

# Combined application for Flexible funding and Mental Health and/or **Opportunity Funding Reading funding**

For more information contact: Maria Rodriguez Maria.rodriguez@doe.k12.de.us

Directed Funds for students identified as English Learners and students from low-income households **Opportunity Funding** 

Funding Period: Fiscal Year 2023

# Application deadline: July 29,2022

public schools intended to support the increased needs of low income and English learner students, and established the parameters for how the funding is to be distributed and the usages reported. Epilogue language in the annual appropriations Act provides further parameters regarding Purpose: Senate Bill 56 of the 151st General Assembly codified the Opportunity Fund, an additional source of education funding for Delaware usage and allocation.

For FY23, this is a combined school-based application for both the Flexible funding and Mental Health and/or Reading funding (if applicable) allocations.

## **Appropriation Allocation Method:**

ow-income (LI) student. LEAs shall have flexibility in the use of these funds to enhance services to EL and LI students, including using these funds to cover 100% of personnel costs for associated staff, contractual services, supplies and materials, or other expenditures deemed necessary to comprehension and math proficiency, or who provide additional wrap-around services or mental health supports. Funding allocations shall be made available to LEAs upon the passage of the FY23 budget so that in early July LEAs may begin to hire staff, procure instructional materials, Flexible Funding - \$30 Million to be allocated. LEAs will receive school-based allocations at \$616.35 per English learner (EL) and \$616.35 per provide additional supports to these populations. Staff may include, but not be limited to, personnel dedicated to improving reading execute contracts for services, and plan for the upcoming school year.

grade configuration containing kindergarten through fourth grade and (2) greater than or equal to 30% Low income and/or greater than or equal licensed clinical social workers, school psychologist and/or for additional reading supports for grade K-5. Services may include the employment Mental Health and/or Reading - \$8 million to be apportioned to schools which meet the following criteria based on prior year unit count: (1) a to 10% English learner enrollment. These funds for mental health support shall be in the form of school counselors, school social workers or of staff, where such funding may be used to cover 100% of personnel costs on a 10-12-month basis and/or contracted services.

All districts shall be authorized to assess a local match to provide for the local costs associated with this appropriation.

### Accountability:

For FY23, local school boards shall allocate not less than 98% of the total allocation it receives generated by a specific school to that school. A local school board that wishes to allocate the funds in a different manner may do so in accordance with 14 Del. C. §1704(4).

2022-2023 School Year Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1 <sup>st</sup> of	each year detailing how each school expended the funds earned and total expenditures by school, and make those reports publicly available on their website.	<b>Metrics:</b> Academic growth, progress toward English language proficiency (ELP) and mathematics proficiency, and reduction in chronic absenteeism.	In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering:	<ul> <li>Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.</li> </ul>	<ul> <li>Guidance for selecting high quality instructional materials.</li> </ul>	<ul> <li>Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.</li> </ul>	<ul> <li>Professional learning provided by content experts.</li> </ul>	<ul> <li>Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.</li> </ul>											
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				Mental Health and/or	Total MH and/or
District/Charter Name	School Name	Flexible Funding Total Flex LEA	I Flex LEA	Reading	<b>Reading LEA</b>
Christina School District	(339) Brader (Henry M.) Elementary School	\$98,616.00		\$64,176	
Christina School District	(538) Brennen School (The)	\$59,170.00			
Christina School District	(310) Brookside Elementary School	\$121,421.00		\$79,017	
Christina School District	(390) Christiana High School	\$201,546.00			
<b>Christina School District</b>	(545) Christina Early Education Center	\$44,377.00			
Christina School District	(540) Delaware School for the Deaf School (DSD)	\$24,038.00			
Christina School District	(537) Douglass School	\$17,874.00			
Christina School District	(318) Downes (John R.) Elementary School	\$102,314.00		\$66,583	
Christina School District	(320) Gallaher (Robert S.) Elementary School	\$213,257.00		\$138,782	
Christina School District	(372) Gauger-Cobbs Middle School	\$242,842.00			
Christina School District	(392) Glasgow High School	\$207,094.00			
Christina School District	(314) Jones (Albert H.) Elementary School	\$88,754.00		\$57,759	
Christina School District	(321) Keene (William B.) Elementary School	\$122,654.00			
<b>Christina School District</b>	(374) Kirk (George V.) Middle School	\$214,490.00			
<b>Christina School District</b>	(322) Leasure (May B.) Elementary School	\$98,000.00		\$63,775	
<b>Christina School District</b>	(324) Maclary (R. Elisabeth) Elementary School	<b>\$81,975.00</b>		\$53,347	
<b>Christina School District</b>	(312) Marshall (Thurgood) Elementary School	\$88,754.00		\$57,759	
<b>Christina School District</b>	(326) McVey (Joseph M.) Elementary School	\$113,408.00		\$73,803	
<b>Christina School District</b>	(394) Newark High School	\$270,578.00			
<b>Christina School District</b>	(327) Oberle (William) Elementary School	\$227,433.00		\$148,007	
<b>Christina School District</b>	(512) REACH/CBIP	\$22,805.00			
<b>Christina School District</b>	(376) Shue-Medill Middle School	\$256,402.00			
Christina School District	(330) Smith (Jennie E.) Elementary School	\$178,125.00		\$115,919	
<b>Christina School District</b>	(362) Stubbs Early Education Center	\$88,138.00		\$54,865.00	
<b>Christina School District</b>	(350) The Bancroft School	\$226,817.00	1	\$147,606	
<b>Christina School District</b>	(352) The Bayard School	\$247,773.00		\$154,237	
<b>Christina School District</b>	(332) West Park Place Elementary School	\$64,100.00		\$41,715	
Christina School District	(334) Wilson (Etta 1) Flementary School	\$66.566.00		\$43,319	

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Delaware Department of Education Opportunity Funding Form 2022-2023 School Year
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## Application deadline: July 29, 2022

### District/Charter Information

NAME:	
<b>DISTRICT/CHARTER NAN</b>	
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Christina School District

<b>DISTRICT/CHARTER STREET ADDRESS:</b>	CITY:	ZIP CODE:
1899 S. College Ave.	Newark	19702

### Main Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
Courtney Voshell, Ed. D.	302-552-2600 x 539
CONTACT EMAIL ADDRESS:	
Courtney.voshell@christina.k12.de.us	

### School Contact Information

SCHOOL NAME:		
BRADER ELEMENTARY SCHOOL		
SCHOOL STREET ADDRESS:	CITY:	ZIP CODE:
350 FOUR SEASONS PARKWAY	NEWARK	19702
CONTACT NAME:		CONTACT PHONE NUMBER:
JACQUELINE GALLAGHER		302-454-5959
CONTACT EMAIL ADDRESS:		
JACQUELINE.GALLAGHER@CHRISTINA.K12.D	E.US	
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Will 98% of flexible funding remain allocated to this school?	Yes	$\boxtimes$	No	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	$\boxtimes$	No	

<u>Flexible Funding</u> <u>Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
Multi-Language Learner Coach	Split Funded \$6,429.85	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health	

		education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
Math Coach (Elementary)	Split Funded \$6,429.85	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	
Visual & Performing Arts/Gifted Specialist	Split Funded \$3,824.14	Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: Gifted students from low- income families may show more uneven development and discrepant test than their other gifted counterparts VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph & Ford, 2006) Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003).	

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experiencing poverty are typically underrepresented in gifted programs when
compared to the percentage of representation in the general population
(Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many
standardized tests have a high language and cultural loading, which often
negatively impacts performance in students of poverty or diversity who have
less background knowledge or access to educational experiences(Benson,
2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and
trusted policy briefs provide the following positive 'whole child' outcome to
the participation of students, from low-income families and/or are multi-
language learners, in visual and performing programming: Students from
low-income families with a high level of arts experience in school are more
likely to pursue college, vote, and volunteer in their community. In addition,
studies on socioeconomic status and the arts have found that the relationship
between arts participation and academic achievement is strongest for the
lowest income students. (https://www.arts.gov/news/2012/new-nea-
research-report-shows-potential-benefits-arts-education-risk-
youth) · English learners who took part in arts experiences in high school
were more likely to enroll in college.
(https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-
art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-
achievements-and-values-of-young-adults/)· Middle school students in
drama and visual arts programs were less likely to encounter behavioral
challenges or engage in risky behaviors.(
https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-
students-at-risk/)· Six-year-olds from economically disadvantaged and
bilingual households and enrolled in a music program had more developed
auditory skills and more quickly processed language and speech than their
peers who were not enrolled in a music program.
(https://www.sciencedirect.com/science/article/pii/S1878929315301122) The
(IIIIps.//www.scienceuneci.com/science/article/pii/51070525515501122) The

position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	Click or tap here to enter text.
	\$23, 900 (Hired/Split funded)	\$89,876	Click or tap here to enter text.
	Social Worker	Paraprofessionals (1 FT & 1 PT or 4 PT)	Click or tap here to enter text.

