

Delaware



Department of Education

Opportunity Funding

For more information contact: Susan S. Bunting,
Ed.D.

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

Secretary of Education susan.bunting@doe.k12.de.us

Funding Period: Fiscal Year 2021

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.

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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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School Information

DISTRICT/CHARTER NAME: Colonial School District		
DISTRICT/CHARTER STREET ADDRESS: 318 E. Basin Rd.	CITY: New Castle	ZIP CODE: 19720

Contact Information

CONTACT NAME: Pete Leida	CONTACT PHONE NUMBER: 302-323-2700
CONTACT EMAIL ADDRESS: peter.leida@colonial.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.

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The Colonial Opportunity Grant Funds will be used to improve outcomes for EL and LI students in a variety of ways. We acknowledge that there are gaps in outcomes for EL and LI students compared to their peers and have developed a multi-pronged approach using the available Opportunity Funding in combination with other funding sources. This gap has widened with the impact of COVID-19. The vast majority of our activities that targeted these populations in 2020-21 will be sustained using Opportunity Funds in 2021-22.

Colonial has invested significant support for our EL population through additional personnel that impacts EL students across the district with an emphasis on improved academic outcomes. In 2019-20, we hired an EL Specialist, EL Coach and an additional EL Teacher to provide a combination of professional development and job embedded coaching/support to both EL teachers and general education teachers who have EL students in their classrooms. Although the year was interrupted, much of our professional development and support had begun to show improvements in teaching EL students. We will hire additional EL teachers and tutors to support this population in 2021-22.

The SEL needs of students from LI and EL is significant and the current pandemic has exacerbated this impact in our most vulnerable populations. Thus, we will continue to provide SEL support at all levels. This includes the continuation of a Restorative Practices Coach at William Penn HS to coordinate professional development and coaching with all staff. Additionally, Colonial has a history of supporting SEL via Responsive Classroom at the elementary and now middle school levels. The Opportunity Funds will be used to continue to support staff implementation of the RC approach in conjunction with the support of other staff that focus on SEL needs of students.

Colonial has leveraged Opportunity Funds to focus on closing achievement gaps at William Penn HS through the hiring of a Deputy Principal of Academics, Reading Interventionist, and Math Interventionist. Each of these positions plays a critical role in supporting the academic needs of EL and LI students through targeted assistance and coaching. With a large EL and LI population, the Deputy Principal is able to ensure that students are receiving high quality core instruction from every staff member and that struggling EL and LI students receive additional supports.

Colonial has also put an added focus on literacy support. We are adding 3 reading interventionists as well as additional Reading Assist tutors.

Finally, Colonial recognizes that attendance is a critical influencer on student outcomes and, thus, will continue to allocate Opportunity Funds to hire staff to focus on this area. The district has contracted with Communities in Schools and is using funds to support a Homeless Caseworker to identify students with significant attendance issues and to support students/families to improve those issues. These staff members will continue to play a critical role in the 2020-21 school year in improving attendance.

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Additional and more specific descriptions of the identified supports are found below.

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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	Cost	Expected impact (Check all that apply)					Is this a continued Opp. Funding investment from 2020-21? (yes/no)
		Raise ELL student achievement	Raise LI student achievement	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	
(Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”)	For 2021-22 (\$)						
Purchase Imagine Language and Literacy seats for all EL and LI students We will provide this “Evidence-Based” program that will support low income and ELL students. It delivers personalized instruction that adapts to each	\$192,000	X	X			Increase ELL & LI student self-awareness skills	yes

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<p>students' unique needs. In addition to a variety of reading foci, writing, speaking, listening, and academic vocabulary are key components of the program. Students of poverty often lag behind in literacy skills. Research has shown that there is sometimes as much as a million vocabulary word gap in students who come from poverty and those that do not. This program will help those needs for our low income and language acquisition for our ELLs.</p>							
<p>Contract with Reading Assist Institute for 32 tutors This program provides Evidenced-Based, multi-sensory language instruction by trained certified professionals. We will hire 32 professionals to provide daily 45- minute 1:1 instruction for 192 of our most struggling ELL and/or LI students.</p>	320,000	X	X				yes, but increase numbers
<p>Contract with Communities in Schools (2 CIS staff members) Develop positive attendance habits with PK students and families, specifically with EL and low income students and their</p>	\$77,000			X	X		yes

