

Revised!
Christina

Delaware



Department of Education

Opportunity Funding

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Funding Period: Fiscal Year 2021

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

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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: Christina School District		
DISTRICT/CHARTER STREET ADDRESS: 600 W. Lombard Street	CITY: Wilmington	ZIP CODE: 19801

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.

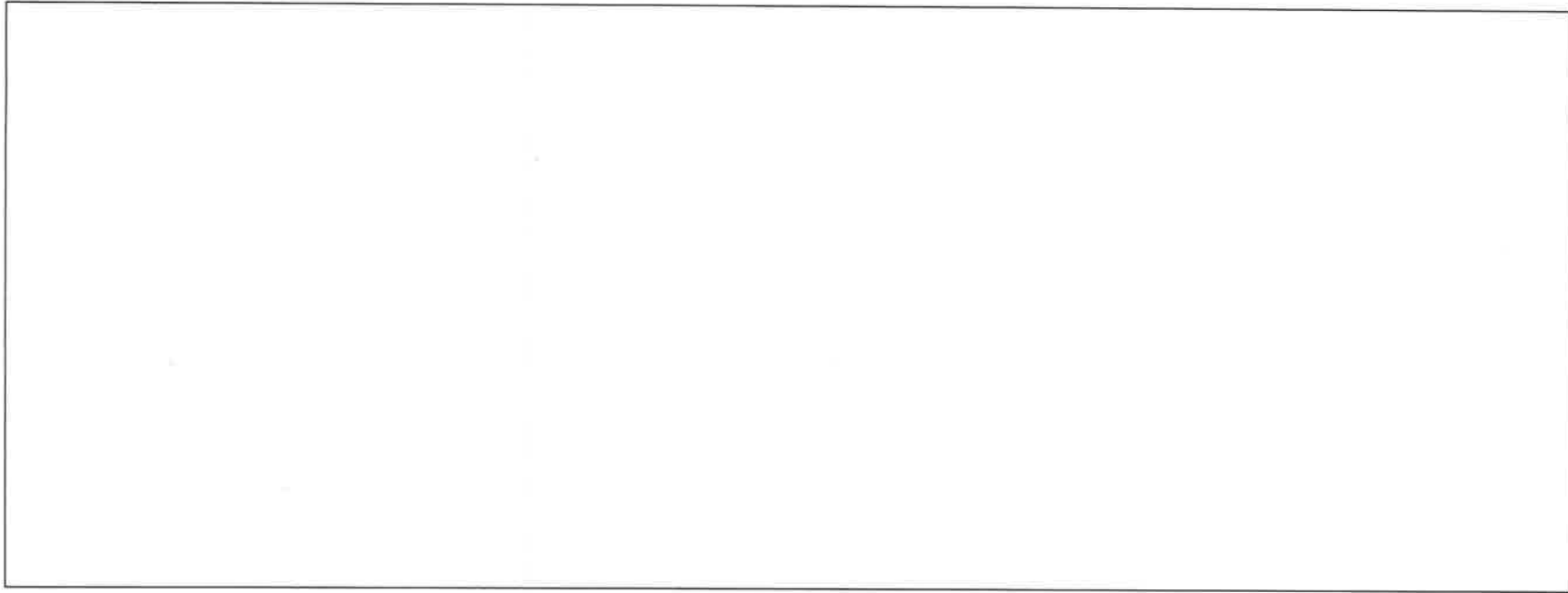
Include an explanation of how the work will impact each target population as well as the rationale for selecting the plan.

The work outlined in this plan will impact our Low Income and English learners in the following ways:

- **Providing Equitable Access to Curriculum in the area of Reading.** Our Curriculum Specialists, newly hired (and trained) ESL teachers will lead us in applying culturally relevant teaching practices to our reading instruction. Students from low-income families and those learning English as a second language will benefit from an education that celebrates their identities, lived experiences and culture. In turn, they receive an education that nurtures their inherent brilliance and infinite potential.
- **Rapid Identification of Academic, Social, Behavioral and Basic Needs.** Our Instructional Coaches will lead us in employing best practices around identifying the academic, social, behavioral and basic needs of our families. It is important that we have a pulse on our families who identify as Low Income or English Learners, early and often. Learning best practice around universal screeners, diagnostic assessments and interviewing families will enable us to respond with timely and appropriate reading interventions. This team will also lead us integrate Social Emotional Learning for our families who identify as Low Income and English Learners to support them throughout the school day. This includes enhancing the use of technology and providing each family with a device in order to engage and maintain two-way communication. The electronic devices will also give families the opportunity to utilize the online reading curriculum funded by this grant. The extra time will allow the students from Low Income and English Learning families the opportunity to spend extra time tuning and applying learned skills.
- **Wrap Around Supports for Students and their Families.** Our Instructional Team supported in this grant will lead us in providing supports for our families who identify as Low Income and English Learners. These supports will include but will not be limited to providing family engagement workshops to keep abreast of school activities, modeling how to help your child at home, offering summer enrichment opportunities to spend extra time learning/applying reading strategies and avoiding regression when schools are closed.

We strongly believe the instructional professionals and program materials funded in our grant will help us strengthen the opportunities we extend to our families who identify as Low Income and English Learners. By strengthening their opportunities, we give these learners the chance to bring rigor to the table and perform in classroom spaces that are culturally relevant, responsive and restorative.

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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 2019-20? (yes/no)
(Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”)	For 2020-21 (\$)	Raise ELL student achieve- ment	Raise LI student achieve- ment	Increase attendance for ELL 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
Family Engagement Program/workshops	\$25,000	X	X	X	X		Yes
Hire four (4) English as a Second Language (ESL) Instructors, ESL paraprofessionals, or a combination of ESL Instructors and ESL paraprofessionals	\$400,000	X	X				Yes
Provide tuition (Wilmington University) support for twelve (12) secondary content area teachers committed to pursuing ESOL certification. *Partnership with Wilmington Univ.	\$60,000	X	X				Yes
Praxis – ESOL test Twelve (12) teachers at \$120 per teacher	\$1,440	X	X				Yes

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Social Emotional Learning program to support elementary and secondary students	\$35,000	X	X	X	X	No
Hire three (3) Reported Time Parent Liaisons to support	\$50,000	X	X	X	X	Yes
Administrator of EL Programs	\$140,000	X	X			Yes
Six (6) Instructional Coaches (ELA/Math/ ESL)	\$650,000	X	X			Yes
Professional development for ESL teachers, regular classroom teachers, curriculum specialists and instructional coaches	\$45,000	X	X			Yes
Eight (8) Instructional Paraprofessionals for Stubbs Early Education Center	\$480,000	X	X	X	X	Yes
Purchase online reading and/ or math intervention program	\$130,000	X	X			Yes
Three (3) Curriculum Specialists	\$380,000	X	X			Yes
Summer enrichment program for incoming kindergarten students at Stubbs Early Education Center	\$30,000	X	X	X	X	Yes
Purchase 1:1 devices for students in order to better support equitable access to classroom and online instruction	\$88,073	X	X			Increase ELL & LI access to instructional technology No