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Continued Opp. Funding investment 2021-22?			
Expected Impact		The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	
<u>Cost</u> (hired or contracted, if applicable)	\$39,094 (Hired)	\$91,680 (Hired/Split funded)	
Mental Health and/orReading (if applicable)(05311)• School Counselor• School SocialWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	e.g., School Counselor (partial funding)	Social Worker	

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Dan Shelton Chief School Officer: Date: Signature:

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles L	ongfellow		
Signature:	5	Date:	7/28/22	_

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Educat	ion/Designee:	Cora L. Scott, Deputy Secretary of Education	
	ConfScott	Date:8/18/22	

SCHOOL NAME: BRENNEN SCHOOL			
SCHOOL STREET ADDRESS: 144 BRENNEN DRIVE		CITY: NEWARK 219713	
School Contact Information	tion		
CONTACT NAME: HEATHER CAULKINS		CONTACT PHONE NUMBER: 302-454-2103	3ER:
CONTACT EMAIL ADDRESS: HEATHER.CAULKINS@CHRISTINA.K12.DE.US	NA.K12.DE.US		
Will 98% of flexible funding remain allocated to this school?	g remain allocate	ed to this school?	No
Will 98% of mental health and/or reading funds rer	and/or reading f	funds remain allocated to this school?	No
		Europhad Innace	Continued
Investment (05297)	<u>ŝ</u>	(Explain the expected impact of this investment and how you will measure effectiveness.)	
			from 2021-227
Multi-Language Learner Coach (2) Elementary/Secondary	Split Funding \$4,384.25	The MLL Coaches will support all elementary & secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	in the lish upport, coach the ency as

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Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	The math coaches will support all schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program.
\$12,000	Split Funding \$4,384.25	Split Funding \$764.83
Parent Workshops	Math Coach (2) (Elementary/Secondary)	Visual & Performing Arts/Gifted Specialist

Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:	<ul> <li>Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009</li> </ul>	<ul> <li>Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006)</li> </ul>	<ul> <li>Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003).</li> </ul>	<ul> <li>Minority students and students experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population.</li> </ul>	<ul> <li>(Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007)</li> <li>Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004).</li> </ul>	Research and trusted policy briefs provide the following positive 'whole child' outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming:

<ul> <li>Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achievement is strongest for the lowest income students. (<u>https://www.arts.gov/news/2012/new-nea-research- report-shows-potential-benefits-arts-education-risk-youth</u>)</li> </ul>	<ul> <li>English learners who took part in arts experiences in high school were <u>more likely to enroll in college</u>.</li> <li>(https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults/)</li> <li>Middle school students in drama and visual arts programs were <u>less</u> <u>likely to encounter behavioral challenges or engage in risky behaviors</u>.(</li> <li>Mittps://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-art-risk/)</li> <li>Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and <u>more quickly processed language and speech</u> than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122)</li> </ul>	The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.

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Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to- follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works) As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.	Pyramid Training will be provided to staff working with students with autism. This includes students who are low-income and ML. This training will provide staff opportunities to learn communication, prompting, and integration strategies to use in the classroom. Staff will work with trained coaches who will observe and give targeted feedback. Staff at the Brennen School will participate in The Pyramid Approach training to support high-quality instruction for our most complex students. From the pecusa.com website: The Pyramid Approach to Education is a comprehensive framework for establishing and supporting effective learning environments. Designed by Andy Bondy, Ph.D., and based on the principles of functional applied behavior analysis (ABA), The Pyramid Approach offers a solid foundation for
\$3,765	\$68,131.97
Move This World (SEL)	The Pyramid Approach (Professional Learning)

	\$39,094 (Hired)
Mental Health and/or Reading (if applicable) (05311) • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports	e.g., School Counselor (partial funding)

### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: Dan Shelton Date: 7/28

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Long	fellow		
Signature:	Cus	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Educo	ntion/Desianee:	Cora L. Scott, Deput	y Secretary of Education
	Cora & Scott	Date:	8/18/22

SCHOOL NAME: BROOKSIDE ELEMENTARY SCHOOL	сноог				
SCHOOL STREET ADDRESS: 800 MARROW'S ROAD		CITY: ZIP CODE: NEWARK 19713	0.044		
CONTACT NAME: ERIC STEPHENS		CONTACT PHO 302-454-5959	CONTACT PHONE NUMBER: 302-454-5959	MBER:	
CONTACT EMAIL ADDRESS: ERIC.STEPHENS@CHRISTINA.K12.DE.US	ı,K12.DE.US				
Will 98% of flexible funding remain allocated to this school?	ng remain allocated to	o this school?	Yes	$\boxtimes$	No
Will 98% of mental health and/or reading funds	h and/or reading fund:	s remain allocated to this school?	Yes		No
Flexible Funding Investment (05297)	Cost (Exi	Expected Impact cplain the expected impact of this investment and how you will measure effectiveness.)	r will mea	sure	Continued Opp. <u>Funding</u> <u>investment</u> <u>from</u> 2021-22?
Multi-Language Learner Coach	Split Funded \$7, 916.75	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches	he Christin ilish Langu m suppor ry staff. T ists, coacl	na age t, nes	

BROOKSIDE

Investment and Goals by SCHOOL

School Contact Information

between arts participation and academic achievement is strongest for the Many standardized tests have a high language and cultural loading, which positive 'whole child' outcome to the participation of students, from lowperforming programming: · Students from low-income families with a Ford, 2006) · Standardized tests are a regular part of the identification underrepresentation of diverse students in gifted education. – (Joseph & often negatively impacts performance in students of poverty or diversity and/or are multi-language learners, in gifted and talented programming: development and discrepant test than their other gifted counterparts. experiencing poverty are typically underrepresented in gifted programs high level of arts experience in school are more likely to pursue college, students in gifted services. – (Council of State Directors of Programs for experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Arts and Gifted program. Research provides the following guidance on Gifted students from low-income families may show more uneven key barriers to the participation of students from low-income families students from low-income homes and Multi-Language Learners in the population.- (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) Ford, 2004). Research and trusted policy briefs provide the following socioeconomic status and the arts have found that the relationship when compared to the percentage of representation in the general arts. We strive to improve CSD's data on sustained participation of process, and they are often used exclusively to identify and place ncome families and/or are multi-language learners, in visual and the Gifted & NAGC, 2003). • Minority students and students vote, and volunteer in their community. In addition, studies on who have less background knowledge or access to educational VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 Standardized tests are one of the major contributors to the

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lowest income students. (https://www.arts.gov/news/2012/new-nea- research-report-shows-potential-benefits-arts-education-risk-youth) - English learners who took part in arts experiences in high school were more likely to enroll in college. (https://www.artsedsearch.org/study/doing-well-and-doing-good-by- doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on- the-achievements-and-values-of-young-adults/). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts- with-students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/5118789229315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low- income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates,
	\$2,788.57 (Hired/Split funded)
	Social Worker

decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to- follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works) As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common
	\$130,000	\$4,045.63
	MLL Teacher or 2 Paras (Spanish pref)	Move This World Curriculum

		Continued Opp. Funding
language, de-escalation and regulation strategies that students and staff may use.	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	Expected Impact
	\$4,082.40	Cost (hired or
	Classroom resources/supplies	Mental Health and/or Reading (if applicable)

Continued Opp. Funding investment from 2021-22?		$\boxtimes$
		The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical
Cost (hired or contracted, if applicable)	\$39,094 (Hired)	\$112,881.43
Mental Health and/or Reading (if applicable) <u>(05311)</u> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports	e.g., School Counselor (partial funding)	Social Worker

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Social Workers (LCSW), as per State regulations to engage with	our students. LCSWs will work with a diverse group of students,	including those who are low-income, homeless or in foster care,	and/or multi-language learners. They will provide support to	students so that they may achieve their academic, social, and	emotional goals

### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer;	Dan Shelton	
Signature:	Date:	7/28/22

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Long fellow
Signature:(	Date: 7/28/22

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: _	Cora L. Scott, Deputy Secretary of Education
Signature:	

**CHRISTIANA HS** 

## Application deadline: July 29, 2022

## District/Charter Information

Investment and Goals by SCHOOL

impact. These charts should be copied and completed for each school receiving funds. For each investment, include baseline data and numeric Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.

SCHOOL NAME: CHRISTIANA HIGH SCHOOL		
SCHOOL STREET ADDRESS: 190 SALEM CHURCH RD.	CITY: NEWARK	ZIP CODE: 19713
School Contact Information		

CONTACT NAME:	CONTACT PHONE NUMBER:
EUNIQUE LAWRENCE	302-834-5910
CONTACT EMAIL ADDRESS:	
EUNIQUE.LAWRENCE@CHRISTINA.K12.DE.US	

Will 98% of mental health and/or reading funds	alth and/or read	remain allocated to this school?	es	Yes 🛛 No	٩	
Flexible Funding	Cost	Expected Impact			S	Continued
Investment		(Explain the expected impact of this investment and how you will measure	leasu	Ŀ	U	Opp.
(05297)		effectiveness.)			쾨	unding

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 $\boxtimes$ 

Yes

Will 98% of flexible funding remain allocated to this school?

COLIFICACIÓN	.dao	Funding	investment	from	2021-227
	(Explain the expected impact of this investment and how you will measure	effectiveness.)			
Cost					
Flexible Funding	Investment	(05297)			

The elementary MLL Coach will support all elementary schools and secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Secondary math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical,	
Split Funded \$15,830	Split Funded \$15,830	Split Funded \$7,815.56	
Multi-Language Learner Coach (Secondary) (1)	Math Coach (1) (Secondary)	Visual & Performing Arts/Gifted Specialist	

<ul> <li>emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic corner, CTE, gifted and talencd, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talencd.</li> <li>2009 Students from low-income families may show more uneven development and discrepant test than their other gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families may show more uneven development and discrepant test than their other gifted programs. 2009 Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services (Council of State Directors of Programs forn to compare to the opercentage of representation in the general population (Ford, 2004 High Plyers, 2011, Overlowed Gems, 2007) Many standardized tests have a high language learners, whole the participation of students, from low-income families and/or a counce state and cultures of the store of the section of the participation of students. Ford, 2004</li></ul>
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strongest for the lowest income students. (https://www.arts.gov/news/2012/new-rea-research-report-shows-potential- benefits-arts-education-risk-youth) · English learners who took part in arts experiences in high school were more likely to enroll in college. (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing- art-the-effects-of-education-in-the-visual-and-performing-arts-on-the- achievements-and-values-of-young-adults/) · Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with- students-at-risk/) · Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program had more developed auditory skills and more quickly processed language and Speech than their peers who were not enrolled in a music program frated auditory skills and more quickly processed language and speech than their programming which directly address the aforementioned barriers. This position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to-
	\$15,830 split funded	\$10,090
	ELA Coach	Move This World (SEL curriculum)

follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social- emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works) As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation	ategies that students and staff may use. e partnership with Pathways will allow students to receive wrap-around	educational and mental nealth services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: "Our student-centered and school-wide mental health program focuses on each student's strengths and challenges. The mental health team concentrates on	the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the school at the school and community liaison, and	our schools. For us, having students meet their behavioral and mental health
As schools endeavor to build and multi-language language	strategies that students and staff may use. The partnership with Pathways will allow s	educational and mental nealth services spi- low-income and ML learners. As noted on student-centered and school-wide mental student's strengths and challenges. The mi-	<ul> <li>\$29,682.43</li> <li>\$29,682.43</li> <li>\$29,682.43</li> <li>\$59,682.43</li> <li>\$10,000</li> <li>\$20,682.43</li> <li>\$20,682.43</li> <li>\$20,000</li> <li< td=""><td>our schools. For us, having students meet their behavioral and mental he goals is inst as important as meeting an academic success." (Pathways of</td></li<></ul>	our schools. For us, having students meet their behavioral and mental he goals is inst as important as meeting an academic success." (Pathways of
			MTSS Intervention Programming	

