

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: Red Clay Consolidated School District		
DISTRICT/CHARTER STREET ADDRESS: 1502 Spruce Street	CITY: Wilmington	ZIP CODE: 19805

Contact Information

CONTACT NAME: Tawanda J Bond, Ed.D.	CONTACT PHONE NUMBER: (302) 552- 3722
CONTACT EMAIL ADDRESS: Tawanda.Bond@redclay.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.

Red Clay is dedicated to supporting all students and staff through culturally responsive practices, breaking down barriers, and eradicating historical disparities in academic excellence and personal success. We continue to develop diverse and inclusive curricula that reflects the wide range of voices, perspectives, and experience of the students and families in our community and the world. We also understand the benefit of providing equitable access to services, school resources and other learning opportunities to continue to eliminate educational inequities. We believe in meeting the needs of a growing and diverse student population and understand that by valuing and supporting our multicultural and multilingual students and their families, students will be more successful. Red Clay seeks to improve capacity for staff across our district, primarily in high needs schools, to support closing achievement gaps in our neediest, historically marginalized populations. ELA Smarter Summative data from SY 18* has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES). Math Smarter Summative data from SY 18* has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). The goal of the grant activities will be to reduce the gap in performance between English Language Learners, low income students and the "all students" subgroup by 50% over the course of the three year grant. This goal will require 4.6% annual percentage point growth for EL in ELA and 3.43% annual percentage point growth for Low SES. It will also require 3.26% annual percentage point growth for EL in math and 3.22% annual percentage point growth for Low SES. The work will impact the targeted populations in the following manner:

1. The addition of staff targeted to ELL and low SES to reduce class size and engage every English Learner in high-quality instruction and assessment designed to meet their individual needs.
2. Reported Time staff are hourly employees who will be utilized in various capacities at our high needs schools to service our Low SES and EL populations. They can be utilized to assist with social

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emotional work, reduce class size, and provide individualized learning time for students. Reported time funding will also be used for professional development time, outside of the school day, for SIOP as well as staff pay for afterschool oversight and instruction during extended day activities for EL and Low SES students.

3. Implementation of NewsELA Social Emotional Learning at targeted schools to help teachers incorporate SEL topics and strategies alongside core instruction to help students simultaneously develop their reading and social emotional skills. Research shows that SEL interventions can increase students' academic performance compared to those students who do not participate in SEL programs. News ELA will be utilized to supplement SEL curriculum utilized in our high needs schools serving Low SES and EL students.
4. Afterschool EL Programming for late entering EL students. During the 2018-2019 Red Clay Consolidated School District had 58 secondary (6th-12th) immigrant students register in RCCSD. Of those students 23 middle school and 34 were high school. Teachers will utilize National Geographic-Inside the USA research based ESL Newcomer curricula designed for newly arrived and preliterate students, to develop language, survival vocabulary, and basic building blocks of literacy. EL Program Coordinator with work with EL Director and will be responsible for developing, planning, organizing Students will have between 3 and 6 years depending on their baseline English Language Proficiency to reach attainment.
5. SIOP Level 2 in which educators gain an in-depth understanding of the components of the SIOP® Model and strategies to implement it in their classrooms in this multiday workshop. Using the best-selling research-based book Making Content Comprehensible for English Learners: The SIOP® Model, participants gain practical skills to collaborate, share, and implement lesson plans that incorporate all eight components and thirty features of SIOP® in order to teach content while developing students' academic and social language.
6. Mental Health Services for 11 targeted elementary schools (Psychologists, Counselors, Reading Support, and Board Certified Behavior Analysts) Baltz, Forest Oak, Highlands, Lewis Dual Language, Linden Hill, Marbrook, Mote, Richardson Park, Richey, Shortlidge Academy and Warner Elementary to better meet the needs of our EL and low-income students.

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*SY19 Data available but embargoed until July 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>
Targeted Staffing (EL/Low SES)	\$2,700,000.00	<input type="checkbox"/> Reduced class sizes and increase individualized, high quality instruction and assessment ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES
Reported Time Staff (EL/Low SES school day and extended day)	\$10,000.00	<input type="checkbox"/> Reduced class sizes and increase individualized, high quality instruction and assessment ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES
NEWSELA SEL Learning Collection for Low SES	\$23,000.00	<input type="checkbox"/> Develop reading and SEL skills ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES
Teacher EPER for professional development and staffing for ELL afterschool program	\$27,000.00	<input type="checkbox"/> Build capacity for systemic implementation of best practices for EL ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES)

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		<p>Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES</p>
Level 2 SIOP Training for District Coaches	\$15,000.00	<p><input type="checkbox"/> Build capacity for systemic implementation of best practices for EL ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES</p>
ELL Afterschool Program National Geographic – Inside the USA	\$15,000.00	<p><input type="checkbox"/> Develop language, survival vocabulary, and basic building blocks of literacy ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES</p>
ELL Afterschool Program Coordinator	\$10,000.00	<p><input type="checkbox"/> ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES</p>
Mental Health Services For 11 targeted elementary schools (Psychologists, Counselors, Reading Support, and Board Certified Behavior Analysts)	\$1,249,527	<p><input type="checkbox"/> ELA Smarter Summative data from SY 18 has proficiency rates of 48.88% (all students), 21.17% (EL) and 28.32% (Low SES) Math Smarter Summative data from SY 18 has proficiency rates of 38.97 (all students), 18.82% (EL) and 19.05 (Low SES). 4.6% annual growth for EL in ELA and 3.43% annual growth for Low SES 3.26% annual growth for EL in math and 3.22% growth for Low SES</p>
Total	\$4,049,527	