

*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.

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**School Information**

|  |                            |                           |
|--|----------------------------|---------------------------|
| DISTRICT/CHARTER NAME:<br><b>Great Oaks Charter School of Wilmington</b> |                            |                           |
| DISTRICT/CHARTER STREET ADDRESS:<br><b>1200 N French Street</b>          | CITY:<br><b>Wilmington</b> | ZIP CODE:<br><b>19801</b> |

**Contact Information**

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|---|--|
| CONTACT NAME:<br><b>Stephanie Toronto</b>                       | CONTACT PHONE NUMBER:<br><b>(302) 660-4790</b> |
| CONTACT EMAIL ADDRESS:<br><b>storonoto@greatoakscharter.org</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.*

Of Great Oaks Charter School of Wilmington's 520 6th-10th grade students, 263 qualify as low income (LI), and 25 qualify as English learners (EL). We propose to use Opportunity Funding to hire a school psychologist trained in behavior interventionist strategies as a full time employee to support these EL and LI populations. The majority of Great Oaks students, including the the 288 LI and EL students, enter our school with significant academic deficits, and we are committed to ultimately preparing our students for college and career success. However, in order to support students academically, we recognize that there is significant need for our students, especially LI and EL students, to learn strategies for dealing with trauma so that they can manage their classroom behavior, and for our educators and staff to know how to provide appropriate intervention.

Currently, we contract counselors to come in and work with students demonstrating behavioral issues from trauma and evaluate student for special education services. Having a psychologist on-staff would allow counseling to occur on an even more-personalized level because the psychologist could serve on school support teams specifically for EL and LI students. EL and LI students would benefit from the consistency of a relationship with a Great Oaks psychologist and develop the trust needed to get to the root of each student's individual needs. The psychologist could also run professional development sessions for Great Oaks educators and staff so that trauma-informed practices could occur in the classroom, increasing educator understanding and lessening exclusionary discipline for EL and LI students who are already behind.

We expect that a school psychologist will ultimately improve EL and LI students' academic results because both the students and educators will be better equipped to recognize and respond to behavior stemming from LI and EL students' trauma and unique circumstances. We also expect suspension and detention rates to decrease for these populations because of the attention the psychologist and student support teams can provide to students who display disruptive behavior.

If there were to be extra funding beyond covering the salary and benefits of a school psychologist trained in behavioral interventionist strategies, we would use Opportunity Funding to contract a reading or math specialist to further address the academic deficits of Great Oaks' EL and LI students.

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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.*

| <b>Investment</b><br><i>(What is your priority?)</i>               | <b>Cost</b>                                     | <b>Proposed Impact</b><br><i>(How will you know it worked?)</i>   |
|--|---|---|
| School psychologist trained in behavior interventionist strategies | ~\$90,000 (includes salary and fringe benefits) | <ul style="list-style-type: none"> <li>● 1. Students who meet with the psychologist will show:               <ul style="list-style-type: none"> <li>● A: Increased math and ELA scores on NWEA MAP</li> <li>● B: Decreased suspension and detention rates</li> <li>●</li> </ul> </li> <li>● 2. Staff who experience a PD session led by the psychologist will indicate               <ul style="list-style-type: none"> <li>● increased preparation for dealing with student trauma as seen in</li> <li>● LI and EL students in an end-of-the-year survey</li> <li>●</li> </ul> </li> </ul> |
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**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:** Kia Johnson

Signature:  Date: 6/28/19

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