

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: Positive Outcomes Charter School		
DISTRICT/CHARTER STREET ADDRESS: 3337 S. DuPont Hwy.	CITY: Camden	ZIP CODE: 19934

Contact Information

CONTACT NAME: Edward J. Emmett Jr.	CONTACT PHONE NUMBER: 302-697-8805 x115
CONTACT EMAIL ADDRESS: ed.emmett@pocs.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 investments made as a result of these funds will raise the overall academic achievement of all present low income (LI) students as well as any future potential English learners (ELs) in Positive Outcomes Charter School.

Positive Outcomes Charter School (POCS) is a small school with 120 students. At present, our school does not have any English learners (ELs) enrolled. Approximately 50% of our students should be classified as low income (LI); however, only about 40% of our students apply for free and reduced lunch. These funds will provide support for all of our students; however, the implementation of these supports will improve outcomes for our LI students.

POCS is a school that focuses on students that have experience challenges and difficulties in their academic careers. Traumatic experiences and mental health issues frequently impact the lives of our students. As a result, our school plans to use these Opportunity funds to help our school implement trauma-informed practices.

We will use these funds to train our Student Support Team in the implementation of trauma-informed practices to be able to lead systemic change in our school's practices. We will also use these funds to purchase and provide materials to our school instructional team about implementing trauma-informed practices. Finally, we will use a portion of these funds to pay for a staff member to support our Calm room that provides a low stimuli location where students are able to deescalate and process incidents.

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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>
Assorted costs associated with growing into a Trauma-Informed School	\$11,400	<p>Positive Outcomes Charter School will contract and purchase materials to provide school-wide supports to implement and continue practices to grow into a Trauma-informed school to benefit the social and emotional learning of our LI and Els students.</p> <ul style="list-style-type: none"> • Goal 1: To reduce the number of discipline referrals by five percentage points annually. • Goal 2: To reduce the number of minutes students spend out of instructional settings due to discipline issues by ten percentage points annually.

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