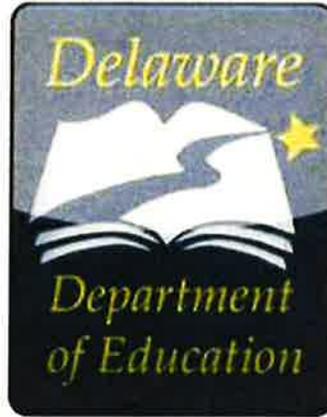


Delaware



*Department of
Education*

Opportunity Funding

For more information contact: Susan
S. Bunting, Ed.D.
Secretary of Education
susan.bunting@doe.k12.de.us

Funding Period: Fiscal Year 2020
Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2019

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

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 annually increase overall DSSF (Delaware School Success Framework) scores for EL and low-income students as well as reduce the gap between English learners', low-income students', and the all students' subgroup 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: Seaford School District		
DISTRICT/CHARTER STREET ADDRESS: 390 N. Market Street Extended	CITY: Seaford	ZIP CODE: 19973

Contact Information

CONTACT NAME: Kelly Carvajal Hageman	CONTACT PHONE NUMBER: 302.629.4587 ext. 1650
CONTACT EMAIL ADDRESS: <u>Kelly.carvajal.hageman@seaford.k12.de.us</u>	

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.

This plan was designed to ensure success of EL and low-income students in Seaford School District. It is our common goal that all students will achieve success. Curriculum changes and deeper implementation of the CCSS has increased the linguistic demands upon English learners (ELs) and low-income students across all content areas. Moreover, there is a common understanding that all students including ELs and low income students be held to the same high standards presented by the CCSS, however these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. Furthermore, the social-emotional needs of low-income and ELs must be met in order to set the stage for success. As a result, there is a need for student-centered classroom-based support, educator professional learning, and support materials and resources. Seaford will prioritize evidence-based curricular, instructional, and social-emotional supports in order to elevate the academic outcomes and increase expectations for ELs and low-income student populations. The Seaford School District has elected to provide specific instructional supports through classroom-based supports, school-based supports, and district-level support.

The district-level mental health coordinator will coordinate supports and services for low income and EL students in each of Seaford schools. In addition, this staff member will assist in building the capacity of existing personnel through training and in-service workshops for teachers, administrators, school counselors,

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

other school staff, parents and community agency and organization members for the purpose of ensuring success of low-income and EL students mental health, behavior, and academic goals.

The dean of social-emotional support at Seaford High School will provide school-wide supports for low income and EL students' social and emotional needs so that they may best be able to access the high school experience. One strategy used to accomplish this will be to help reinforce the effective use of the school-wide behavior plan.

The English learner instructional support staff (teacher and paraeducators) will be assigned to schools in Seaford according to identified need. These staff will serve as a resource to help EL students achieve academically in the classroom.

The instructional dean/coach at Seaford High School will support English learners and low-income student learning by developing teachers' capacity and classroom practice. First, these staff will observe, coach and mentor instructional staff to ensure that teaching of English learners and low-income students is at all times intentional, engaging, and rigorous. Furthermore, they will guide teachers in creating a warm, structured, and culturally responsive classroom culture that is intentionally designed to support English learners and low income students. Furthermore, utilizing a system of job-embedded professional development classroom teachers will benefit from learning new methods of infusing linguistic and academic language supports into their daily instruction. This professional learning will have a lasting effect on instructional delivery over time. Additionally, with increased support at the lesson planning level, teachers will be intentional in their first instruction with a lens on the unique needs of English learners and low-income students. Monitoring will occur through classroom walkthrough observation and feedback cycles and will provide coaching support to teachers throughout implementation.

The district level school-community liaison will communicate with the parents of low income and EL students on behalf of Seaford School District for the purpose of ensuring that an ongoing partnership between the home and school is formed. This communication will be designed to serve as a liaison between low income and EL students, support groups, parents and others to assist in resolving issues and providing services.

