

*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 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.
- 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: Charter School of New Castle		
DISTRICT/CHARTER STREET ADDRESS: 170 Lukens Drive	CITY: New Castle	ZIP CODE: 19720

**Contact Information**

CONTACT NAME: LaRetha Odumosu/Rachel Valentin	CONTACT PHONE NUMBER: 302-324-8901
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**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.*

During the first year of receiving the grant (the 2019-2020 school year), we put a plan in place to support in addressing the issue of having a single administrator working with both math and ELA content for the older grades. We decided that the addition of a fourth instructional leader to our team was necessary for student achievement, particularly as it pertains to our low-income and EL population. This addition allows for there to be two instructional leaders at the 5<sup>th</sup> – 8<sup>th</sup> grade levels, with one focused on Math and Science instructors and the other focused on ELA and Social Studies instructors. Not only does this allow for more one-on-one planning, this also allows for leaders to specialize in content in a way that drives instruction. By implementing this shift, we are able to ensure that all Math and ELA teachers receive consistent weekly planning and instructional support. The addition of an Assistant Principal focused on humanities, allows for more strategic support for all of our students, specifically our low-income and EL population. This model will continue for the 2021-2022 school year.

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The spread of support will provide a balance and contribute to a direct impact in increased student learning.

<p><b>Start:</b> Instructional Leader observes and coaches teachers within this content area</p>	<p><b>Phase II:</b> Teacher facilitates learning and provides assessment to gauge student mastery</p>	<p><b>Phase III:</b> Instructional leader and teacher analyze the data and student work</p>	<p><b>Phase IV:</b> Instructional leader identifies an action item or a suggested instructional move to increase student mastery</p>	<p><b>Finish:</b> Teacher implements the action and this directly impacts student outcomes. The cycle is repeated.</p>
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The suggested flow above will allow us to create a more targeted ELA and Math approach. These types of strategic shifts are extremely important for our low-income population. Very similar to a small group approach if a school is determined to increase student outcomes then the addition of more coaching support will allow for an increase of teacher touch points.

With the impact of Covid-19, it is highly likely that our students will need additional learning support. Studies have shown that low-income and EL students were disproportionately impacted by school closures due to the pandemic. In order to close learning deficits, it is paramount for instructors to be able to have a high level of content understanding so that they are able to collect and immediately respond to student data. Strategic and immediate response to student learning (and student deficits) results in consistent student achievement.

We will also continue to utilize the partial teaching/coaching role. With only half of a teaching load, our instructional coach is able to provide even more intensive support to teachers who are struggling with more specific action steps and lesson plan execution. This position allows for us to provide targeted support to our teachers in order to ensure that learning is happening at an optimal level. On a weekly basis, the instructional team gathers together to discuss areas of celebration, identify areas of focus and action plan in response to focus areas. We are optimistic that these strategic changes within our instructional team will lead to increased student growth and achievement, particularly as it pertains to our low-income population.

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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)
(Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”)	For 2021-22 (\$)	Raise EL student achieve- ment	Raise LI student achieve- ment	Increase attendance for EL students	Increase attendance of LI students	Other, specify	
<i>EXAMPLE. Purchase Second Step curriculum for use with grades K-1 students</i>	\$42,000	X	X			Increase ELL & ELL student self- awareness skills	yes
Continue to hire 1 full time Assistant Principal of Academics, Salary \$90,048, OECs \$29,815, & Benefits \$8,264	\$128,127	X	X				yes
Partial Salary – Part-Time Teacher Coach	\$62,345	X	X				No (used in 2019-20 school year grant)