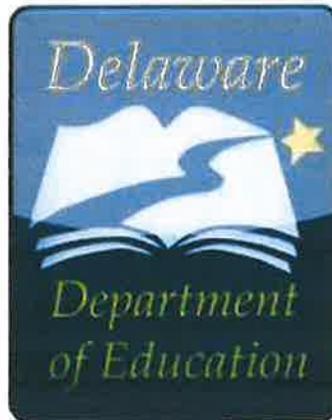


Delaware



*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

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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: Woodbridge School District		
DISTRICT/CHARTER STREET ADDRESS: 16359 Sussex Highway	CITY: Bridgeville, DE	ZIP CODE: 19933

Contact Information

CONTACT NAME Heath Chasanov, Donna Hall, Elyse Baerga	CONTACT PHONE NUMBER: 302-337-7990
CONTACT EMAIL ADDRESS: heath.chasanov@wsd.k12.de.us , donna.hall@wsd.k12.de.us , elyse.baerga@wsd.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.

Summary / Rationale

Woodbridge will utilize the Opportunity Funding to improve outcomes for English learners and low-income students by providing investments in personnel, professional development and additional curriculum and technology resources.

Supporting Data

Demographics and Accountability Data:

Demographically, our English Language (EL) students consistently make up approximately 15% while Low Income (LI) students make up 60% of our total student population K-12. Each year for the past 4 years our 2 Elementary Schools have seen growth in the EL population with over 100 total students consistently and as many as 130-140 students at a given time for just 1 ELL Educator for each school. Our Low Income student population has remained consistent over this timeframe at approximately 60%.

The accountability data for the past 4 years (2015-2019) has indicated that our English Learning students and Low Income students consistently score lower than our All Students category. The students designated as EL and LI scored an average of 22 and 10.5 percentage points lower than the All Student

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group over the past 4 years with the current year being no different. The results are similar with the Smarter Math Assessment. Students designated as EL and LI scored an average of 16.45 and 9.2 percentage points lower than the All Student group over the past 4 years with the current year being no different. Our 2018 ACCESS data (2019 was still being analyzed) resulted in our EL students showing much growth but still many students that do not make their specific targets. The 2018 ACCESS scores revealed the following:

EL ACCESS Data	Eligible Students (# of students that have 1 ACCESS Score Already)	Tested Out	Met Growth Goal	Did Not Meet Target but showed Growth
Grades1-12	253	19	131	221

WSD At- Risk Student Data:

WSD At Risk Student Data (Current 2018-19 SY)	# of Discipline Referrals	# of Suicide Risk Assessments	# of Restraint Reports
All Students K-12 (inclusive of EL and Low Income)	1885 (61 were for EL students)	Multiple (approximately 10 + assessments grades 3-12)	16

Plan for the Work:

New Staffing - To address the rapid growth in the EL student population we will implement a plan to hire 2 teachers for our 2 Elementary schools and 2 para educators to assist our primary teachers in our 2 Secondary schools. This will allow for approximately a 50:1 ratio for the Elementary EL Teachers which will offer EL students more support in their learning as well as outreach and building stronger relationships with our EL Families. The addition of the para educator assisting the primary EL teacher in each secondary school will also provide more support and outreach in building stronger relationships with students and families. The additional academic support will help our EL students with their achievement outcomes with SBAC and ACCESS scores.

Contracted Services Counseling - We understand that our English Learning and Low Income students not only have academic needs but also social and emotional needs that will help them to be in the classroom so that learning can take place. To address these needs and in an effort to reduce the at risk behavior data (referenced above) that can keep students from classroom learning we will implement a plan to place a Community in Schools counselor in each school in the district (4 Schools). The counselor will be in each school on a daily basis and be able to provide individual and group counseling for our low income and EL students, along with providing numerous other supports to build strong relationships with them and their families.

Restorative Practices – Our K-12 staff will engage in professional development on Restorative Practices to continue to understand cultural differences and EL and LI student needs with at-risk and social-emotional behaviors and how to more sensitively respond when those behaviors disrupt instruction and learning. The goal is to keep our EL and LI students in class engaged in learning and to provide more classroom strategies that will help each school’s culture with these types of behaviors.

