

S.B. 6/30/2020
Caesar Rodney

Delaware



Department of Education

Opportunity Funding

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

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- 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.

Application deadline: June 30, 2020

School Information

DISTRICT/CHARTER NAME: Caesar Rodney School District		
DISTRICT/CHARTER STREET ADDRESS: 7 Front Street	CITY: Wyoming	ZIP CODE: 19934

Contact Information

CONTACT NAME: Darren T. Guido, Ed.D	CONTACT PHONE NUMBER: 302-698-4800
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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.

The personnel, professional development and resource investments made in this plan will raise the academic achievement of both English learners (ELs) and low income (LI) students in the Caesar Rodney School District.

Since 2015, the first year that the Smarter Assessment was administered, the students designated as either an EL or LI in the Caesar Rodney School District have not scored as well as the All Student group; the District's 2018 scores continue to show this. On the Smarter Reading assessment, the percent of students designated as either an EL or LI scored approximately 39 and 17 percentage points lower, respectively, than did the All Student group. The results were similar on the Smarter Math assessment- ELs and LI students scored approximately 33 and 18 percentage points lower, respectively, than did the All Student group.

To ensure the plan is implemented and followed with fidelity, the lead teacher will be responsible to plan professional development (PD) sessions, monitor implementation via walkthroughs, update administrators of progress, work with our preschool feeder programs, and support the entire grant. In our district, other than English, Haitian-Creole and Spanish are the most spoken languages of our students; having School/ Family Liaisons who can speak to our families in their native language is critical. We will also hire an additional ELA resource teacher to focus solely in grades 1 – 3 providing additional support and professional development to the teachers in those grades.

Since the beginning of the 2009-2010 school year, the District has grown by 234 English Learners- an increase of 159.2%. To address this rapidly growing number of ELs, we will hire two additional ESL teachers and a part time ESL teacher; we will also hire a Second Language Acquisition coordinator to ensure all aspects of the district's ESL program are running smoothly. We will also purchase additional below level and multi language learner resources for use in our elementary and middle school classrooms.

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We would also purchase an additional application from Data Service Center that makes ACCESS data and related instructional supports available to all teachers of our ELs.

Funding expanded learning opportunities beyond the school day and school year will keep our students engaged in academics. We will expand our after-school programming for our ELs and LI students and create an ESL Summer Camp (for students in grades K – 8) and an ESL Summer Academy (for students in grade 9 – 12); we will utilize some of our Opportunity Grant funds to hire teachers, counselors, and deans to provide the best experience possible for our students. After-school and summer programs allow for a blend of both academic and social skills building.

Knowing we must focus on early intervention to effectively close achievement gaps, we have dedicated funding to support our feeder preschool programs. Training staff in how to teach reading is critical, and providing the same resources students will see when they enter the District in kindergarten will help with the transition and readiness to start school.

To ensure that we are providing equitable learning opportunities for our students, the Caesar Rodney School District will provide ongoing equity professional development throughout the school year.

Designating funds to provide resources for EL and LI students to continue to learn at home is necessary. We will provide mobile hotspots and/ or other technology to assist students to access the curriculum while away from the school buildings.

Finally, knowing that there are voices and experiences outside of our district, we will bring in nationally known speakers to address our staff about the unique needs of our students and the important role we all play in our students' lives.

It takes more than 7 ½ hours / day to close the gaps. As a school community, these are just a few of the resources that will start to make a difference for our EL and LI students.

- The budget includes both funding lines of the Opportunity Grant and the district match tax of \$175,000.

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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 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 2020-21 (\$)						
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	<i>\$72,000</i>	<i>X</i>	<i>X</i>			<i>Increase ELL & LI student self-awareness skills</i>	<i>yes</i>
Hire a second language acquisition coordinator	\$120,000	X		X			Yes
Hire two (2) ESL teachers	\$197,000	X		X			Yes
Hire two (2) School/ Family liaison paras	\$107,800	X		X		Increased communication with EL families	Yes
Hire an ELA resource teacher for grades PreK-K	\$125,000	X	X				Yes
DSC English Learners Application	\$5,800	X					Yes

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Create after-school learning centers at four (4) locations	\$325,000	X	X	X	X		Yes
ESL Summer Camp (grades K - 8)	\$16,000	X					Yes
ESL Summer Academy (grades 9 - 12)	\$50,000	X					Yes
Academic and language supports in PreK programs	\$10,000	X	X	X	X		Yes
National speaker (e.g., Adolph Brown, Bryan Stevenson)	\$10,000	X	X	X	X		Yes
Equity professional development	\$20,000	X	X	X	X		No
ARC and Multi language learner resources (Toolkits)	\$26,096	X	X				No
Bernadette Burcat (20 hours/ week/ 30 weeks @\$27/hour)	\$16,500	X		X			Yes