

*Delaware*



*Department of Education*

# Opportunity Funding

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Funding Period: Fiscal Year 2021

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

**Application deadline: June 30, 2020**

**Purpose:** The Opportunity Funding initiative creates a three-year weighted funding program across the state. Delaware is currently one of only a handful of states without additional funding for English learners (ELs) and/or low-income students (low-income).

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**Allocation Method:** Local education agencies (LEAs) will receive \$500 per EL and \$300 per low income student. Funding shall be made available to LEAs upon the passage of the FY20 budget in early July so they may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year. LEAs may use this funding for 100 percent of staff costs, including, but not limited to, reading specialists, math specialists, school counselors, school social workers, school psychologists, and other personnel dedicated to initiatives such as trauma-informed practices.

**Accountability:** LEAs will be held accountable to ensure funds are used to improve outcomes for low income and EL students. Districts and charters will work with Secretary Bunting to set goals at the beginning of the school year, participate in a mid-year progress review, and then evaluate summative performance data during their end of school year conference. Community accountability will be provided in a summit to highlight best practices, in an annual report, and in spotlights showing program successes and challenges across the state.

**Metrics:** Districts and charters will set goals to reduce the gap between English learners', low-income students', and the overall student population's baseline performance rates and 100 percent by half, thus reducing students' non-proficiency by 50 percent.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

DDOE will use a third party to also evaluate

- The effectiveness of funds in improving outcomes for EL and low-income students.
- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

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**School Information**

DISTRICT/CHARTER NAME: Woodbridge School District		
DISTRICT/CHARTER STREET ADDRESS: 16359 Sussex Highway	CITY: Bridgeville	ZIP CODE: 19933

**Contact Information**

CONTACT NAME: Heath Chasanov, Donna Hall	CONTACT PHONE NUMBER: 302-337-7990
CONTACT EMAIL ADDRESS: <a href="mailto:Heath.chasanov@wsd.k12.de.us">Heath.chasanov@wsd.k12.de.us</a> ; <a href="mailto:donna.hall@wsd.k12.de.us">donna.hall@wsd.k12.de.us</a>	

**Overall Summary**

Provide an overall summary of how the Opportunity Funding will be used to improve outcomes for English learners and low-income students in your district or charter school.

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

Summary / Rationale

Woodbridge will continue to utilize the Opportunity Funding to improve outcomes for English learners and low-income students by providing investments in personnel, counseling services, language translation support, and additional curriculum and technology resources that improve student access to classroom, virtual and summer extension learning.

Supporting Data

**Demographics and Accountability Data:**

Demographically, our English Language (EL) students consistently make up approximately 15% while Low Income (LI) students make up 60% of our total student population K-12. Each year for the past 4 years our 2 Elementary Schools have seen growth in the EL population with over 100 total students consistently and as many as 130-140 students at a given time for just 1 ELL Educator for each school. Our Low Income student population has remained consistent over this timeframe at approximately 60%.

We have four years of accountability data (2015-2019; 2020 data not tested) that has indicated that our English Learning students and Low Income students consistently score lower than our All Students category. The students designated as EL and LI scored an average of 22 and 10.5 percentage points lower than the All Student group over the 4 year data trend. The results are similar with the Smarter Math

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Assessment. Students designated as EL and LI scored an average of 16.45 and 9.2 percentage points lower than the All Student group over the 4 year data trend. Our 2019 and 2020 ACCESS scores are also represented for English Language Proficiency. However the 2019-20 data was incomplete at this time. Results so far reveal the following:

EL ACCESS Data 2019	# of Students Tested	Composite Score of 5.0 or Higher (Testing Out - Exit)
Grades1-12	335	17 (5% Proficient)

EL ACCESS Data 2020 (Data Incomplete to date)	# of Students Tested (not all scores here)	Composite Score of 5.0 or Higher (Testing Out - Exit)	New Composite Score of 4.7 or Higher (Testing Out - Exit)
Grades1-12	307	24 (8% Proficient)	42 (14% Proficient)

Plan for the Work:

English Learning Staff - To address the rapid growth in the EL student population we will continue to implement a plan to employ 2 teachers for our 2 Elementary schools and 2 para educators to assist our primary teachers in our 2 Secondary schools. This will allow for approximately a 50:1 ratio for the Elementary EL Teachers which will offer EL students more support in their learning as well as outreach and building stronger relationships with our EL Families. The addition of the para educator assisting the primary EL teacher in each secondary school will also provide more support and outreach in building stronger relationships with students and families. The additional academic support will help our EL students with their achievement outcomes with SBAC, ACCESS score and additional family resources as they arise.