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		support for students as they learn skills such as effective decision-making, self-awareness, and self-management (CASEL.org)	
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
ML Teacher	\$130,420	The ML Teacher will teach students within the ESL program at Christiana High School. The teacher will focus on the WIDA English Language Development Standards. The teacher will collaborate with the district ML coaches. The expected impact is a growth in our EL proficiency as well as increased attendance rates and decreased retention rates.	X
AVID Teacher	\$50,424.87 (partial funding)	The Christina School District seeks to utilize Opportunity Funding to support the implementation and growth of AVID in our schools to support improved learning for all students, especially, low-income and multi-language learners. Through the effective implementation of AVID, the Christina School District is committed to ensuring college readiness of all students, including those identified as low-income and/or multi-language learners. AVID's mission is to close the opportunity gap by preparing all students for college readiness in a global society. The commitment to AVID will ensure that low-income students and multi-language learners are being provided research-proven instructional strategies to ensure college readiness. AVID is implemented in each secondary school vincluding Bayard and Bancroft. Additionally, the 22-23 school year will be a planning year for two elementary schools in the Christina School District. During the planning year, these elementary schools will receive professional learning, and member benefits including coaching, consultation, and access to AVID resources. This will further enhance the learning of our younger low-income and multi-language learners within the District. An AVID Site Team will be established to ensure low-income and multi- language learners have equitable access to programming.	

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### **Assurances and Signatures**

The applicant assures that:

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Chief School Officer:	Dan Shelton	
Signature:	Date:	7/28/22

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Longfellow	
Signature:	Cluz	Date:	7/28/22

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature:	Date:8/18/22

CHRISTINA EEC (SEEK)

Investment and Goals by SCHOOL

SCHOOL NAME:			
CHRISTINA EEC			
SCHOOL STREET ADDRESS:	CITY:	ZIP CODE:	
620 E. CHESTNUT HILL RD.	NEWARK	19713	

### School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
DEEJAY KINGERY	302-429-4175
CONTACT EMAIL ADDRESS:	
DEEJAY.KINGERY@CHRISTINA.K12.DE.US	

Will 98% of flexible funding remain allocated to this school?	Yes	N0	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	No	

ou will measure <u>Punding</u> <u>Funding</u> <u>from</u> <u>2021-227</u>	e Christina School guage n support, y staff. The coach
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach
Cost	Split Funded \$2,893.42
<u>Flexible Funding</u> <u>Investment</u> (05297)	Multi-Language Learner Coach

secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented program programming: Gifted students from low-income families and/or are multi-language learners, in gifted and talented program programming: VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska,
	Split Funded \$2,893.42	Split Funded \$3,417.82
	Math Coach (Elementary)	Visual & Performing Arts/Gifted Specialist

(https://www.arts.gov/news/2012/new-nea-research-report-shows-potentialhttps://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-withprogramming: • Students from low-income families with a high level of arts underrepresentation of diverse students in gifted education. – (Joseph & Ford, and cultural loading, which often negatively impacts performance in students experience in school are more likely to pursue college, vote, and volunteer in benefits-arts-education-risk-youth) · English learners who took part in arts income families and/or are multi-language learners, in visual and performing 2003). • Minority students and students experiencing poverty are typically educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-2006) · Standardized tests are a regular part of the identification process, Many standardized tests have a high language 1996; Ford, 2004). Research and trusted policy briefs provide the following their community. In addition, studies on socioeconomic status and the arts underrepresented in gifted programs when compared to the percentage of have found that the relationship between arts participation and academic Middle school students in and they are often used exclusively to identify and place students in gifted positive 'whole child' outcome to the participation of students, from lowof poverty or diversity who have less background knowledge or access to services. – (Council of State Directors of Programs for the Gifted & NAGC, representation in the general population.- (Ford, 2004 High Flyers, 2011, drama and visual arts programs were less likely to encounter behavioral art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-Standardized tests are one of the major contributors to the experiences in high school were more likely to enroll in college achievement is strongest for the lowest income students. achievements-and-values-of-young-adults/)· challenges or engage in risky behaviors. Overlooked Gems, 2007) · 2009 ·

students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	To support the SEL curriculum at the EEC, the staff will utilize Conscious Discipline. The cost supports staff professional learning to ensure a wrap- around impact for all students. From the Conscious Discipline website: Conscious Discipline is an evidence-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities." Conscious Discipline training will provide staff with strategies to help students with social- emotional skills. This is especially critical for low-income and ML students as they most likely have not had experiences and prior learning surrounding social-emotional skills. Staff will build a foundation and then work with a trained coach to implement strategies in the classroom.
	\$35,000
	Conscious Discipline (SEL Support)

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Delaware Department of Educatior	<b>Opportunity Funding Form</b>	2022-2023 School Year
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Continued Opp. Funding	st <u>Expected Impact</u>	or Cost [e] (hired or	Mental Health and/or Reading (if annlicable)
	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	\$1,412.02	Classroom Resources/Supplies
	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	\$19,476	Paraprofessionals PT (1)

Continued Opp. Funding investment from 2021-22?		
Expected Impact	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school- based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's	
<u>Cost</u> (hired or contracted, if applicable)	\$78,378.57 (Hired)	
Mental Health and/orReading (if applicable)(05311)(05311)(05311)• School Counselor• School SocialWorkerWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	Social Worker	

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well-being. We a Workers (LCSW), students. LCSWs including those w and/or multi-lang students so that emotional	well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students,	including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and	goals
	well-being. We a Workers (LCSW), students. LCSWs	including those w and/or multi-lang students so that	emotional

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Dan Shelton Chief School Officer: Date: 7/28/22 Signature

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Longfellow	
Signature:	Date: 7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter,

Secretary of Education/Designee	Cora L. Scott, Deputy Secretary of Education
Signature:	

SCHOOL NAME: DELAWARE SCHOOL FOR THE DEAF (DSD)			
SCHOOL STREET ADDRESS: 630 CHESTNUT HILL RD.	CITY: NEWARK	ZIP CODE: 19713	
School Contact Information			
CONTACT NAME:		CONTACT PHONE NUMBER:	
CHRISTINE STARKEY		302-454-2103	
CONTACT EMAIL ADDRESS: CHRISTINE.STARKEY@CHRISTINA.K12.DE.US			
Will 98% of flexible funding remain allocated to this school?	his school?	Yes	No
Will 98% of mental health and/or reading funds r	remain allocated to this school?	Yes	No No

Continued Opp. Funding investment from 2021-22?	
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The MLL Coaches will support all elementary & secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in- classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.
Cost	Split Funding \$1,781.11
<u>Flexible Funding</u> <u>Investment</u> (05297)	Multi-Language Learner Coach (2) Elementary/Secondary

DSD

The English Language Arts Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best- practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The math coaches will support all schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all K-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core acdemic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program.
\$1,258.68 split funded	Split Funding \$1,781.11	Split Funding \$310.72
ELA Coach	Math Coach (2) (Elementary/Secondary)	Visual & Performing Arts/Gifted Specialist

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English learners who took part in arts experiences in high school were	<ul> <li>Gif develoi</li> <li>VanTas Standa underr Ford, 2 proces: studen the Gif experis experis experis popula Many 5 popula positiv income perfor high le vote, a socioe betwe- lowest</li> </ul>	<ul> <li>and/or are multi-language learners, in gifted and talented programming:</li> <li>Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts VanTassel-Baska &amp; Stambaugh, 2007; VanTassel-Baska, 2009</li> <li>Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006)</li> <li>Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. – (Joseph &amp; Ford, 2006)</li> <li>Standardized tests are one of the major contributors to the underrepresentation of gived process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted &amp; NAGC, 2003).</li> <li>Minority students and students</li> <li>experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general population. – (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007)</li> <li>Many standardized tests have a high language and cultural loading, which often negatively impacts performance in students of poverty or diversity who have less background knowledge or access to educational experiences(Benson, 2003; Brooks-Gunn, Klebanov, &amp; Duncan, 1996; Ford, 2004). Research and trusted policy briefs provide the following positive whole child' outcome to the participation of students, from low-income families and/or are multi-language learners, in visual and performing programming: - Students from low-income families with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic achieventent is strongest for the lowest income students. (https://www.arts.gov/news/2012/new-nea-research-reopr-shows-potential-bene</li></ul>
	English	h learners who took part in arts experiences in high school were
more likely to enroll in college.	more	likely to enroll in college.

doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on- the-achievements-and-values-of-young-adults/). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts- with-students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/51878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.
	\$29,208.38
	Classroom Resources/Supplies

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Dan Shelton Date: 7/28 Chief School Officer: Signature:

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Long fellow		
Signature:	e	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: _	Cora L. Scott, Deputy Secretary of Education
Signature:	t 8/18/22

Investment and Goals by SCHOOL	als by SCHOOL			
SCHOOL NAME: THE DOUGLASS SCHOOL	)r			
SCHOOL STREET ADDRESS: 1800 PROSPECT RD. CANBY PARK.	ss: RD. CANBY PARK	CITY: WILMINGTON ZIP CODE: 19805		
School Contact Information	ormation			
CONTACT NAME: SULAIMAN MILLER		CONTACT PHONE NUMBER: 302-429-4146	JUMBER:	
CONTACT EMAIL ADDRESS: SULAIMAN.MILLER@CHRISTINA.K12.DE.US	ESS: HRISTINA.K12.DE.US			
Will 98% of flexible f	funding remain allo	Will 98% of flexible funding remain allocated to this school?		No
Will 98% of mental h	nealth and/or readi	Will 98% of mental health and/or reading funds remain allocated to this school? Yes		No
Elexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	aure	Continued Opp. Funding investment from 2021-22?
Multi-Language Learner Coach (1) Secondary	\$1,403.88 \$plit Funding	The MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the	chool coach he encv	

secondary MLL coach. The expected impact is a growth in our EL proficiency will collaborate with other district curriculum specialists, coaches and the

as we focus on pedagogical growth.