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<p>families, improved attendance rates in Kindergarten. Provide ongoing graduation counseling for 11-12th grade students, including, EL and low income, who have been successfully discharged from credit recovery, increased graduation rate</p>							
<p>Homeless Caseworker New position in 2019-20 that provided intensive support to low income and EL families, particularly those qualifying for support under the McKinney Vento Act. This individual was partially funded as a Visiting Teacher (state portion), which is a currently earned but unallocated unit. Funds requested would be for the local portion of the position.</p>	\$56,432.77			X	X		yes
<p>Deputy of Academics The Deputy Principal of Academics is a position created for the 2019-20 school year and is responsible for the successful implementation of the following:</p> <ul style="list-style-type: none"> ● English Learner Supports and Programming ● Trauma Informed Supports via Restorative 	\$195,849.85	X	X	X	X		yes

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<p>Practices for low-income students</p> <ul style="list-style-type: none"> ● Instructional Leadership Team coordination and planning for administrators that work with low income and ELL students ● Instructional Coaching in core content areas that have concentrated populations of low income and/or ELLs ● Supporting improved growth and achievement of low income and ELL students in ELA and Math 							
<p><i>EL Specialist</i> With a continuous increase in EL students, we hired an EL Specialist for the 2019-20 school year. This person's primary responsibility is to support ELLs k-12. They have reviewed our ELL programs and systems to implement necessary changes with a strategic plan to improve instruction, scheduling, plcs, etc. in order to increase English Language proficiency and growth. This specialist has been</p>	\$70,823.82	X		X			yes

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working with teachers with large ELL and low-income students and the principals of schools with high ELL students							
<p>EL Coach Over the last 3 years, we have hired 6 new ESL teachers. The addition of an EL coach in 2019-20 not only provided professional development for the 5 new ESL teachers but also teachers who have a large population of ELL students. This individual provided support in classroom strategies, EL PLCs, and data analysis and the new implementation of Imagine Learning, Peg Writing with classroom teachers of ELLs and ESL teachers.</p>	\$53,939.71	X		X			yes
<p>EL Teachers The addition of three positions with the original hire will allow us to lessen the caseload of EL teachers and allow more flexible instructional formats. These supports allow more students to achieve language growth at the appropriate rate.</p>	\$211,467.85	X		X			yes but an increase in positions
<p>EL tutors The addition of 8 EL tutors will allow us to diminish the impact</p>	\$166,719.66	X		X			no, new

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of unfinished learning.							
<p>Responsive Classroom Training and Materials In an effort to support the SEL needs of LI students the district began supporting Responsive Classroom training and coaching for several years. To continue ensuring that all staff in elementary and middle schools are adequately trained and impact EL students and students from poverty, the district is seeking funds to allow additional educators to be trained. Trained individuals are supported by coaching via the district Lead Teacher for Classroom Culture and/or an outside contractor.</p>	\$100,000	X	X	X	X	Improved socio-emotional skills of EL and LI students.	yes
<p>Restorative Practices Coach and Professional Development (Hired for the 2019-20 school year) In similar fashion as to our work with Responsive Classroom, Restorative Practices has been adopted by William Penn HS and Wallace Wallin. Restorative Practices is an approach that seeks to create a positive, supportive school environment for low-income students based on the</p>	\$127,724.69	X	X	X	X	Improved socio-emotional skills of EL and LI students.	yes

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<p>research-based Restorative Justice work. This design is proposed to ensure that social-emotional learning holds a stronger role as many of our students from high poverty communities have been subjected to various types of trauma and toxic stress. Additionally, many students from high poverty communities have suffered from institutional policies and practices (<i>ex. Zero tolerance policies</i>) that have systematically impacted their future opportunities. When Restorative Practices are implemented, inappropriate behaviors and subsequent consequences are significantly reduced. Thus, there is an increase in student outcomes.</p>							
<p><i>Math Interventionist at William Penn</i> (Hired for the 2020-21 school year) A critical need identified for William Penn High School via SAT, benchmarking, and district common assessment data is additional support for improving the Response to Intervention programming and implementation at WP for Math.</p>	<p>\$97,922.49</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>		<p>yes</p>