Translation Services: The increase in EL students and families has also increased the need for more parent / family communication on student academic and social needs. Many EL students also have other special

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needs increasing the need for communication with families regarding support services. With only 4 educators with bilingual abilities, this has become problematic in taking them from their classrooms to provide these services (Estimated 15 hours of instruction impacted weekly across K-12 grades when the bilingual EL teacher has been pulled to provide translation services). Providing funds to increase our ability to provide translation for various meetings (Parent-teacher conference, RTI follow-up, Special Ed, etc.) will help to engage our EL families in their student’s academics and social needs and to keep our EL teachers engaged in instruction (Example Translation Service – Back to Basics Learning Dynamics, Inc.).

Online English Resources – We will designate funds to provide more technology supports to help Newcomer English Learning students learn English. The added technology will be an intervention support in school as well as out of school when the student is home. We will help EL parents and families learn how to support their student with the online learning which may also help the parent should they have any language barriers.

Additional Curriculum and Technology resources: We are fortunate in the Woodbridge School District to maintain 21st Century programs in Grade 3-8 which helps to target EL and Low Income students. Additional supports for afterschool and summer to help close gaps will be beneficial for students but also for parent outreach. In addition, with this funding we can provide additional supports for afterschool /summer opportunities for students in our 2 schools that do not currently have 21st Century programs in operation (Grades K-2 and 9-12). The funding will be utilized for tutoring support, and additional curriculum resources and technology needed in those settings.

As a district and school community working together and utilizing these funds we will be able to make more strides in achievement for our EL and LI students.

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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 (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
Hire to 2 Teachers to increase support for EL students 1 for Grade K-2 1 for Grade 3-5	\$180,000	One teacher will be assigned to our Grade K-2 Elementary School to create a student to teacher ratio approximately 50:1. The other teacher will be assigned to our Grade 3-5 Elementary School to create a student to teacher ratio of approximately 50:1. This will provide a more balanced student to teacher ratio where the ELL teachers can work more closely with their EL students. This will also provide more time for communication between the EL teachers and their instructional

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Investment (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
		<p>colleagues and more outreach to the EL student families. We are implementing a new Literacy Program (Bookworms) for all students and the increase in EL teachers will increase the opportunities for push in support with EL student learning and allow them to remain with their peers.</p> <ul style="list-style-type: none"> • <u>Goal 1:</u> -To increase the percent of ELs who meet statewide ELA and Math assessment proficiency targets by 5 percentage points annually (Grades 3-5). • <u>Goal 2:</u> To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually in 2 schools (K-5). • <u>Goal 3:</u> To increase the percent of ELs who maintain/ reach on or above grade level class performance as measured by the district universal screener (Dibels and Exact Path) for ELA and Math by 5 percentage points annually in 2 schools (Grade K-5).
<p>Hire 2 Para Educators to increase support for EL students 1 for Grades 6-8 1 for Grades 9-12</p>	<p>\$130,000</p>	<p>One Para Educator will be assigned to our Grade 6-8 Middle School to increase more opportunities for push in support and to assist the primary EL teacher with communication for other teachers and EL student families. The other Para Educator will be assigned to our Grade 9-12 High School to increase more opportunities for push in support and to assist the primary EL teacher with communication for other teachers and EL student families.</p> <p>This will provide an increase to EL support where the EL teacher and para educator can work together to provide much more communication and outreach for EL Families as well as keep their colleagues more informed on EL progress and instructional needs.</p> <ul style="list-style-type: none"> • <u>Goal 1:</u> To increase the percent of ELs who meet statewide ELA and Math assessment