The elementary reading paraeducators will ensure that English learners and low-income students are provided the most targeted, skill-based reading instruction during the tier II and tier III literacy block. These paraeducators are critical to forming the small groups that will accelerate learning during small group literacy instruction.

Application deadline: June 30, 2019

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

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 (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
1 District-Level Mental Health Coordinator	125,000	<ul style="list-style-type: none"> • Assist Seaford School District in planning for effective and strategic implementation of mental health and behavioral supports for low income and EL students in all schools across the district. • Provides training and in-service workshops to teachers, administrators, school counselors, other school staff, parents and community agency and organization members for the purpose of ensuring success of low-income and EL students mental health, behavior, and academic goals. • Provide mental health related support services to district educational teams including case consultation concerning low income and EL student status, diagnosis, and treatment. • Collaborate with school counselors and school psychologists behavior management technicians and provides support in the development of behavior support plans and interventions for low income and EL students. • Collaborate with public and private agencies to offer mental health services and programs that foster pro-social skills and appropriate behavior. • Maintain and facilitate communication with and between families and Seaford School District mental health staff.
1 Dean of Social-Emotional Learning to be assigned to Seaford High School	85,000	<ul style="list-style-type: none"> • Identify and support low income and EL students' social and emotional needs so that they may best be able to access the high school experience. • Successfully implement crisis interventions, home visits, conflict resolution, and individual and group counseling for low income and EL students. • Identify and initiate mental-health and behavioral services for low income and EL students and their families as needed. • Provide school-wide support to assist in the identification of low income and EL students in need of additional services, implementation of interventions, and coordination of Student Services Team meetings. • Act as a resource and provides professional development for teachers in their instructional practice, especially as it relates to issues of discipline, relationships with low income and EL students, classroom management, and school culture. • Assist teachers, students, and parents in the effective creation and implementation of individual behavior plans for low income and EL students. • Help to reinforce the effective use of a school-wide behavior plan. • Maintain accurate student discipline records, documenting all conferences.
English Learner Instructional Support Staff to include 5 paraeducators and 1 teacher	\$348,200	<ul style="list-style-type: none"> • Serve as a resource to classroom teachers to help EL students achieve academically in the classroom. • Use language-teaching strategies to increase English proficiency for students who speak a language other than English at home. • Communicate language needs and progress of the ELLs with classroom teachers, administrators and families.

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

<p>1 Instructional Dean/Coach to be assigned to Seaford High School</p>	<p>125,000</p>	<ul style="list-style-type: none"> • Observe, coach and mentor instructional staff using research-based strategies to ensure that teaching of ELs and low-income students is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and culturally responsive classroom culture designed for low-income and EL students. • Provide job-embedded professional development through lesson planning support infusing linguistic and academic language supports into daily instruction to support EL and low-income student needs. • Gather walkthrough data using an implementation rubric to provide immediate feedback to school and district level administrators about the school-wide implementation of EL and low income supportive practices in all classrooms school-wide. • Present disaggregated math and ELA common assessment data in quarterly data review meetings will provide interim progress checks to monitor progress of EL and low-income students' towards mastering CCSS.
<p>1 District School-Community Liaison</p>	<p>\$30,000</p>	<ul style="list-style-type: none"> • Communicate with the parents of low income and EL students on behalf of Seaford School District (e.g. attendance and homework issues, available programs/services, completing paperwork, etc.) for the purpose of ensuring that an ongoing partnership between the home and school is formed. • Distribute school district material and literature describing opportunities and supports to inform the community and parents of low income and EL students. • Visit families of low income and EL students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals. • Serve as a liaison between low income and EL students, support groups, parents and others to assist in resolving issues and providing services.
<p>2 Reading Paraprofessionals to support the elementary reading program</p>	<p>80,000</p>	<ul style="list-style-type: none"> • Ensure that EL and low-income students are provided the most targeted, skill-based reading instruction during the tier II and tier III literacy block.