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<p>0% of WP ELL students and 0% of low income students were proficient on the Math SAT. The addition of a Math Specialist will allow for the following:</p> <ul style="list-style-type: none"> ● Plan and teach intervention groups of low income and/or ELL each week ● Collaborate with staff to create, model and support targeted Math instruction for low income and ELL students as part of the continuum of strategies under a Response to Intervention model ● Collaborate with principals and other Math teacher leaders to provide planning and support for RTI instruction/implementation with teachers with large populations of ELL and low income ● Attend PLC to co-develop intervention groups for low income and/or ELLs , analyze data and provide feedback for School Success Plan planning 							
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<ul style="list-style-type: none"> (SSP) Support out of subject teachers to provide tiered implementation for low income and/or ELL 							
<p>Math Interventionists (6)</p> <ul style="list-style-type: none"> Plan and teach intervention groups of low income and/or ELL each week 	\$270,000	X	X	X	X		No, new
<p>Reading Interventionist at William Penn (Hired in 2019-20 school year) A critical need identified for William Penn High School via SAT, benchmarking, and district common assessment data is additional support for improving the Response to Intervention programming and implementation for Reading at WP. 0% of WP ELL students and 24% of low income students were proficient on the EBRW SAT. The addition of a Reading Specialist will allow for the following:</p> <ul style="list-style-type: none"> Plan and teach intervention groups of low income and/or ELL 	\$113,252.29	X	X	X	X		yes

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<p>each week</p> <ul style="list-style-type: none"> ● Collaborate with staff to create, model and support targeted ELA instruction for low income and ELL students as part of the continuum of strategies under a Response to Intervention model ● Collaborate with principals and other ELA teacher leaders to provide planning and support for RTI instruction/implementation with teachers with large populations of ELL and low income ● Attend PLC to co-develop intervention groups for low income and/or ELLs , analyze data and provide feedback for School Success Plan planning (SSP) ● Support out of subject teachers to provide tiered implementation for low income and/or ELL ● Collaborate with ELA coach, district staff, and principal to oversee RTI programs such as Read 							
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180 with low income and ELLs							
<p>District Behavior Coach (Hired in 2019-20) Due to the significant needs of EL and low-income students from poverty that have been adversely impacted by the effects of poverty, we hired a behavior coach to work in several of our low-poverty schools. This position will assist school teams with supporting teachers to work with students displaying the effects of trauma/toxic stress which disproportionately impact students of poverty. add additional coach 2021-22</p>	\$217,758.50	X	X	X	X	Improved socio-emotional skills of EL and LI students.	yes but adding an additional position
<p>Contract with Positive Directions Support for Schools The district will contract with Positive Directions to hire additional behavior specialists that will work directly with EL and/or low-income students. The specialists will be assigned to work in high-needs schools and will be trained in either Responsive Classroom or Restorative Practices depending on the assigned school.</p>	\$90,000		X			Improved socio-emotional skills of EL and LI students.	yes

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<p>Contract with Teen Sharp Teen Sharp is an organization that gives low-income, black, and Latinx youth access to premier leadership opportunities, trains them to be ambassadors of higher education in their communities, and prepares them for success at selective colleges and universities. We will contract with them to support a cohort of 10 students for the 2021-22 school year.</p>	\$39,000	X		X			yes
<p>Contract for Bi-Lingual Mental Health support at WPHS and location TBD (new) Ensuring that our Latinx students have access to ongoing mental health support, in addition to the work around restorative practices, will further improve their educational outcomes and attendance.</p>	\$278,400	X		X			
<p>WIDA/TESOL conferences ESL teachers will attend (possibly virtual) conferences to strengthen their teaching practice and better meet the needs of our students.</p>	\$10,000	X		X			yes
<p>Instructional Coaches at High Needs Elementary Schools</p>	\$223,845.37	X	X				yes

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<p>Schools benefit from coaches in a variety of ways. The core responsibilities will be to provide:</p> <ul style="list-style-type: none"> ● observation/feedback to instructional staff on a weekly basis to ensure equitable access to high-quality curriculum and instruction for students, particularly for EL and LI students. ● facilitate weekly PLCs to analyze data, choose effective instructional strategies, and deepen understanding of standards ● help design and implement MTSS so that students of all tiers are receiving targeted support ● work with the school's Instructional Leadership Team to create and implement the school's success plan ● provide professional development to instructional staff with a specific emphasis on improving LI and EL students' learning 							
Finish Line	23,000	X		X			no, new

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These instructional materials will help support ELs. There is a clear alignment between the materials and WIDA standards.							
Counselor at WPHS Counselor dedicated to supporting incoming 9th graders who are identified as struggling based on various academic indicators and other success measures. Designed to reduce the number of students failing ELA and Math in their 9th grade year.	100,000	X	X	X			no, new
Reading Support Additional reading interventionists to support struggling readers at the elementary level in high-needs schools.	\$243,832	X	X				no, new

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