Investment and Goals by SCHOOI

The English Language Arts Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The math coaches will support all schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented more guidance on key barriers to more income from low-income families and/or are multi-language learners, in gifted and talented counterparts.
\$1,258.68 Split Funding	\$1,403.88 Split Funding	\$693.12 Split Funding
ELA Coach	Math Coach (1) (Secondary)	Visual & Performing Arts/Gifted Specialist

(https://www.arts.gov/news/2012/new-nea-research-report-shows-potentialhttps://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-withprogramming: • Students from low-income families with a high level of arts underrepresentation of diverse students in gifted education. – (Joseph & Ford, and cultural loading, which often negatively impacts performance in students ncome families and/or are multi-language learners, in visual and performing experience in school are more likely to pursue college, vote, and volunteer in senefits-arts-education-risk-youth) English learners who took part in arts 2003). • Minority students and students experiencing poverty are typically educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-2006) • Standardized tests are a regular part of the identification process, Many standardized tests have a high language 1996; Ford, 2004). Research and trusted policy briefs provide the following underrepresented in gifted programs when compared to the percentage of cheir community. In addition, studies on socioeconomic status and the arts nave found that the relationship between arts participation and academic and they are often used exclusively to identify and place students in gifted achievements-and-values-of-young-adults/)· Middle school students in of poverty or diversity who have less background knowledge or access to positive 'whole child' outcome to the participation of students, from lowservices. – (Council of State Directors of Programs for the Gifted & NAGC, representation in the general population.- (Ford, 2004 High Flyers, 2011, drama and visual arts programs were less likely to encounter behavioral art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-Standardized tests are one of the major contributors to the experiences in high school were more likely to enroll in college achievement is strongest for the lowest income students. VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, challenges or engage in risky behaviors. Overlooked Gems, 2007) · . 6002

students-at-risk/) Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: "Our student-centered and school-wide mental health program focuses on each student's strengths and challenges. The mental health team concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health goals is just as important as meeting an academic success." (Pathways of Delaware - Alternative Education Schools - Mental Health Delaware [webbertest.com] This intervention will be a component of our tiered support for students as they learn skills such as effective decision-making, self- awareness, and self-management (CASEL.org)
	\$20,629.53 Split funding
	MTSS Intervention Programming

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer:	Dan	Shelton		
Signature:	16	Date:	7/28/22	

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Longfellow		
Signature:	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter,

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature: Corah Scott	8/18/22

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# Investment and Goals by SCHOOL

I DOWNES ELEMENTARY SCHOOL		
SCHOOL STREET ADDRESS:	CITY:	ZIP CODE:
220 CASHO MILL RD.	NEWARK	19711
-		

## School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
ANN PARK	302-834-5910
CONTACT EMAIL ADDRESS:	
ANN.PARK@CHRISTINA.K12.DE.US	

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Will 98% of flexible funding remain allocated to this school?	Yes	No	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	٩ No	

Continued Opp. Funding investment from 2021-22?	
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.
Cost	Split Funded \$6,670.96
Flexible Funding Investment (05297)	Multi-Language Learner Coach

Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners.Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented
\$16,000	Split Funded \$6,670.96	Split Funded \$3,967.54
Parent Workshops	Math Coach (Elementary)	Visual & Performing Arts/Gifted Specialist

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(https://www.arts.gov/news/2012/new-nea-research-report-shows-potentialprogramming: · Students from low-income families with a high level of arts underrepresentation of diverse students in gifted education. – (Joseph & Ford, ineven development and discrepant test than their other gifted counterparts. and cultural loading, which often negatively impacts performance in students English learners who took part in arts Gifted students from low-income families may show more income families and/or are multi-language learners, in visual and performing experience in school are more likely to pursue college, vote, and volunteer in 2003). • Minority students and students experiencing poverty are typically educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-2006) • Standardized tests are a regular part of the identification process, Many standardized tests have a high language underrepresented in gifted programs when compared to the percentage of 1996; Ford, 2004). Research and trusted policy briefs provide the following their community. In addition, studies on socioeconomic status and the arts have found that the relationship between arts participation and academic Middle school students in and they are often used exclusively to identify and place students in gifted positive 'whole child' outcome to the participation of students, from lowof poverty or diversity who have less background knowledge or access to services. – (Council of State Directors of Programs for the Gifted & NAGC, representation in the general population.- (Ford, 2004 High Flyers, 2011, art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-Standardized tests are one of the major contributors to the experiences in high school were more likely to enroll in college. achievement is strongest for the lowest income students. VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, achievements-and-values-of-young-adults/)· benefits-arts-education-risk-youth) · Overlooked Gems, 2007) · programming: 2009 -

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drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with- students-at-risk/) Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve
	\$70,944	\$19,476	\$20,551.43 (Partial Funding)
	Paraprofessional FT (1)-Chinese pref.	Paraprofessional PT (1)	Social Worker

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		Continued Opp. Funding investment from 2021-22?	
school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi- language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	Expected Impact	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to
scho and qual inclu inclu achi	\$29,208.38 st	<u>Cost</u> (hired or contracted, if applicable)	\$95,118.57 (Hired - Partial Funding)
	Classroom Resources/Supplies	Mental Health and/orReading (if applicable)(05311)•School Counselor•School SocialWorkerWorker•Licensed ClinicalSocial WorkerSocial Worker•School Psychologist•Reading Supports	Social Worker

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Opportunity Funding Form	2022-2023 School Year
	<b>Opportunity Funding Form</b>

provide wrap-around services for students, families, and staff. The expected impact is to improve school	connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the	student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse	group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals
provide wrap-arou staff. The expecte	connectedness, in retention rates an	student's well-bell Clinical Social Wor engage with our st	group of students, homeless or in fos They will provide s achieve their acad

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Dan Shelton Date: \_\_\_\_ Chief School Officer: Signature:

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Long Pellow		
Signature:		Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature: Scott	

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Investment and Goals by SCHOOL

SCHOOL NAME:		
GALLAHER ELEMENTARY SCHOOL		
SCHOOL STREET ADDRESS:	CITY:	ZIP CODE:
800 N. BROWNLEAF RD	NEWARK	19713

Т

### CONTACT PHONE NUMBER: 302-454-5959 ERIN.CASSEL@CHRISTINA.K12.DE.US School Contact Information CONTACT EMAIL ADDRESS: CONTACT NAME: ERIN CASSEL

Will 98% of flexible funding remain allocated to this school?	Yes	°N N	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	Ŷ	

re <u>Continued</u> <u>Ppp.</u> <u>Funding</u> <u>investment</u> <u>from</u> <u>2021-22?</u>	hool bach 🛛
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.
Cost	Split Funded \$13,904.54
Flexible Funding Investment (05297)	Multi-Language Learner Coach

Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners.Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented
\$12,000	Split Funded \$13,904.54	Split Funded \$8,269.69
Parent Workshops	Math Coach (Elementary)	Visual & Performing Arts/Gifted Specialist

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drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/) Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The reading specialist will provide direct support to Gallaher Elementary school by providing individualized instruction through in – classroom support. The specialist will provide professional learning through coaching for staff members as it relates to Reading instruction for our targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention.	The math specialist will provide direct support to Gallaher Elementary school by providing individualized instruction through in – classroom support. The specialist will provide professional learning through coaching for staff members as it relates to Reading instruction for our targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the
	\$48,670.09 (Partial Funding)	\$130,000	\$77,904.00
	Instructional Specialist (Reading/ML)	Instructional Specialist (Math/ML)	Reported Time Paras PT (4)

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Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.

Continued Opp. Funding investment from 2021-227		
Expected Impact		The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around scrool-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals
<u>Cost</u> (hired or contracted, if applicable)	\$39,094 (Hired)	\$115,670 (Anticipating Contracted)
Mental Health and/orReading (if applicable)(05311)(05311)(05311)• School Counselor• School SocialWorkerWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	e.g., School Counselor (partial funding)	Social Worker

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Reading Specialist (Split Funded)	\$81,329.91 (Partial Funding)	The reading specialist will provide direct support to Gallaher Elementary school by providing individualized instruction through in – classroom support. The specialist will provide professional learning through coaching for staff members as it relates to Reading instruction for our targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention	
Classroom Resources (Reading)	1,260.09	Classroom Resources/Supplies: Reading resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Office	r: Dan Shelto	$\sim$		
Signature:	Marine -	Date:	7/28/22	

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Long fellow		
Signature:	4	Date:	7/28/22	Q.

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: _	Cora L. Scott, Deputy Secretary of Education
Signature: Ora & Scott	Date:8/18/22

GAUGER-COBBS

Investment and Goals by SCHOOL

SCHOOL NAME:		
GAUGER-COBBS MIDDLE SCHOOL		
SCHOOL STREET ADDRESS:	CITY:	ZIP CODE:
50 GENDER RD.	NEWARK	19713

## School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
SEAN MULRINE	302-454-2358
CONTACT EMAIL ADDRESS:	
SEAN. MULRINE@CHRISTINA. K12. DE. US	

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le funding
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Will 98% of flexible funding remain allocated to this school?

