

Delaware



Department of Education

Opportunity Funding

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Funding Period: Fiscal Year 2022

Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year

Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2021

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.

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

- 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.

Application deadline: June 30, 2021

School Information

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| DISTRICT/CHARTER NAME: Brandywine School District | | |
| DISTRICT/CHARTER STREET ADDRESS: 1311 Brandywine Blvd | CITY: Wilmington | ZIP CODE: 19809 |

Contact Information

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| CONTACT NAME: Cora Scott | CONTACT PHONE NUMBER: 302-793-5065 |
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Overall Summary

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

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.

ESL Teachers (2) and Bilingual Social Worker

BSD intends to enhance the support we are providing to our English Learners and their families. By increasing our ESL Teacher support we are able to provide more individualized support to our students. We have recently purchased new curriculum for our ELLs (English 3D) and there will be professional development provided to our ESL Teachers for effective implementation. In conjunction with the instruction provided to our ELLs we would like to increase the social worker support provided to our ELL families. We intend to hire a bilingual Social Worker that can connect with the families and be the liaison between education and resources and services within the community.

Social Worker

Our low-income students and families need access to resources within the school as well as outside organizations and agencies. By expanding our social work staff, we will be able to decrease caseloads and ensure that there is a more personalized relationship and connection between school and home.

School Climate and Culture Deans

BSD would like to provide additional school-based support through the addition of School Climate and Culture Deans. We piloted this support in one of our Focus Schools previously and saw extremely positive results. The School Climate and Culture Dean is able to work directly with low-income students on proactive strategies to support their social emotional development and academic success. In addition, they work collaboratively with staff to develop systems and structures within the Multi-Tiered System of Support for behavior. Their work will focus on Restorative Practices, Trauma-Informed Schools, and Social/Emotional Learning. Through our implementation of Climate and Culture Deans we have seen a change in teacher practice and a significant decrease in behavioral incidents, especially among low-income students. We have targeted this support at our elementary schools that serve our students that reside in the City of Wilmington (Hanby Elem, Lombardy Elem, (.5) Mt Pleasant Elem, (.5) Carrcroft).

Springer Middle and Harlan Elementary Math Coach

Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year

Springer Middle School and Harlan Elementary serve a large number of low-income students and a high population of students that reside in the City of Wilmington. When disaggregating math data there is need for significant improvement in proficiency rates based on SBAC. We have recently implemented a new middle school math curriculum (Illustrative Math) and there is a great need for continued professional development and coaching support for teachers. Harlan's data shows approximately 22% of the students are proficient on SBAC. The addition of a Math Coach at Springer and Harlan will allow us to continue to change teacher practice for improved math outcomes for students, especially low-income and ELL subgroups.

Secondary Literacy Intervention Coordinator

Current SBAC data shows approximately 50% of our secondary students are proficient in ELA. The data for our low-income and ELL subgroups continues to be of concern. We have recently made significant revisions to the curriculum and there continues to be a need for review across the secondary grade clusters. With these revisions and additional curricular purchases there is a continued need for ongoing support and professional development for teachers. Through the professional development and teacher support we will focus on equitable access for all students. A priority focus will be on low-income and ELL subgroups to support improved academic outcomes.

Pre-K Programming at Harlan

Recent review of preschool data shows that we have a large number of low-income students that are not being served in a quality preschool program. Harlan Elementary has the largest number of low-income students and our assessment data shows that these students are coming to kindergarten without critical skills for success. Not only are these students coming with a deficit in language development, but their social emotional learning skills are limited and prevent them from accessing academic learning. BSD would like to provide free preschool to 1 classroom of Harlan students. These low-income students would have the opportunity to get acclimated and learn how to navigate a structured environment prior to entering kindergarten. Curriculum materials for this classroom would align with Head Start guidelines and focus on math, literacy, science, and the arts while incorporating social emotional learning instruction.

Special Education Instructional Coach (Elementary, Middle, High)

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

Many of our students with disabilities are also identified as coming from low income homes. Continued improvement is needed in outcomes for these students. Through the hiring of Special Education Instructional Coaches, we will be able to provide teachers with job embedded professional development. The coaches will be able to provide training, modeling, co-teaching, and lesson reflection in support of a continuous improvement process. Teachers will improve their use of high leverage instructional practices that will ensure access and opportunity for students from low-income homes.

Transition Specialist

Students transition in and out of outside agencies and programs throughout the school year. Many of the students are identified as students from low-income homes or ELs and have unique programming needs. This often results in a need for coordination of supports and services to ensure smooth transitions and adequate resources to meet individual needs. Additionally, families tend to need additional collaboration and support to navigate the educational environment in support of their student. The Transition Specialist would be the liaison between the school, home, and outside agencies/programs to ensure continuity of programming and supports for our low-income students and ELs.

Application deadline: June 30, 2021

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 | Cost | Expected impact (Check all that apply) | Is this a continued Opp. Funding |
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**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

| (Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”) | For 2021-22 (\$) | Raise ELL student achievement | Raise LI student achievement | Increase attendance for ELL students | Increase attendance of LI students | Other, specify | investment from 2020-21? (yes/no) |
|--|------------------|-------------------------------|------------------------------|--------------------------------------|------------------------------------|--|---|
| <i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i> | \$42,000 | X | X | | | Increase ELL & LI student self-awareness skills | yes |
| ESL Teachers (2) | \$240,000 | X | | X | | Increase in ELL student performance on WIDA and SBAC | Yes (addition of 1) |
| Bilingual Social Worker (1) | \$120,000 | X | | X | | Improved attendance & ELL parent engagement | yes |
| Social Worker (1) | \$120,000 | X | X | X | X | Improved attendance & low-income parent engagement | yes |
| Climate/Culture Dean (3) | \$360,000 | X | X | X | X | Decrease in discipline incidents among low-income students Improved culture, MTSS | yes |

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

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| | | | | systems and structures in place | | |
| Math Coach (Springer/Harlan- 2) | \$240,000 | X | X | Improved MAP/SBAC scores in Math for ELL & low-income students Improved teacher practice | yes | |
| Secondary Literacy Coord. (1) | \$120,000 | X | X | Improved MAP/SBAC in reading for ELL & low-income students Improved teacher practice | yes | |
| PreK Teacher (Harlan) | \$120,000 | | X | X | Increase low-income student performance on DELS | yes |
| PreK Paraprofessional (Harlan) | \$53,000 | | X | X | Increase low-income student performance on DELS | yes |
| Special Education Ins. Coach (3) | \$360,000 | X | X | | Improved MAP/SBAC in reading/math for students with | no |

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

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| | | | | disabilities & low-income students | |
| | | | | Improved teacher practice | |
| Transition Specialist (1) | \$125,550 | X | X | Improved graduation rate for students with disabilities & low-income students | no |