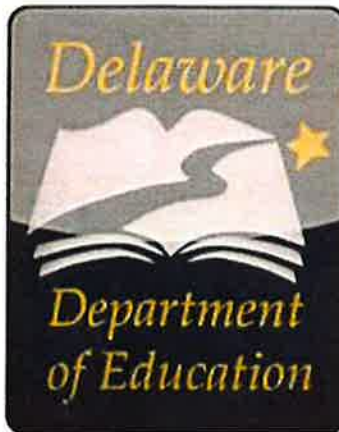


Delaware



*Department of
Education*

Opportunity Funding

For more information contact:
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Secretary of Education
susan.bunting@doe.k12.de.us

Funding Period: Fiscal Year 2020

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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 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.

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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.

Application deadline: June 30, 2019

School Information

| | | |
|---|-----------------------|---------------------------|
| DISTRICT/CHARTER NAME: Capital School District | | |
| DISTRICT/CHARTER STREET ADDRESS: 198 Commerce Way | CITY: Dover | ZIP CODE: 19904 |

Contact Information

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|---|--|
| CONTACT NAME: Dr. Sylvia M. Henderson | CONTACT PHONE NUMBER: 302-857-4223 |
| CONTACT EMAIL ADDRESS: sylvia.henderson@capital.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.

Since 2015, Capital's Smarter Balanced ELA scores have been relatively stagnant across grades 3-8 with some grade levels showing greater decreases or increases that varies building to building. However overall, Grades 3 and 5 ELA scores have shown the greatest decreases in proficiency and grade 7 ELA scores have shown the greatest increase. Since 2015, Capital's Smarter Balanced Math scores have continued to increase across most grade levels with the exception of grades 5 and 6 which have shown little to no growth. Grades 3 and 8 have shown the greatest increase in math proficiency since 2015. The subgroup that has the lowest proficiency in both ELA and Math across grades 3-8 is SWD (Students with Disabilities). The ELL subgroup for grades 3-4 has shown steady increases in proficiency over the last few years. When looking at SBAC growth targets met, five of ten schools had at least 50% of their students meeting their targets. Additionally, 3 of the schools had double digit increases in the percent of students meeting their growth targets as compared to 2017.

The Capital School District is committed to our District Strategic Intent 2 – Meeting the Needs of the Whole

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Child. A vital part of that work is our Teaching and Learning Model which includes both academic and non-academic strategies & supports for learning. To address the academic needs of our English learners specifically, Opportunity funding will be used to:

- *Hire 6 additional ESL teachers. These teachers will provide direct services to students in schools, thus reducing the teacher/student ratio for ESL instruction, in addition to providing direct professional learning to general education teachers. All Capital ESL teachers will participate in a monthly ESL PLC to improve their own instructional practice and professional development delivery. Using Capital's robust instructional round model, ESL Teachers and General Education Teachers will focus on a problem of practice and facilitate ongoing walkthroughs throughout the year. In this way, ESL teachers will participate in instructional improvement across the school with an added focus on meeting the needs of English learners.*
- *Hire a technical language specialist to work directly with English learners and low-income students in Career and Technical Education (CTE) programming. Because these pathways begin in grade 7 and have highly specialized vocabulary and language needs, there is a need for a specialist to focus on job related language skills and to provide push-in classroom support for technical language.*
- *Hire one full time paraprofessional to coordinate community outreach efforts and family bilingual communication along with providing direct instructional support in elementary schools.*

Within the Teaching & Learning Model, non-academic needs are addressed via ensuring a Safe and Supportive Learning Environment (SSLE). Major components of SSLE include building robust multi-tiered systems of support, explicitly teaching & supporting social and emotional learning, creating strong school culture/climate, strengthening classroom management, supporting family and community engagement and more. Current school teams are engaged in this work but there is an ongoing need for expertise in student centered problem solving, mental health assessment and support, and making connections to community resources for wrap-around student services. To address the non-academic needs of our English learners and low-income students, Opportunity funding will be used to:

- *Hire 8 Licensed Clinical Social Workers (LCSWs). These mental health professionals will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting.*
- *With the expansion of the LCSW's, hire 1 Supervisor of Student Services. This supervisor would coordinate, evaluate and support the additional staff, specifically having knowledge in the LCSW field. Other duties would include working with the counselors, networking with the mental health agencies and navigate the medical supports for our low income and ESL students and families.*
- *The personnel and professional learning structure of this plan will be measured by Attendance, Behavior and Course Grades (ABC's) of our ESL and Low Income Students in the Capital School District.*