Contracted Services Counseling - We understand that our English Learning and Low Income students not only have academic needs but also social and emotional needs that will help them to be in the classroom so that learning can take place. To address these needs and in an effort to reduce the at risk behavior data that can keep students from classroom learning we will continue to implement a plan to place a Community in Schools counselor in each school in the district (4 Schools). The counselor will be in each school on a daily basis and be able to provide individual and group counseling for our low income and EL students, along with providing numerous other supports to build strong relationships between students, families and the school.

Translation Services (Oral and Written): The increase in EL students and families has also increased the need for more parent / family communication on student academic and social needs. Many EL students also have other special needs increasing the need for communication with families regarding support services. Providing funds to increase our ability to provide translation for various meetings (Parent-

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teacher conference, RTI follow-up, Special Ed, etc.) will help to engage our EL families in their student's academics and social needs and to keep our EL teachers engaged in instruction (Example Translation Service – Back to Basics Learning Dynamics, Inc.).

Online English Learning Resources – We will continue to research and designate funds to provide more technology supports to help Newcomer English Learning students learn English. These resources will continue to help with intervention support in school as well as out of school when the student is home. We will help EL parents and families learn how to support their student with the online learning which may also help the parent should they have any language barriers.

Additional Curriculum and Technology resources: We will provide funding to increase student access for English Learning and Low Incomes students to technology by increasing devices for students, and supporting internet connectivity access for families that will support classroom, virtual and summer extension learning.

As a district and school community working together and utilizing these funds we will be able to make even more strides in achievement for our English Learning and Low Income students.

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**Investment and Goals**

Provide additional detail about the plan in the chart below by listing each Opportunity Funding investment with its associated cost and proposed impact. *For each investment, include baseline data and numeric targets to measure impact.* **A state budget sheet will be completed by the district after the plan has been approved.**

Investment	Cost	Expected impact (Check all that apply)					Is this a continued Opp. Funding investment from 2019-20? (yes/no)
(Please list your priority. Examples: - "Hire full time 1 social worker" - "Purchase RULER for grades 7-9")	For 2020-21 (\$)	Raise ELL student achievement	Raise LI student achievement	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	
Provide 2 ELL Teachers (1 for K-2 and 1 for Grade 3-5)	\$180,180	X		X			Yes
Provide 2 ELL Paraprofessionals (1 for K-2 and 1 for Grade 3-5)	\$105,820	X		X			Yes
Provide 4 Communities In Schools Counselors, one for each of four schools (\$38,500/school), that provide student, family and community services in partnership with district	\$154000			X	X	X	Yes
Provide Oral and Written Language Translation Services for all 4 schools to support EL student and family participation in academics (Ex. Back to Basics Learning Dynamics, Inc.)	\$5000	X		X		X	Yes
Provide additional learning resources and technology for ELL and Low Income students to include devices, internet connectivity / fees, and other supports for classroom, virtual learning and summer extension.	\$45,412	X	X				Yes

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Investment	Cost	Expected impact (Check all that apply)	Is this a continued Opp. Funding investment from 2019-20? (yes/no)				
(Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”)	For 2020- 21 (\$)	<table style="width: 100%; border: none;"> <tr> <td style="width: 12.5%;">Raise ELL student achieve- ment</td> <td style="width: 12.5%;">Raise LI student achieve- ment</td> <td style="width: 12.5%;">Increase attendance for ELL students</td> <td style="width: 12.5%;">Increase attendance of LI students</td> <td style="width: 50%;">Other, specify</td> </tr> </table>		Raise ELL student achieve- ment	Raise LI student achieve- ment	Increase attendance for ELL students	Increase attendance of LI students
Raise ELL student achieve- ment	Raise LI student achieve- ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify			
<b>Total Allocation: \$490,412</b>	<b>Remaining: \$0</b>						

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