Will 98% of flexible funding remain allocated to this school?	ing remain alloca	ated to this school?	Yes		°	
Will 98% of mental healt	h and/or reading	Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	$\boxtimes$	Ŷ	
Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	ill mea:	sure		Continued Opp. Funding investment from 2021-22?
Instructional Coach (School Based)	130,785 (partial funding)	The school-based instructional coach will provide staff and student support at Gauger-Cobbs Middle School with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The school based coach will collaborate frequently with the shared district ML, ELA and Math Coaches. The expected impact is to ensure high quality lessons delivered	ıdent ng, in s to s to ath s delive	ered		

		that are personalized to meet the needs of our targeted student population of low income and English language learners.	
ELA Coach (Secondary)	\$19,073.62	The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	
Multi-Language Learner Coach (Secondary)	Split Funded \$17,807.97	The secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	
ELA Coach (Secondary)	\$18,942.11 split funded	The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	
Parent Workshops	\$16,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
Math Coach (Secondary)	Split Funded \$19,073.62	The Secondary Math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the	

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needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income families and/or are multi-language Learners, in gifted and talented programming: Gifted students from low-income families and/or are multi-language learners, in gifted and talented programming: Gifted students from low-income families and/or are multi-language learners, in gifted and talented programming: Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 · Standardized tests are one of the major contributors to the underrepresentation of diverse students in gifted education. –(Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify and place students in gifted services. – (Council of State Directors of Programs for the Gifted & NAGC, 2003) · Minority students and students in gifted and students in gifted services in diverse students and students in gifted services in the setriencing poverty are typically unde
	Split Funded \$9,416.94
	Visual & Performing Arts/Gifted Specialist

between arts participation and academic achievement is strongest for the Many standardized tests have a high language and cultural loading, which positive 'whole child' outcome to the participation of students, from low-(https://www.sciencedirect.com/science/article/pii/S1878929315301122) with-students-at-risk/)· Six-year-olds from economically disadvantaged performing programming: • Students from low-income families with a often negatively impacts performance in students of poverty or diversity https://www.artsedsearch.org/study/whole-brain-learning-the-fine-artsdoing-art-the-effects-of-education-in-the-visual-and-performing-arts-onstudents in drama and visual arts programs were less likely to encounter high level of arts experience in school are more likely to pursue college, experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; lowest income students. (https://www.arts.gov/news/2012/new-nea-English learners who took part in arts experiences in high school were (https://www.artsedsearch.org/study/doing-well-and-doing-good-bypopulation.- (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) Ford, 2004). Research and trusted policy briefs provide the following research-report-shows-potential-benefits-arts-education-risk-youth) . and bilingual households and enrolled in a music program had more when compared to the percentage of representation in the general socioeconomic status and the arts have found that the relationship developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. Middle school The position of the Visual & Performing Art and Gifted & Talented ncome families and/or are multi-language learners, in visual and who have less background knowledge or access to educational vote, and volunteer in their community. In addition, studies on behavioral challenges or engage in risky behaviors.( the-achievements-and-values-of-young-adults/)· more likely to enroll in college.

		Continued Opp. Funding <u>investment</u> <u>from</u> 2021-22?
Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	Expected Impact
	\$29,208.38	<u>Cost</u> (hired or contracted, if applicable)
	Classroom Resources/Supplies	Mental Health and/orReading (if applicable)(05311)(

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\$39,094 (Hired)

e.g., School Counselor (partial funding)

Reading Supports

### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer	Dan Shelton	·
Signature:	Date:	7/28/22

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Longfiellow		
Signature:	4	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature:	8/18/22

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# Investment and Goals by SCHOOL

SCHOOL NAME:		
GLASGOW HIGH SCHOOL		
SCHOOL STREET ADDRESS;	СІТУ:	ZIP CODE:
1901 S. COLLEGE AVE	NEWARK	19702

School Contact Information	
CONTACT NAME:	CONTACT PHONE NUMBER:
HAROLD INGRAM	302-6315600
CONTACT EMAIL ADDRESS:	
HAROLD.INGRAM@CHRISTINA.K12.DE.US	

Will 98% of flexible funding remain allocated to this school?	Yes	$\boxtimes$	N0	-
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	$\boxtimes$	No No	

Continued Opp. <u>Funding</u> <u>investment</u> <u>from</u> 2021-22?	×
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches
Cost	Split Funded \$5,786.84
Flexible Funding Investment (05297)	Multi-Language Learner Coach (Secondary)

and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Secondary math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income families and/or are multi-language learners, in gifted and talented and visual and or students from low-income families and/or are multi-language learners, in gifted and talented and visual programming: - Gifted students from low-income families and/or are multi-language learners in gifted and talented programmered pand t
	Split Funded \$5,786.84	Split Funded \$3,441.71
	Math Coach (1) (Secondary)	Visual & Performing Arts/Gifted Specialist

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penefits-arts-education-risk-youth) · English learners who took part in arts https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-Minority students and students experiencing poverty are process, and they are often used exclusively to identify and place students in Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and trusted policy (https://www.arts.gov/news/2012/new-nea-research-report-shows-potential-Many standardized tests have a from low-income families with a high level of arts experience in school are https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doingoilingual households and enrolled in a music program had more developed gifted services. - (Council of State Directors of Programs for the Gifted & performance in students of poverty or diversity who have less background Middle school students in Six-year-olds from economically disadvantaged and knowledge or access to educational experiences. -(Benson, 2003; Brookspercentage of representation in the general population.- (Ford, 2004 High addition, studies on socioeconomic status and the arts have found that the Standardized tests are a regular part of the identification Students more likely to pursue college, vote, and volunteer in their community. In drama and visual arts programs were less likely to encounter behavioral underrepresentation of diverse students in gifted education. – (Joseph & art-the-effects-of-education-in-the-visual-and-performing-arts-on-theparticipation of students, from low-income families and/or are multitypically underrepresented in gifted programs when compared to the relationship between arts participation and academic achievement is high language and cultural loading, which often negatively impacts briefs provide the following positive 'whole child' outcome to the experiences in high school were more likely to enroll in college. language learners, in visual and performing programming: achievements-and-values-of-young-adults/) Flyers, 2011, Overlooked Gems, 2007) · challenges or engage in risky behaviors.( strongest for the lowest income students. students-at-risk/) NAGC, 2003). Ford, 2006)

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auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	Move This World is designed to meet students on their level for meaningful and long-lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to- follow videos with grade-specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social- emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works)
	\$18,942.11 split funded	\$9,380.00
	ELA Coach (Secondary)	Move This World (SEL curriculum)

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Delaware Department of Educatior Opportunity Funding Form 2022-2023 School Year
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As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.	The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: "Our student-centered and school-wide mental health program focuses on each student's strengths and challenges. The mental health tream concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health belaware [webbertest.com] This intervention will be a component of our tiered support for students as they learn skills such as effective decision-making, self-awareness, and self-management (CASEL.org)	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	The ML Teacher will teach students within the ESL program at Christiana High School. The teacher will focus on the WIDA English Language Development Standards. The teacher will collaborate with the district ML	
	\$30,499.50 Split funded	\$12,000	\$130,420	
	MTSS Intervention Programming Parent Workshops			

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		Continued Opp. Funding investment from 2021-22?
coaches. The expected impact is a growth in our EL proficiency as well as increased attendance rates and decreased retention rates.	The Christina School District seeks to utilize Opportunity Funding to support the implementation and growth of AVID in our schools to support improved learning for all students, especially, low-income and multi-language learners. Through the effective implementation of AVID, the Christina School District is committed to ensuring college readiness of all students, including those identified as low-income and/or multi-language learners. AVID's mission is to close the opportunity gap by preparing all students for college readiness in a global society. The commitment to AVID will ensure that low- income students and multi-language learners are being provided research- proven instructional strategies to ensure college readiness. AVID is implemented in each secondary school, including Bayard and Bancroft. Additionally, the 22-23 school year will be a planning year for two elementary schools will receive professional learning, and member these elementary schools will receive professional learning, and member benefits including coaching, consultation, and access to AVID resources. This will further enhance the learning of our younger low-income and multi- language learners within the District. An AVID Site Team will be established to ensure low-income and multi-language learners have equitable access to programming.	Expected impact
Ŭ.Ľ	551,368.30 funding) funding) min funding) funding ber funding	<u>Cost</u> (hired or contracted, if applicable)
	\$51,3 AVID Teacher (pai	Mental Health and/or Reading (if applicable) (05311) • School Counselor • School Social Worker • Licensed Clinical Social Worker

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School Psychologist

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Dan Shelton Date: 7/28/22 **Chief School Officer:** Signature

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:		Charles	Long fello	w	
Signature:	Cle	5	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature:	8/18/22

Investment and Goals by SCHOOL

impact. These charts should be copied and completed for each school receiving funds. For each investment, include baseline data and numeric Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.

SCHOOL STREET ADDRESS:	CITY:	ZIP CODE:	
33 WEST MAIN ST.	CHRISTIANA	19702	

### School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
SHEVENA CALE	302-454-2145
CONTACT EMAIL ADDRESS:	
SHEVENA.CALE@CHRISTINA.K12.DE.US	

Will 98% of mental health and/or reading funds	lth and/or rea	ding funds remain allocated to this school? No	Ž	•	
Flexible Funding	Cost	Expected Impact		Continued	
Investment		(Explain the expected impact of this investment and how you will measure		.dao	10
(05297)		effectiveness.)	-	Funding	02

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Yes

Will 98% of flexible funding remain allocated to this school?