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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> |
|--|-------------|--|
| Total Opportunity Grant | 1,304,084 | • |
| Local Match | 558,893 | <ul style="list-style-type: none"> • Referencing June 25,2019 memo for Match Tax |
| Total Allocation | 1,862,977 | • |
| Hire Supervisor of Student Services | 125,815.00 | <ul style="list-style-type: none"> • This supervisor would coordinate, evaluate and oversee the LSCW's and Counselors. The supervisor would oversee SI2 (Needs of the Whole Child) and the student Success Guide. These resources would directly impact low poverty and ESL students and families. • <u>Goal 1</u> - to increase achievement of ESL and low income students as measured through attendance, behaviors and course grades (ABC's) • The success of this supervisor would be measured by DPAS goals as collaborated with the Director of Special Education. |
| SEL curriculum | 25,124.00 | <ul style="list-style-type: none"> • Capital will take this opportunity to review SEL curriculum that would best fit into our teaching and learning model. |
| Hire six (6) ESL Teachers | 619,838.00 | <ul style="list-style-type: none"> • 3 Elementary EL Teachers will provide more intense grade level content support through a push in model with parallel English Language Learner materials through evidence based instructional strategies. • Allow expansion so that one teacher will be assigned to Central Middle School to create a more balanced student to teacher ratio of ESL and low income students. This teacher will work under the direction of building principal. • One teacher will be full time at South Dover Elementary due to having the largest enrollment of elementary ESL and low income students. This teacher will work under the supervision of the building level principal. • <u>Goal 1</u> - to increase achievement of ESL and low income students as measured through attendance, behaviors and course grades (ABC's) • <u>Goal 2-</u> To increase the percent of ESL students who reach proficiency on the ACCESS. |

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| <p>Hire one (1) Technical Language Specialist</p> | <p>110,000</p> | <ul style="list-style-type: none"> • The specialist will work under the direction of the high school building principal. This specialist will work with the CTE program in providing ESL and low income students with targeted language skills. The specialist will focus on job related life skills and technical language to ensure employment and completion of pathway certification. The specialist can provide in class support connecting academic and technical language to provide an optimal learning experience for our most challenged learners. • <u>Goal 1</u>- to increase enrollment of ESL and low income students in the CTE programs as measured through our work with NAEP/PIPELINE Project • <u>Goal 2</u> - to increase achievement of ESL and low income students in the CTE programs as measured through attendance, behaviors and course grades (ABC's) |
| <p>Hire seven (8) Licensed Clinical Social Workers</p> | <p>880,000</p> | <ul style="list-style-type: none"> • Creating positions for Licensed Clinical Social Workers (LCSW) brings a unique set of knowledge and skills to the school and the student services team. As trained mental health professionals they will assist with mental health concerns, behavioral concerns, positive behavioral support, academic, |

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| | | <p>and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. School social workers are instrumental in furthering the mission of our schools which is to provide a setting for our Teaching and Learning Model to guide success for students. One of the social workers will be assigned as a lead to oversee the work and supervise the LCSW's across the district. Hiring the 7 LCSW's will expand our support to have one in all of our schools. .</p> <ul style="list-style-type: none"> • Goal 1 - to increase achievement of ESL and low income students as measured through attendance, behaviors and course grades (ABC's) |
| Hire full (1) time ESL paraprofessional | 65,000 | <ul style="list-style-type: none"> • Paraprofessional to work across the 7 elementary schools to coordinate community outreach efforts and family bilingual communication along with providing direct instructional support in East and Towne Point Elementary Schools. Teacher Ratio for those 2 schools =1:76 • Goal 1 - to increase achievement of ESL and low income students as measured through attendance, behaviors and course grades (ABC's) |
| IESL instructional rounds professional learning | 37,200 | <ul style="list-style-type: none"> • ESL and General Education teachers will participate in a cohort of instructional rounds professional learning. This will focus on ESL and low income students. ESL and General Education Content teachers will learn the best strategies to solve the problems of practice to provide achievement and supports for ESL and low income students. We will utilize the books The ELL Toolbox by Larry Ferlazzo and Katie Hull Sypnie and Instructional Rounds by Richard Elmore. • Goal 1 - to increase achievement of ESL and low income students as measured through attendance, behaviors and course grades (ABC's) |

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Assurances and Signatures

The applicant assures that:

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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,

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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: Dr. Dan Shelton

Signature: 

Date: 

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