

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.

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- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

Application deadline: June 30, 2021

School Information

| | | |
|--|---------------------|--------------------|
| DISTRICT/CHARTER NAME: Thomas A. Edison Charter School | | |
| DISTRICT/CHARTER STREET ADDRESS: 2200 North Locust Street | CITY: Wilmington | ZIP CODE: 19802 |

Contact Information

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| CONTACT NAME: Patricia S. Winder | CONTACT PHONE NUMBER: 302-778-1101 |
| CONTACT EMAIL ADDRESS: Patricia.Winder@tecs.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.

We are a School Wide Title I school in a high poverty, high crime, and high needs community. Thomas Edison's student population is 95% Free/Reduce Breakfast/Lunch based on the Federal Poverty Guidelines. We claim 100% for provision 2. This means the target population is 100% of students K-8th grades. Our 2020-2021 enrollment was 702 students.

The technology investments made in this plan will raise the academic achievement of the Thomas Edison student body. These funds will support low-income students with struggling academics through access to technology. Traditionally, access to technology is not equitable across racial and socioeconomic lines, since it is determined by resources available to schools and school districts, but this grant will give us the opportunity to close the gap. For years, poor and minority students have been at a disadvantage when it comes

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to access to new technology. Equal access to technology benefits all children and tremendously impacts poor and minority students. There is a strong relationship between the use of technology and the academic achievement of students from impoverished backgrounds. Low-income students are able to receive a similar education to that of their more fortunate peers when they have access to academic programs that utilize the most advanced technological tools. Our goal at TECS is to provide our students with access to knowledge-building and communication tools, and more personalized learning experiences. Students who do not have access to highly-quality, personalized learning experiences at school, which include the use of technology, are not being provided with opportunities they need to be successful in school and in life. Technology in schools improves engagement, knowledge retention, individualized learning, and encourages collaboration. Technology can also improve teaching with countless online resources and students can learn useful life skills essential for the 21st century.

To ensure the technology investment is successful, equipment usage and activity will be monitored and evaluated by owners on a monthly basis and reported to the administrative team. The Principal, Assistant Principal, and teachers will give input on effectiveness by measuring student discipline and academic progress. There will be monthly meetings to discuss student progress. Professional development outcomes will be determined by classroom observations.

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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.*

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| 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-4 students</i> | \$42,000 | X | X | | | Increase ELL & LI student self- awareness skills | yes |
| Purchase Mobile Smartboards (See Attached) | \$20,000 | X | X | X | X | See Attached | yes |
| Purchase 3-D Printers (See Attached) | \$20,000 | X | X | X | X | See Attached | yes |
| Purchase Laptops (See Attached) | \$60,000 | X | X | X | X | See Attached | yes |
| Purchase Desktop Computers (See Attached) | \$100,000 | X | X | X | X | See Attached | yes |
| Purchase I-Pad Carts & I-Pads (See Attached) | \$87,744 | X | X | X | X | See Attached | yes |
| | | | | | | | |
| | | | | | | | |

2021-2022

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|---------------------------------------|--------------|
| Opportunity Funding - Proposed Impact | 287,744.00 |
| Mobile Smartboards | (20,000.00) |
| 3-D Printers | (20,000.00) |
| Laptops | (60,000.00) |
| Desktops | (100,000.00) |
| I-Pad Carts & I-Pads | (87,744.00) |

- Due to COVID-19 and the current pandemic, we will practice social distancing to meet CDC guidelines. This will require additional classroom space that is flexible and will need mobile Smartboards. Teachers will use Smartboards and other technology to access benchmark assessments for ELL and low income students, such as, Aimsweb, IAB & IAC Assessments. Aimsweb uses standard-aligned measures to assist teachers with uncovering learning gaps, identify at-risk students, and assess individual and classroom growth. Teachers will be able to screen for behavior and dyslexia, as well. Teachers will also monitor the students progress using these tracking tools.

- Mobile smartboards compliment the learning styles of all ELL and low income students. This will allow teachers to create interactive lessons and save them for students who need to work from home remotely. Teachers will be able to access student textbooks on Smartboards through Learn Zillion. Teachers will also use Smartboards for instructional programs for the following: Achieve 3000, Khan Academy, Dreambox, Schoology, and Edulastic.

- 3-D printers allow teachers to bring from the computer screen into real time, STEM activities and lessons for ELL, low income, and minority students. Students can print historical artifacts, graphic designs, topography, and maps. Math and science students can print out problems to solve and examples of cells and viruses. 3-D printers also compliment the curriculum we use in our school for ELL and low income students.

- Students will use laptops, desktops, I-Pad carts, and I-Pads to access instructional programs like Achieve 3000. Achieve will increase the reading achievement and overall literacy of our ELL and low income students. Students will use laptops & I-Pads for DreamBox, which is an interactive online math program. They will also use Illustrative Math through the Learn Zillion platform and Edulastic. Finally, the students will use these technology tools to access Boardworks which is built from State and Common Core Standards. Boardworks resources map to our curriculum and help standardize teaching and learning for all low income and ELL students across our school. Boardworks provides a common technology framework for students, and supports consistency in lessons in each classroom.