

*Delaware*



*Department of Education*

# **Opportunity Funding**

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**Delaware Department of Education  
Opportunity Funding Form  
2020-2021 School Year**

Funding Period: Fiscal Year 2021

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

**Application deadline: June 30, 2020**

**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.

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- 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.

**Application deadline: June 30, 2020**

**School Information**

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

**Contact Information**

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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.*

See attached Overall Summary

**Application deadline: June 30, 2020**

## **Brandywine 2020.21 Opportunity Funds Overall Summary**

### **ESL Teacher 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 Teacher 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 have piloted this support in one of our Focus Schools and have seen 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 pilot 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 (Harlan Elem, Hanby Elem, Lombardy Elem, Mt Pleasant Elem.).

### **PS duPont and Harlan Math Coach**

PS duPont Middle School and Harlan Elementary serve our largest number of low-income students and a high population of students that reside in the City of Wilmington. When disaggregating math data to exclude students in the Gifted Program, PS has only a 15% proficiency rate on SBAC. This past year we have implemented a new 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 PS 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 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.

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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 2019-20? (yes/no)
		Raise ELL student achieve- ment	Raise LI student achieve- ment	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 2020-21 (\$)						
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	<i>\$12,000</i>	<i>X</i>	<i>X</i>			<i>Increase ELL &amp; LI student self- awareness skills</i>	<i>yes</i>
ESL Teacher	\$100,000	X		X		Increase in ELL student performance on WIDA and SBAC	yes
Bilingual Social Worker	\$100,000	X		X		Improved attendance & ELL parent engagement	yes
Social Worker	\$100,000	X	X	X	X	Improved attendance &	yes

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						low-income parent engagement	
Climate/Culture Dean	\$445,875	X	X	X	X	Decrease in discipline incidents among low-income students Improved culture, MTSS systems and structures in place	yes
Math Coach (PS/Harlan)	\$220,000	X	X			Improved MAP/SBAC scores in Math for ELL & low-income students Improved teacher practice	yes
Secondary Literacy Coord.	\$120,000	X	X			Improved MAP/SBAC in reading for ELL & low-income students Improved teacher practice	yes
PreK Teacher/Para	\$175,000		X		X	Increase low-income student	yes



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			performance on DELS	
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**Total: \$1,260,875.00**