

*Delaware*



*Department of Education*

# Opportunity Funding

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

**Funding Period: Fiscal Year 2022**

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

**Application deadline: June 30, 2021**

**Purpose:** The three-year Opportunity Funding initiative led to legislation that now guarantees weighted funding through FY25.

**Allocation Method:** Local education agencies (LEAs) will receive \$600 per English learner (EL) and \$524.25 per low-income (LI) student. Funding shall be made available to LEAs upon the passage of the FY22 budget so that in early July LEAs 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 EL students', 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.

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- 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: Great Oaks Charter School		
DISTRICT/CHARTER STREET ADDRESS: 1200 North French Street	CITY: Wilmington	ZIP CODE: 19801

**Contact Information**

CONTACT NAME: Damien Burke	CONTACT PHONE NUMBER: 302.660.4790
CONTACT EMAIL ADDRESS: dburke@greatoakswilm.org	

**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.*

Great Oaks Charter School of Wilmington (GO-WIL) provides a public education for students in 6<sup>th</sup> through 11<sup>th</sup> grade. Currently there are 331 students enrolled of which 57% are identified as low income and 7% are English language learners. GO-WIL plans to use the Opportunity Funding to continue the employment of the Behavioral Health Specialist for the 21-22 academic year. This role

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is critical to the functioning and success of GO-WIL and its low-income and EL students. Great Oaks is committed to providing quality academic instruction to support low-income and EL students in achieving post-secondary success. The behavioral intervention specialist provides support for our LI and EL students by providing them with strategies for dealing with trauma so that they can manage their behavior, keeping students in the classroom so that learning can occur.

Key functions of the behavioral health specialist include:

1. Assistance determining the need for a Functional Behavioral Assessment (FBA);
2. Assistance conducting an FBA;
3. Assistance with or lead the development of a customized plan;
4. Selection and implementation of individualized evidence-based intervention strategies;
5. Conduct student observation and provide mentoring
6. Provide coaching for teachers to support behavior plan strategies
6. Provide topic-specific interactive training for teachers to support them in working with students whose behavior interferes with learning.

Additionally, Great Oaks plans to continue to employ a counselor/therapist to provide social-emotional supports for students. In June 2020 GO-WIL conducted a survey with parents and community members. Providing these supports for LI and ELL students addresses the concern by respondents that students need social and emotional supports surrounding the pandemic as well as events in the community resulting in unrest and violence. Specifically for LI and ELL students. The support provided by the counselor/therapist is conducted in small group and individual sessions in order to provide more personalized, targeted needs based SEL to address the specific trauma and unique circumstances of our students. The counselor/therapist also provides professional learning for our staff so that trauma -informed practices are utilized in the classroom as well, thus increasing educator understanding and lessening exclusionary discipline for EL and LI students who may already be behind.

Key functions of the behavioral health specialist include:

1. Develop and maintain social emotional support programs to meet LI and EL student needs.
2. Provide individual, group, and family social emotional support services including use of restorative practices.
3. Assist with support for LI and EL students and staff dealing with the social and emotional impact of COVID-19
4. Establish and maintain ongoing communication with families to foster partnerships and promote family engagement; connect students and families with information about appropriate community resources and outside agencies
5. Collaborate with school leadership to assess, develop, and implement school wide initiatives to address social emotional wellness and provide professional learning or content for adult

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learners

6. Provide topic-specific interactive training for teachers to support them in working with students and integrating trauma-informed practices in their classroom instruction.

A review of the SY19 SBAC data (most recent available) shows that while there have been some significant gains in some grades and content areas, there was a decline in 6<sup>th</sup> grade ELA proficiency and 7<sup>th</sup> grade remained unchanged. Proficiency in ELA overall is significantly below that of the state. SBAC results for math show similar results although the proficiency for mathematics is lower than that for ELA. Data analysis also revealed direct relation between students with higher SEL removals from class and SBAC performance. Further analysis showed a greater rate of SEL removal and lower academic achievement as compared to the state for students new to GO-WIL, students identified with special education supports and those identified as English Learners. GO-WIL plans to hire a Dean of Curriculum and Assessment to provide oversight of curriculum and assessment, coaching for instructional staff and data analysis to drive data based decision making and instructional planning to support teaching and learning as well as increase student achievement. The Dean of Curriculum and Assessment will also work with tutors who will provide targeted support and intervention for students to increase their English language proficiency and improve academic achievement in their content area instruction. The Dean of Curriculum and Assessment will be providing support for the implementation of High Quality Curriculum – one that is aligned to rigorous standards and leads to notable learning gains for low income and EL students. This is a needed reform at GO-WIL. It is especially critical for low-income students and students of color who too often attend schools with low-quality curriculum and learning materials. Without high-quality instructional materials, students are not challenged to work at a level that meets expectations for their grade level and often spend time on irrelevant or disconnected activities and assignments.<sup>5</sup> As a result, low-income students and students of color are less likely to be given opportunities to think and problem-solve in more complex ways or reach the depth of knowledge necessary to meet state standards for college and career readiness. The Dean of Curriculum and Assessment will also assist teachers to develop and provide ELL, Bilingual and LI students with appropriate course work through curriculum modification, acceleration, etc. In addition, the Dean will develop and conduct or arrange for professional development sessions, including sessions on various instruction methods, enriched learning in classroom settings, and methods for supporting and identifying ELL students.

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**Investment and Goals**

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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 EL student achievement	Raise LI student achievement	Increase attendance for EL 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 (\$)						
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	<i>8,200</i>	<i>X</i>	<i>X</i>			<i>Increase ELL &amp; LI student self-awareness skills</i>	<i>yes</i>
Hire a counselor/therapist to provide SEL supports for LI and ELL students related to post-COVID and events happening in the community	67,873	X	X	X	X		Yes
Hire tutors to provide instruction and intervention for EL students 3 tutors for 5 hours per week @ \$15/hour +OECs	9,840	X		X		Decrease ELL and LI discipline; Increase positive relationships for ELL and LI students with teachers and staff	No
Dean of curriculum and assessment	85,801	X	X	X	X	Increase teacher effectiveness through coaching and support with	No

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						instructional planning; Provide data analysis to support data based decision making in order to better meet the needs of EL and LI students	