

*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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Opportunity Funding Form  
2019-2020 School Year**

**Application Deadline: June 30, 2019**

**School Information**

DISTRICT/CHARTER NAME: <b>Las Américas ASPIRA Academy</b>		
DISTRICT/CHARTER STREET ADDRESS: <b>326 Ruthar Drive</b>	CITY: <b>Newark</b>	ZIP CODE: <b>19711</b>

**Contact Information**

CONTACT NAME: <b>Margie López Waite</b>	CONTACT PHONE NUMBER: <b>326 Ruthar Drive</b>
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**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.*

Since our first day of operations in 2011, Las Américas ASPIRA Academy (LAAA) has served a large population of English Learners (ELs) and low income (LI) students. The exact percentage has changed each year; however, it has remained consistently about 40% for ELs and 50% for LI students. With such a large population, we have developed a plan to support all learners with the objective to raise the academic achievement of both ELs and LI students specifically.

As a dual language immersion school, we support the language acquisition of all of our students in both English and Spanish. The vast majority of our EL students speak Spanish; therefore, our immersion model is supporting their development in both languages. However, based on the Smarter Balanced Summative Assessment (SBAC), students designated as either EL or LI have not scored as well as the All Student group. Although there has been some growth in proficiency from 2015 to 2018, an achievement gap still exists between our EL and LI students compared to the total LAAA student group. For example, the proficiency level of all LAAA students in 2018 was 49.88% in ELA and 40.73% in Math. However, our EL or LI students scored approximately 29 and 17 percentage points lower in ELA and approximately 16 and 13 percentage points lower in Math, respectively.

Aside from the achievement gap reflected in the SBAC proficiency levels, our EL and LI students encounter other deterrents in their learning process. Many of the families of our EL and LI students have to contend with the daily stress of income, food and shelter instabilities. For some, these struggles are compounded with the uncertainties of a parent's or guardian's immigration status. Many of these families do not seek out state or federal financial support because of their fear of deportation, which limits the options for assistance. Many of the parents/guardians of our EL and LI students are not literate in their first or second language; therefore, they struggle with supporting their children's learning at home. All of these factors impact our EL and LI students' ability to attend school ready to learn.

For these reasons, we have developed the following plan to address the whole child, from the academic support to the emotional support needed for their overall mental and physical health.

### **Trauma-Sensitive School**

Starting in the 2019-2020 school year, we will take the following steps to strengthen our commitment to our EL and LI students specifically:

- Provide school-wide professional development
- Hire a Culture & Climate Program Specialist (FT)
- Hire a second School Counselor
- Contract with a mental health agency
- Targeted support by our Family Resource Center Coordinator

To support our EL and LI students, we will make an investment in becoming a more trauma-sensitive school by focusing on the whole child. Building on the statewide training provided in 2018-2019, we will be take the necessary steps to ensure all school employees have an understanding of how trauma and other external factors can affect student learning. Since implementing Responsive Classroom strategies in 2013, LAAA has continued to build an infrastructure that supports the social and emotional needs of our students. We will conduct professional development sessions with all school employees to provide them with the knowledge and strategies to support all students, especially those identified as EL and LI.

Our Culture & Climate team oversees our school-wide character development program, as well as address the social and emotional needs of our students. They take a proactive approach to helping students with conflict resolution and coping skills. To expand their reach, we will hire a full-time C&C Program Specialist and another School Counselor. The C&C Specialist and School Counselor will provide targeted support to our EL and LI students. When needed, we will also contract with a mental health agency to provide therapy sessions during the school day. In addition to our C&C team, our Family Resource Center Coordinator will provide targeted support to our EL and LI families, which consists of informational workshops, literacy classes (English and Spanish), financial assistance (i.e., school uniforms, backpacks, school supplies) and resource referrals.

### **Academic Support**

Starting in the 2019-2020 school year, we will take the following steps to strengthen our commitment to our EL and LI students specifically:

- Retain our second ESL teacher

- Hire a Biliteracy Instructional Coach
- Targeted support by Math Supervisor

As evidenced by our SBAC proficiency scores, our EL and LI students need additional supports to close the achievement gap. To increase their scores in ELA and Math, we will need to dedicate more resources to address the academic needs. We will retain our second ESL teacher to support our growing population of EL students. In addition, we will hire a Biliteracy Instructional Coach to support all teachers with strategies that support language acquisition. Research shows that supporting a child’s first language will help them acquire a second language; therefore, the Biliteracy Instructional Coach will help teachers deliver sheltered instruction that has proven effective in addressing the needs of EL and LI students. Aside from the literacy support, our Math Supervisor will provided targeted support to address the achievement gap among our EL and LI students. This support will consist of instructional coaching for math teachers, as well as assistance with math small group instruction.

**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>Impact</b> <i>(How will you know it worked?)</i>
Trauma-Sensitive School (Professional Development)	\$44,213.02	<ul style="list-style-type: none"> <li>▪ <b>Goal 1:</b> To ensure that every LAAA team member receives initial and ongoing PD related to becoming a more trauma-sensitive school in support of all of our students, especially those designated as EL and LI.</li> <li>▪ <b>Goal 2:</b> To implement a Multi-tiered System of Support (MTSS) plan in partnership with DDOE (Janice Parsons) per our MOU and achieve agreed upon milestones.</li> <li>▪ <b>Goal 3:</b> To increase the percent of ELs who meet their ACCESS growth targets annually.</li> <li>▪ <b>Goal 4:</b> To increase the percent of EL and LI students who meet their SBAC growth targets in ELA annually.</li> <li>▪ <b>Goal 5:</b> To increase the percent of EL and LI students who meet their SBAC growth targets in Math annually.</li> </ul>

Trauma-Sensitive School (C&C Specialist)	\$79,609.78	<ul style="list-style-type: none"> <li>▪ <b>Goal 1:</b> To support and reinforce the strategies learned in trauma PD through modeling, coaching and programming.</li> <li>▪ <b>Goal 2:</b> To support the implementation of our Multi-tiered System of Support (MTSS) plan in partnership with DDOE (Janice Parsons) per our MOU and achieve agreed upon milestones.</li> <li>▪ <b>Goal 3:</b> To increase the percent of ELs who meet their ACCESS growth targets annually.</li> <li>▪ <b>Goal 4:</b> To increase the percent of EL and LI students who meet their SBAC growth targets in ELA annually.</li> <li>▪ <b>Goal 5:</b> To increase the percent of EL and LI students who meet their SBAC growth targets in Math annually.</li> </ul>
Trauma-Sensitive School (School Counselor)	\$31,887.40	
Academic Support (ESL Teacher)	\$100,202.82	<ul style="list-style-type: none"> <li>▪ <b>Goal 1:</b> To increase the percent of ELs who meet their ACCESS growth targets annually.</li> <li>▪ <b>Goal 2:</b> To increase the percent of ELs who meet their SBAC growth targets in ELA annually.</li> <li>▪ <b>Goal 3:</b> To increase the percent of ELs who meet their SBAC growth targets in Math annually.</li> </ul>
Academic Support (Biliteracy Coach)	\$115,563.98	<ul style="list-style-type: none"> <li>▪ <b>Goal 1:</b> To increase the percent of ELs who meet their ACCESS growth targets annually.</li> <li>▪ <b>Goal 2:</b> To increase the percent of EL and LI students who meet their SBAC growth targets in ELA annually.</li> <li>▪ <b>Goal 3:</b> To increase the percent of EL and LI students who meet their SBAC growth targets in Math annually.</li> </ul>
<b>TOTAL =</b>	<b>\$371,477.00</b>	

