually.
Schoolwide use of Flocabulary	\$2,000	<p>Flocabulary is a rigorous, research-based application that uses hip hop music to bring lessons to life, help students' master content standards and increase literacy across all subjects. As a school with an arts-integrated focus, Flocabulary fits well into our mission: <i>To provide an individualized arts-based learning experience in a safe and nurturing environment using innovative approaches to equip students with the tools to achieve academic excellence</i></p>

		<p><i>and personal growth.</i> Embedded in Flocabulary are specific supports for ELL students to build content knowledge and enhance social-emotional learning. The arts help all students access the curriculum.</p> <p>According to Eric D. Hirsch, a prominent researcher and literary critic, the socioeconomic achievement gap is in part a vocabulary gap. Research suggests that greater vocabulary knowledge leads to higher test scores (in both LI and ELL populations). This presents an approachable and actionable solution, Hirsch further asserts; by investing in more direct vocabulary instruction within academic settings, we can compensate for economic disadvantages and make strides towards closing the gap. Progress can be made if we focus on the vocabulary gap. (https://www.languagemagazine.com/closing-the-vocabulary-gap/)</p> <ul style="list-style-type: none"> • Goal: Increase the percent of LI and ELL students that meet their ELA and Math MAP growth targets by 10 points annually.
Contract with School/Family Engagement Coordinator	\$20,546	<p>The School/Family Engagement Coordinator will work with our current and incoming families, focusing on low income and ELL populations. In conjunction with school leadership, the coordinator will identify family needs and work to increase and strengthen parent involvement in their child's education, school attendance and advocacy. The coordinator will serve as a liaison between the school and families in both a one on one capacity and at whole school events. This position will be contracted at approximately 15 hrs/week.</p> <ul style="list-style-type: none"> • Goal: Increase the percent of LI and ELL students that meet their ELA and Math MAP growth targets by 10 points annually. • Increase parent participation by 50% in parent/teacher conferences, parent/teacher organization meetings

		and activities, school events and volunteer opportunities.