Continued	Opp.	Funding	investment	from	2021-227	時代の取ねた。	Į	3	
Expected Impact	(Explain the expected impact of this investment and how you will measure	effectiveness.)					The MLL Coach will support all elementary schools within the Christina School	District to support implementation of the WIDA English Language	Development Standards. The coach will provide in-classroom support,
Cost							Split	Funded	\$5,786.84
Flexible Funding	Investment	(05297)				たいことに対した。		Multi-Language	Learner Coacn

coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners.Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income fearners, in gifted and talented programming and/or are multi-language learners, in gifted and talented programming and/or are multi-language learners, in gifted and talented programming and/or are multi-language learners, in gifted and talented programming.
	Split Funded \$5,786.84	Split Funded \$3,447.71
	Math Coach (Elementary)	Visual & Performing Arts/Gifted Specialist

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studies on socioeconomic status and the arts have found that the relationship and place students in gifted services. – (Council of State Directors of Programs experiencing poverty are typically underrepresented in gifted programs when Students from negatively impacts performance in students of poverty or diversity who have Standardized tests are a regular part (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doingtrusted policy briefs provide the following positive 'whole child' outcome to ikely to pursue college, vote, and volunteer in their community. In addition, than their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; less background knowledge or access to educational experiences. -(Benson, youth) • English learners who took part in arts experiences in high school low-income families with a high level of arts experience in school are more of the identification process, and they are often used exclusively to identify compared to the percentage of representation in the general population.-2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and between arts participation and academic achievement is strongest for the Middle school students in standardized tests have a high language and cultural loading, which often the participation of students, from low-income families and/or are multidrama and visual arts programs were less likely to encounter behavioral art-the-effects-of-education-in-the-visual-and-performing-arts-on-thelowest income students. (https://www.arts.gov/news/2012/new-neacontributors to the underrepresentation of diverse students in gifted for the Gifted & NAGC, 2003). • Minority students and students Standardized tests are one of the major Many anguage learners, in visual and performing programming: • research-report-shows-potential-benefits-arts-education-risk (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · achievements-and-values-of-young-adults/)· education. — (Joseph & Ford, 2006) · were more likely to enroll in college. /anTassel-Baska, 2009 ·

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challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with- students-at-risk/) Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health
	\$33,157.14 (Hired/Split funded)	\$12,000
	Social Worker	Parent Workshops

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		education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
Paraprofessionals PT (2)	\$38,952.00	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	
Classroom Resources/Supplies	\$27,666.90	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	
Mental Health and/orReading (if applicable)(053111)• School Counselor• School SocialWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	r (hired or contracted, if applicable) ist	ed, bie)	Continued Opp. Funding investment <u>from</u> 2021-22?
e.g., School Counselor (partial funding)	\$39,094 (Hired)		$\boxtimes$
Social Worker	\$82,512.86 (Hired/Split funded)	86The social worker will address the social, emotional, and psychological issues that can impede students' academic plitplitsuccess, targeting our low-income and English language learners. The social worker will collaborate with the	

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members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer:	Dan	Shelton		
Signature:	( =	Date:	7/28/22	

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Long fellow		
Signature:	ll	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter,

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature: CMa/Scott	Date:8/18/22

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AE:	AENTARY SCHOOL	EET ADDRESS: CITY: ZIP CODE: ZIP CODE: 19702	
SCHOOL NAME:	KEENE ELEMENTARY SCHOOL	SCHOOL STREET ADDRESS: 200 Cpl/1 Stephen J. Ballard Way	

### School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
MARIELLEN TARABOLETTI	302-454-2018
CONTACT EMAIL ADDRESS:	
MARIELLEN.TARABOLETTI@CHRISTINA.K12.DE.US	

Will 98% of flexible funding remain allocated to this school?	Yes	°N N	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	٩	

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-227
Multi-Language Learner Coach	Split Funded \$7,997.15	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the	

secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: Gifted students from low-income families and/or are multi-language learners, in gifted and talented programming: - VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska,
	Split Funded \$7,997.15	Split Funded \$4,756.28
	Math Coach (Elementary)	Visuał & Performing Arts/Gifted Specialist

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(https://www.arts.gov/news/2012/new-nea-research-report-shows-potentialhttps://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-withinderrepresentation of diverse students in gifted education. – (Joseph & Ford, programming: · Students from low-income families with a high level of arts and cultural loading, which often negatively impacts performance in students penefits-arts-education-risk-youth) · English learners who took part in arts 2003). • Minority students and students experiencing poverty are typically income families and/or are multi-language learners, in visual and performing experience in school are more likely to pursue college, vote, and volunteer in educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-2006) • Standardized tests are a regular part of the identification process, Many standardized tests have a high language 1996; Ford, 2004). Research and trusted policy briefs provide the following their community. In addition, studies on socioeconomic status and the arts underrepresented in gifted programs when compared to the percentage of and they are often used exclusively to identify and place students in gifted nave found that the relationship between arts participation and academic Middle school students in positive 'whole child' outcome to the participation of students, from lowof poverty or diversity who have less background knowledge or access to services. – (Council of State Directors of Programs for the Gifted & NAGC, representation in the general population.— (Ford, 2004 High Flyers, 2011, drama and visual arts programs were less likely to encounter behavioral art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-Standardized tests are one of the major contributors to the experiences in high school were more likely to enroll in college. achievement is strongest for the lowest income students. achievements-and-values-of-young-adults/)· challenges or engage in risky behaviors. Overlooked Gems, 2007) · 2009 ·

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students-at-risk/) Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.
	\$141,888	\$6,894.58 Partially funded
	Paraprofessionals (2 FT)	Paraprofessional PT (1)

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Dan Shelton Date: 7/28/22 Chief School Officer:

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager	Charles Longfellow
Signature:	CUL Date: 7/28/22

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature: Canh Scott	8/18/22 Date:

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SCHOOL NAME: KIRK MIDDLE SCHOOL		
SCHOOL STREET ADDRESS: 150 BRENNEN DRIVE	CITY: NEWARK 219 15	ZIP CODE: 19713
School Contact Information		
CONTACT NAME: VINCE DELILLIO		CONTACT PHONE NUMBER: 302-454-3491
CONTACT EMAIL ADDRESS: VINCE.DELILLIO@CHRISTINA.K12.DE.US		
Will 98% of flexible funding remain allocated to this school?	is school?	Yes 🛛 No 🗆
Will 98% of mental health and/or reading funds remain allocated to this school?	main allocated to this school?	Yes 🛛 No 🗆
Flexible Funding         Cost           Investment         (Explair	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure	v you will measure

Flexible Funding	Cost	Expected Impact	Continued
Investment (05297)		(Explain the expected impact of this investment and how you will measure effectiveness.)	Opp. Funding
			investment
			2021-227
		The English Language Arts Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff	
ELA Coach (Secondary)	۶16,846.76 split	members as it relates to Reading/Language Arts best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to	
	Tunded	meet the needs of our targeted student population of low income and English	
		language learners.	

Delaware Department of Education 2022-2023 School Year	
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The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners.Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language
Split Funded \$16,846.76	Split Funded \$16,846.76	Split Funded \$8,317.50
Multi-Language Learner Coach (Secondary)	Math Coach (Secondary)	Visual & Performing Arts/Gifted Specialist

(https://www.arts.gov/news/2012/new-nea-research-report-shows-potentialunderrepresentation of diverse students in gifted education. – (Joseph & Ford, programming: · Students from low-income families with a high level of arts ineven development and discrepant test than their other gifted counterparts. and cultural loading, which often negatively impacts performance in students English learners who took part in arts programming: • Gifted students from low-income families may show more 2003). • Minority students and students experiencing poverty are typically income families and/or are multi-language learners, in visual and performing experience in school are more likely to pursue college, vote, and volunteer in educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 2006) • Standardized tests are a regular part of the identification process, Overlooked Gems, 2007) · Many standardized tests have a high language underrepresented in gifted programs when compared to the percentage of their community. In addition, studies on socioeconomic status and the arts 1996; Ford, 2004). Research and trusted policy briefs provide the following nave found that the relationship between arts participation and academic and they are often used exclusively to identify and place students in gifted guidance on key barriers to the participation of students from low-income positive 'whole child' outcome to the participation of students, from lowearners in the Arts and Gifted program. Research provides the following of poverty or diversity who have less background knowledge or access to services. – (Council of State Directors of Programs for the Gifted & NAGC, representation in the general population.- (Ford, 2004 High Flyers, 2011, 2009 · Standardized tests are one of the major contributors to the amilies and/or are multi-language learners, in gifted and talented experiences in high school were more likely to enroll in college. achievement is strongest for the lowest income students. VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, benefits-arts-education-risk-youth)  $\cdot$ 

(https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing- art-the-effects-of-education-in-the-visual-and-performing-arts-on-the- achievements-and-values-of-young-adults/). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with- students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. ( https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	3. MTSS Intervention Program –Moody/Princilus The partnership with Pathways will allow students to receive wrap-around educational and mental health services specific to our targeted population of low-income and ML learners. As noted on the Pathways website: "Our student- centered and school-wide mental health program focuses on each student's strengths and challenges. The mental health team concentrates on the personal development and behavioral interventions for each student. A team environment is utilized — including core and special education teachers, counselors, discipline staff, the school and community liaison, and the principal team — to create a therapeutic environment throughout all of our schools. For us, having students meet their behavioral and mental health goals is just as
	\$31,588.74 Split funded
	MTSS Intervention Programming

		important as meeting an academic success." (Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com) This intervention will be a component of our tiered support for students as they learn skills such as effective decision-making, self-awareness, and self- management (CASEL.org)	
Paraprofessional PT (2)	\$38,952	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	
AVID Teacher	\$46,595.77 (partial funding)	The Christina School District seeks to utilize Opportunity Funding to support the implementation and growth of AVID in our schools to support improved learning for all students, especially, low-income and multi-language learners. Through the effective implementation of AVID, the Christina School District is committed to ensuring college readiness of all students, including those identified as low-income and/or multi-language learners. AVID's mission is to close the opportunity gap by preparing all students for college readiness in a global society. The committent to AVID will ensure that low-income students and multi-language learners are being provided research-proven instructional strategies to ensure college readiness. AVID is implemented in each secondary school, including Bayard and Bancroft. Additionally, the 22-23 school year will be a planning year for two elementary schools in the Christina School District. During the planning year, these elementary schools in the christina School District. During the planning year, these elementary schools will receive professional learning, and member benefits including coaching, consultation, and access to AVID resources. This will further enhance the learning of our younger low-income and multi-language learners within the District. An AVID Site Team will be established to ensure low-income and multi-language learners have equitable access to programming.	
ML Teacher	\$130,420	The ML Teacher will teach students within the ESL program at Kirk Middle. The teacher will focus on the WIDA English Language Development Standards. The teacher will collaborate with the district ML coaches. The expected	

	Continued Opp. Funding investment from 2021-22?
pact is a growth in our EL proficiency as well as increased attendance rates d decreased retention rates.	Expected Impact
and	Cost (hired or contracted, if applicable)
	Mental Health and/orReading (if applicable)(05311)• School Counselor• School SocialWorkerWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief Schoo	l Officer:	Dan	Shelton			
Signature: _	16		Date:	7/28	122	

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Longfellow	
Signature:	Date: 7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: _	Cora L. Scott, Deputy Secretary of Education	
Signature:	8/18/22 Date:	

LEASURE

# Investment and Goals by SCHOOL

SCHOOL NAME: LEASURE ELEMENTARY SCHOOL			
SCHOOL STREET ADDRESS: 1015 Church Rd	CITY: NEWARK	ZIP CODE: 19702	

## School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
BRANDI FOXX	302-454-2103
CONTACT EMAIL ADDRESS:	

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BRANDI.FOXX@CHRISTINA.K12.DE.US