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Investment (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
		<p>proficiency targets by 5 percentage points annually (Grades 6-8).</p> <ul style="list-style-type: none"> • <u>Goal 2</u>: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually in 2 schools (Grades 6-12). • <u>Goal 3</u>: To increase the percent of ELs who maintain /reach on or above grade level class performance as measured by the district universal screener (Exact Path) for ELA and Math by 5 percentage points annually in 2 schools (Grades 6-12).
<p>Provide 4 Communities in Schools (CIS) Counselors / School-Family Liaisons for support to EL and LI students</p>	<p>\$135,000</p>	<p>A partnership with the Community in Schools Organization will provide for 1 Counselor/School Liaison to be placed in each of our 4 schools within the district on a daily basis throughout the school year. One counselor /school liaison for each school below:</p> <ul style="list-style-type: none"> Woodbridge Early Childhood Center (K-2) Phillis Wheatley Elementary School (3-5) Woodbridge Middle School (6-8) Woodbridge High School (9-12) <p>The Community in Schools Partnership will benefit our EL and LI students greatly. CIS Supports for EL and LI students and families include group and individual counseling, community outreach, social-emotional supports, Food Pantry needs, home and clothing needs, mentoring, mental health services, substance abuse prevention, and any other needs deemed appropriate by the partnership and school working in collaboration. The work of the CIS Liaison will build strong relationships with EL and LI students and families, along with community and school to help reduce at-risk behaviors which will provide EL and LI students more opportunities and class time for learning and student achievement.</p> <ul style="list-style-type: none"> • <u>Goal 1</u> – Reduce At-Risk behaviors for EL and Low Income students by 10 percentage points annually (At-Risk Behaviors to include Discipline referrals, Suicide Risk Assessments, Restraint Reports).

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Investment (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
		<ul style="list-style-type: none"> • <u>Goal 2</u> - To increase the percent of ELs and Low Income students who meet statewide ELA and Math assessment proficiency targets by 5 percentage points annually. • <u>Goal 3</u> -To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.
<p>Provide Oral and Written Language Translation Services for all 4 schools to support EL student and family participation in academics (Ex. Back to Basics Learning Dynamics, Inc.)</p>	<p>\$10000</p>	<p>Funds will be provided as needed for all 4 schools for oral and written Translation Services to increase our engagement with EL Families and to ensure their participation in critical teacher-school conferences and meetings regarding their students' learning needs and achievement (Meetings such as parent-teacher conferences, RTI follow-up, IEP).</p> <ul style="list-style-type: none"> • <u>Goal 1</u> - To increase the percent of ELs who meet statewide ELA and Math assessment proficiency targets by 5 percentage points annually (Grades 3-8). • <u>Goal 2</u> - To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually (Grades K-12). • <u>Goal 3</u> - To increase the percent of ELs who maintain/ reach on or above grade level class performance as measured by the district universal screener (Dibels and Exact Path) for ELA and Math by 5 percentage points annually (Grade K-12).
<p>Contract Professional Development on Restorative /Trauma-informed Practices and Social Emotional Learning targeting EL and LI student needs</p>	<p>\$6000</p>	<p>The District will contract to provide whole schools and/or school lead teams from each school with training on Restorative and Trauma-Informed Practices coupled with Social-Emotional Learning throughout the school year which will help schools with their school improvement strategies to improve school culture, safety and wellness for</p>

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Investment (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
		<p>our EL and LI students.</p> <ul style="list-style-type: none"> • Goal 1 - Reduce At-Risk behaviors for EL and Low Income students by 10 percentage points annually (At-Risk Behaviors to include Discipline referrals, Suicide Risk Assessments, Restraint Reports).
<p>Provide online resources to strengthen English for Newcomer EL students</p>	<p>\$6000</p>	<p>The district will acquire additional online resources that help Newcomer English Learners with English for in school as well as out of school (Ex. ESL Reading Smart – Edmentum, Lexia – Rosetta Stone).</p> <ul style="list-style-type: none"> • Goal 1 - To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually (Grades K-12).
<p>Provide additional resources and technology for ELL and Low Income students participating with our 21st Century Afterschool and Summer STEM camps. EL and LI students in our 2 schools that do not have 21st Century Programs will also benefit by supports we can add for afterschool and summer timeframes. Efforts will increase in recruitment of students and families engaged with these opportunities.</p>	<p>\$15,700</p>	<p>The district will research and prepare for additional resources for ELL and Low Income learners that are participants in the 21st Century Afterschool and Summer Programs and for students in our 2 schools that do not have 21st Century Programs (Resources may include additional staffing for tutoring, curriculum and technology for these opportunities specific to ELL and Low Income learning needs).</p> <ul style="list-style-type: none"> • Goal 1 - To increase the percent of ELs and Low Income students who meet statewide ELA and Math assessment proficiency targets by 5 percentage points annually.

Application deadline: June 30, 2019