Will 98% of flexible funding remain allocated to this school?	Yes	$\boxtimes$	No	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes		No	
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Continued Opp. Funding investment from 2021-22?	
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the
	Split Funding \$6,389.68
Flexible Funding Investment (05297)	Multi-Language Learner Coach

Delaware Department of Education	-20
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		secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	
Parent Workshops	\$12,000	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	
Math Coach (Elementary)	Split Funding \$6,389.68	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	
Visual & Performing Arts/Gifted Specialist	Split Funding \$3,800.25	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the protricipation of students from low-income families and/or are multi-language learners, in gifted and talented programming: Gifted students from low-income families may show more uneven development and discrepant test	

https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-withstudies on socioeconomic status and the arts have found that the relationship and place students in gifted services. – (Council of State Directors of Programs experiencing poverty are typically underrepresented in gifted programs when Students from negatively impacts performance in students of poverty or diversity who have Standardized tests are a regular part ikely to pursue college, vote, and volunteer in their community. In addition, rusted policy briefs provide the following positive 'whole child' outcome to (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doingthan their other gifted counterparts. - VanTassel-Baska & Stambaugh, 2007; ess background knowledge or access to educational experiences. -(Benson, youth) • English learners who took part in arts experiences in high school of the identification process, and they are often used exclusively to identify ow-income families with a high level of arts experience in school are more compared to the percentage of representation in the general population.— 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and between arts participation and academic achievement is strongest for the Middle school students in standardized tests have a high language and cultural loading, which often he participation of students, from low-income families and/or are multidrama and visual arts programs were less likely to encounter behavioral art-the-effects-of-education-in-the-visual-and-performing-arts-on-theowest income students. (https://www.arts.gov/news/2012/new-neacontributors to the underrepresentation of diverse students in gifted Standardized tests are one of the major for the Gifted & NAGC, 2003). • Minority students and students Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many esearch-report-shows-potential-benefits-arts-education-riskanguage learners, in visual and performing programming: · achievements-and-values-of-young-adults/)· challenges or engage in risky behaviors. education. — (Joseph & Ford, 2006) · were more likely to enroll in college. VanTassel-Baska, 2009 ·

students-at-risk/) Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	Move This World is designed to meet students on their level for meaningful and long- lasting SEL development while protecting and supporting classroom instruction time. Move This World's extensive digital library contains easy-to-follow videos with grade- specific exercises. These videos set the tone for supportive and positive classroom culture. Each video coaches students and educators through creative exercises that explicitly teach core social-emotional learning skills and provide opportunities for practice, discussion, planning, and goal setting. Students and teachers follow along with the videos together, which helps them develop deeper relationships and stronger classroom communities. As a result, students learn how to better manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it- works)	As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use.
	\$5,030.00	
	Move This World (SEL)	

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The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates. In Partnership with Bravin Consultants, cohorts of students will be identified	with a priority of the targeted population of low income and multi-lingual learners to receive wrap around services through in-school mental health supports by participating in small group activities. Small groups will meet for 9 or 10-week sessions. The expected impact is a greater connectedness to the school community, increased attendance and decreased retention rates.	The LCSW will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi- language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals
\$70,400.00	\$23,427.53 (Contract)	\$24,562.86 (Split Funding / Anticipated Contract)
Paraprofessional FT (1)	Mentoring Programming	Social Worker

Continued Opp. Funding investment from 2021-22?					
Expected Impact	The LCSW will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals				
Cost (hired or contracted, if applicable)	\$ 87,107.14 (Split funding/ Anticipated Contract)				
Mental Health and/orReading (if applicable)(05311)(05311)School CounselorSchool SocialWorkerLicensed ClinicalSocial WorkerSocial WorkerSocial WorkerSchool PsychologistReading Supports	Social Worker				

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Delaware Department of Education 2022-2023 School Year Γ

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Investment and Goals by SCHOOL

SCHOOL STREET ADDRESS:	ZIP CODE:
300 ST. REGIS DRIVE CHAPEL HILL NEWARK	19711

## School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
LANNY BLAIR	302-454-2142
CONTACT EMAIL ADDRESS:	
LANNY.BLAIR@CHRISTINA.K12.DE.US	

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Will 98% of flexible funding remain allocated to this school?	Tes	⊲	DN	
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Continued Opp. Funding investment from 2021-22?					
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.				
Cost	Split Funded \$5,344.84				
Flexible Funding Investment (05297)	Multi-Language Learner Coach				

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(https://www.arts.gov/news/2012/new-nea-research-report-shows-potentialprogramming: · Students from low-income families with a high level of arts https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-withand cultural loading, which often negatively impacts performance in students experience in school are more likely to pursue college, vote, and volunteer in oenefits-arts-education-risk-youth) · English learners who took part in arts 2003). • Minority students and students experiencing poverty are typically ncome families and/or are multi-language learners, in visual and performing educational experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, (https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-Many standardized tests have a high language bilingual households and enrolled in a music program had more developed 1996; Ford, 2004). Research and trusted policy briefs provide the following their community. In addition, studies on socioeconomic status and the arts auditory skills and more quickly processed language and speech than their underrepresented in gifted programs when compared to the percentage of nave found that the relationship between arts participation and academic and they are often used exclusively to identify and place students in gifted Middle school students in positive 'whole child' outcome to the participation of students, from lowof poverty or diversity who have less background knowledge or access to Six-year-olds from economically disadvantaged and services. – (Council of State Directors of Programs for the Gifted & NAGC, epresentation in the general population.- (Ford, 2004 High Flyers, 2011, drama and visual arts programs were less likely to encounter behavioral art-the-effects-of-education-in-the-visual-and-performing-arts-on-theexperiences in high school were more likely to enroll in college. achievement is strongest for the lowest income students. achievements-and-values-of-young-adults/)· challenges or engage in risky behaviors. Overlooked Gems, 2007) · students-at-risk/)·

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		peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	
Social Worker	\$39,460 (Anticipated Vendor /Split funded)	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	
Paraprofessionals (3 PT)	\$58,40 <b>1</b>	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	
My Very Own Library	\$5,377.63	In partnership with United Way of Delaware, students will receive new books to build a personal home library. From the USDE.ORG website: research shows that when students build their own libraries, they learn to love reading. The	

Delaware Department of Education	<b>Opportunity Funding Form</b>	2022-2023 School Year
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 United Way of Delaware's My Very Own Library program provides free, brand-
 new books to students so they can build a personal home library. When
 students can choose the books they want to call their own, they develop
 stronger literacy skills, which can lead to better test scores and lasting love and
 joy for reading. In addition to providing ten new books of the student's choice,
MVOL incentivizes student reading through challenges and rewards. The
recognition program encourages students to reach new heights in reading.
Additionally, MVOL provides "Reading Angels" (RA). The "RA's" are community
leaders focused on engaging both the students and families in person and
virtually. Not only do the "RA's" come to school to provide 1 on 1 reading time
with our MLL and SED/low-income students, but they also provide virtual
family reading/connection time outside the school day and throughout the
summer. Furthermore, RA "incorporates a focus on multi-lingual RA volunteers
to support Maclary's English Learner (MLL) students and families."

Continued Opp. Funding investment from 2021-22?			
Expected impact	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the		
<u>Cost</u> (hired or contracted, if applicable)	\$76,210 (Anticipated Vendor/Split funded)		
Mental Health and/orReading (if applicable)(05311)(05311)(05311)• School Counselor• School SocialWorker• Vorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	Social Worker		

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mombor of the school heard mouth that the	provide wrap-around services for students, families, and	staff. The expected impact is to improve school	connectedness, increase attendance rates, decrease	retention rates and improve the overall quality of the	student's well-being. We are seeking qualified Licensed	Clinical Social Workers (LCSW), as per State regulations to	engage with our students. LCSWs will work with a diverse	group of students, including those who are low-income,	homeless or in foster care, and/or multi-language learners.	They will provide support to students so that they may	achieve their academic, social, and emotional goals	

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### **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: \_\_\_\_\_ Dan Shelton Signature: \_\_\_\_\_ Date: \_\_\_\_\_ 7/28/22

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Longfellow	
Signature:	Date: 7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature: Conal Scott	Date:8/18/22

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Investment and Goals by SCHOOL

MARSHALL ELEMENTARY SCHOOL SCHOOL STREET ADDRESS: CITY: ZIP CODE: 101 BARRETT RUN RD. 19702	SCHOOL NAME:		
SS: CITY: NEWARK	MARSHALL ELEMENTARY SCHOOL		
NEWARK	SCHOOL STREET ADDRESS;	CITY:	ZIP CODE:
	101 BARRETT RUN RD.	NEWARK	19702

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## School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
ALVIN POPE	302-454-4700
CONTACT EMAIL ADDRESS:	
ALVIN.POPE@CHRISTINA.K12.DE.US	

Will 98% of flexible funding remain allocated to this school?	Yes	٥ N	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	N0	

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Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Eunding investment from 2021-22?
Multi-Language Learner Coach	Split Funded \$5,786.84	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches	

and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	The VPAG Coach will support all K-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners.Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented program ming. Gifted students from low-income families may show more uneven
	Split Funded \$5,786.84	Split Funded \$3,441.71
	Math Coach (Elementary)	Visual & Performing Arts/Gifted Specialist

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between arts participation and academic achievement is strongest for the Many standardized tests have a high language and cultural loading, which positive 'whole child' outcome to the participation of students, from lowperforming programming: • Students from low-income families with a doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-Ford, 2006) · Standardized tests are a regular part of the identification underrepresentation of diverse students in gifted education. – (Joseph & often negatively impacts performance in students of poverty or diversity experiencing poverty are typically underrepresented in gifted programs nigh level of arts experience in school are more likely to pursue college, students in gifted services. – (Council of State Directors of Programs for experiences. -(Benson, 2003; Brooks-Gunn, Klebanov, & Duncan, 1996; English learners who took part in arts experiences in high school were (https://www.artsedsearch.org/study/doing-well-and-doing-good-bydevelopment and discrepant test than their other gifted counterparts. owest income students. (https://www.arts.gov/news/2012/new-nearesearch-report-shows-potential-benefits-arts-education-risk-youth) · <sup>-</sup>ord, 2004). Research and trusted policy briefs provide the following population.- (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) socioeconomic status and the arts have found that the relationship when compared to the percentage of representation in the general process, and they are often used exclusively to identify and place ncome families and/or are multi-language learners, in visual and vote, and volunteer in their community. In addition, studies on the Gifted & NAGC, 2003). • Minority students and students who have less background knowledge or access to educational /anTassel-Baska & Stambaugh, 2007; VanTassel-Baska, 2009 Standardized tests are one of the major contributors to the more likely to enroll in college.

the-achievements-and-values-of-young-adults/). Middle school students in drama and visual arts programs were less likely to encounter behavioral challenges or engage in risky behaviors.( https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts- with-students-at-risk/). Six-year-olds from economically disadvantaged and bilingual households and enrolled in a music program had more developed auditory skills and more quickly processed language and speech than their peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low- income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low- income, homeless or in foster care, and/or multi-language learners. They
	\$33,157.14 (Hired/Split funded)
	Social Worker

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will provide support to students so that they may achieve their academic, social, and emotional goals	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.	A site license for all students to access Flocabulary; a supplemental resource that promotes social-emotional learning, and global citizenship, supports ML learners, and boosts vocabulary development for all students. From their website: Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Our research-based videos and activities build the background knowledge and vocabulary students need to succeed. The expected impact is improved attendance and decreased retention rates. Flocabulary provides a number of supports that will support our ML learners. They include text-to-speech, peer discussion prompts and slower speeds are just a few built-in supports for ML learners. Lessons can also be crafted to build vocabulary across various subject areas. This not only would be of benefit to ML learners but also to our low-income students
	\$12,000	\$38,952	\$3,250
	Parent Workshops	Paraprofessional PT (2)	Reading Intervention (Site License)

		Continued Opp. Funding investment from 2021-22?	$\boxtimes$
using this program as an additional intervention with lessons containing specific areas of focus.	Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.	Expected Impact	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school
	\$24,416.90	Cost (hired or contracted, if applicable)	\$76,210 (Hired/Split funded)
	Classroom Resources/Supplies	Mental Health and/orReading (if applicable)(05311)• School Counselor• School SocialWorkerWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	Social Worker

connectedness, increase attendance rates, decrease staff. The expected impact is to improve school

student's well-being. We are seeking qualified Licensed retention rates and improve the overall quality of the

## **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Dan Shelton **Chief School Officer:** \_\_\_\_\_ Date: \_\_\_\_\_ 7/28/22 Signature

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles Long Fellow	
Signature:	Date: 7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secre	tary of Education
Signature:	Date:8/1	8/22

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Investment and Goals by SCHOOL

SCHOOL NAME:		
MCVEY ELEMENTARY SCHOOL		
SCHOOL STREET ADDRESS:	CITYS	ZIP CODE:
	NEWARK	19713

# School Contact Information

CONTACT NAME:	CONTACT PHONE NUMBER:
ASIA ALI-HAWKINS	302-454-2145
CONTACT EMAIL ADDRESS:	
ASIA.ALIHAWKINS@CHRISTINA.K12.DE.US	

Will 98% of flexible funding remain allocated to this school?	Yes	$\boxtimes$	No	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes		Ŷ	

Investment (05297)		(Explain the expected impact of this investment and how you will measure effectiveness.) <u>Funve</u> <u>fr</u>	Opp. Funding investment from 2021-22?
Multi-Language Learner Coach	Split Funded \$7,394.30	The MLL Coach will support all elementary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth.	

Math Coach (Elementary)	Split Funded \$7,394.30	The Elementary Math Coach will support all elementary schools within the CSD with professional learning, in classroom support and coaching for staff members as it relates to math best-practices. The expected impact is to ensure high quality lessons delivered that are personalized to meet the needs of our targeted student population of low income and English language learners.	
Visual & Performing Arts/Gifted Specialist	Split Funded \$4,397.74	The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom support, and coaching for staff members as it relates to visual & performing arts as well as gifted education. The expected impact is to ensure full access to arts and gifted programming for our targeted student population of low-income and English language learners. Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. We strive to improve CSD's data on sustained participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted program. Research provides the following guidance on key barriers to the program. Research provides the following guidance on key barriers to the participation of students from low-income learners, in gifted and talented programming: Gifted the students from low-income homes and Multi-Language Learners in the Arts and Gifted to a program. Research provides the following guidance on key barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted to and talented programming: Gifted and talented program. Research provides the following guidance to how barriers to the participation of students from low-income homes and Multi-Language Learners in the Arts and Gifted to a standauge the and talented program to students from low-income homes and Multi-Language Learners in the Arts and Gifted to a standauge access to provide a standauge to a standauge to a standardized tests are one of the major income families may show more u	
		education. – (Joseph & Ford, 2006) · Standardized tests are a regular part of the identification process, and they are often used exclusively to identify	

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and place students in gifted services. – (Council of State Directors of Programs
for the Gifted & NAGC, 2003). • Minority students and students
experiencing poverty are typically underrepresented in gifted programs when
compared to the percentage of representation in the general population
 (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007) · Many
standardized tests have a high language and cultural loading, which often
negatively impacts performance in students of poverty or diversity who have
 less background knowledge or access to educational experiences(Benson,
2003; Brooks-Gunn, Klebanov, & Duncan, 1996; Ford, 2004). Research and
trusted policy briefs provide the following positive 'whole child' outcome to
 the participation of students, from low-income families and/or are multi-
language learners, in visual and performing programming: • Students from
 low-income families with a high level of arts experience in school are more
likely to pursue college, vote, and volunteer in their community. In addition,
studies on socioeconomic status and the arts have found that the relationship
between arts participation and academic achievement is strongest for the
lowest income students. (https://www.arts.gov/news/2012/new-nea-
research-report-shows-potential-benefits-arts-education-risk-
youth) · English learners who took part in arts experiences in high school
 were more likely to enroll in college.
(https://www.artsedsearch.org/study/doing-well-and-doing-good-by-doing-
art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-
achievements-and-values-of-young-adults/)· Middle school students in
drama and visual arts programs were less likely to encounter behavioral
challenges or engage in risky behaviors.(
https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-
 students-at-risk/). Six-year-olds from economically disadvantaged and
bilingual households and enrolled in a music program had more developed
auditory skills and more quickly processed language and speech than their

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peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122) The position of the Visual & Performing Art and Gifted & Talented Specialist/Instructional Coach, under the direction of the CSD Teaching and Learning Team, will identify, develop and implement strategies and programming which directly address the aforementioned barriers. This position will provide leadership, oversight, support, and technical assistance, to teachers and administrators, within the district's K-12 setting.	The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates, decrease retention rates and improve the overall quality of the student's well-being. We are seeking qualified Licensed Clinical Social Workers (LCSW), as per State regulations to engage with our students. LCSWs will work with a diverse group of students, including those who are low-income, homeless or in foster care, and/or multi-language learners. They will provide support to students so that they may achieve their academic, social, and emotional goals	Parent workshops will be offered as a three series support for students and their families receiving services through our MLL program. Additionally, targeting our low-income families to provide academic and mental health education and resources. The expected impact is a growth in our attendance rates, a decline in retention rates and an increase in graduation rates.	The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population of low income or English language learners. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates.
	\$10,237.14 (Hired/Split funded)	\$12,000	\$70,000
	Social Worker	Parent Workshops	Paraprofessionals FT (1)

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Delaware Department of Education	Opportunity Funding Form	2022-2023 School Year
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The Paraprofessionals will be assigned to in-classroom support to provide         Small group, one on one assistance to students in our targeted population of         \$40,000       low income or English language learners. The assignment of the         Paraprofessional will be flexible to meet the personalized needs of students.         Expected impact is improved attendance and decreased retention rates.	<ul> <li>Resources will be purchased to enhance the learning experience for all students (SEL/Reading/Math focus), specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school.</li> </ul>
\$40,000	\$10,587.95
Paraprofessionals PT (2)	Classroom Resources/Supplies

Continued Opp. Funding investment from 2021-22?	$\boxtimes$	
Expected Impact		The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and English language learners. The social worker will collaborate with the members of the school-based mental health team to provide wrap-around services for students, families, and staff. The expected impact is to improve school connectedness, increase attendance rates,
<u>Cost</u> (hired or contracted, if applicable)	\$39,094 (Hired)	\$105,432.86 (Hired/Split funded)
Mental Health and/orReading (if applicable)(05311)• School Counselor• School SocialWorkerWorker• Licensed ClinicalSocial Worker• School Psychologist• Reading Supports	e.g., School Counselor (partial funding)	Social Worker

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## **Assurances and Signatures**

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer:	Dan Dan	Shelton		
Signature:		Date:	7	28/22

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager:	Charles	Longfellow		
Signature:	m	Date:	7/28/22	

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee:	Cora L. Scott, Deputy Secretary of Education
Signature: Coral Scott	Date:8/18/22

NEWARK

Investment and Goals by SCHOOL

SCHOOL NAME: NEWARK HIGH SCHOOL			
SCHOOL STREET ADDRESS: 750 EAST DELAWARE AVE	CITY: NEWARK	ZIP CODE: 19711	

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School Contact Information		
CONTACT NAME:	CONTACT PHONE NUMBER:	
TINA PINKETT	302-6315600	
CONTACT EMAIL ADDRESS:		
TINA. PINKETT@CHRISTINA.K12.DE.US		

Will 98% of flexible funding remain allocated to this school?	Yes	No No	
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	°N N	-

Continued Opp. <u>Eunding</u> <u>investment</u> <u>from</u> 2021-22?	×. s
Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	The secondary MLL Coach will support all secondary schools within the Christina School District to support implementation of the WIDA English Language Development Standards. The coach will provide in-classroom support, coaching support and professional learning to all elementary staff. The coach will collaborate with other district curriculum specialists, coaches
	Split Funded \$21,252.10
Flexible Funding Investment (05297)	Multi-Language Learner Coach (Secondary)