

Delaware



Department of Education

Opportunity Funding

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Funding Period: Fiscal Year 2022

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

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

Application deadline: June 30, 2021

Purpose: The three-year Opportunity Funding initiative led to legislation that now guarantees weighted funding through FY25.

Allocation Method: Local education agencies (LEAs) will receive \$600 per English learner (EL) and \$524.25 per low-income (LI) student. Funding shall be made available to LEAs upon the passage of the FY22 budget so that in early July LEAs 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 EL students', 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: Cape Henlopen School District		
DISTRICT/CHARTER STREET ADDRESS: 1270 Kings Highway	CITY: Lewes	ZIP CODE: 19958

Contact Information

CONTACT NAME: LouAnn Hudson	CONTACT PHONE NUMBER: 302-645-6686
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Overall Summary

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

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

The Cape Henlopen School District has been engaged in a strategic planning effort since the fall of 2018. Through the review of data, surveys, focus group interviews and research into best practices the district has identified areas of need that will help to inform our opportunity grant requests. The achievement gaps that currently exist in Cape are not acceptable to the district or community. The gaps between ELL and non-ELL and Low Income vs. non-Low Income range from 20 percentage points to 30+ percentage points on DeSSA assessments for ELA and Math across grades 3 - 8. The SAT follows along similar patterns. Our AA and EL subgroups are registering at approximately 73% low-income. During the 2021 school year, Cape Henlopen welcomed approximately 80% of the student body back to some level of in-person

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learning. This is important to note because the number of students' families choosing full remote often fell into the EL and LI categories. Upon reviewing end of year data, it is clear that those groups' summative assessment scores fell far short of their peers. In order to recover the losses Cape Henlopen will add supports for students and teachers that will accelerate learning and help to close the gaps.

The district will continue to provide our staff members with equity/cultural awareness training. We have contracted with Equity and Beyond along with Delaware State University to work with our new Supervisor of Equity and team to building capacity at the classroom level.

Mental health is a priority not only in the Cape Henlopen School District, but across the state and especially with our EL and low-income groups. Providing funds to train staff in trauma-informed practices and social-emotional learning in all schools to better support students with mental health concerns will help Cape's EL and low-income groups tremendously. Once the students' emotional needs are met, it is easier for staff to focus on their academic needs. In order to meet the growing needs, we will use funds from this grant to hire additional social workers/school counselors. Cape will also implement a universal screening process for behavioral health. By taking that step, we will be able to target the resources where needed and intervene earlier to provide students the support they need.

Cape Henlopen will pursue a layered approach to providing EL services to the approximately 480 students identified as English language learners in the district. Cape adopted the Delaware Spanish language immersion program in all 5 elementary school across the district. Students identified as EL (and Spanish as first language) have priority status for immersion. Secondly, Cape has volunteered Milton Elementary School (highest EL population in district and the highest poverty) to serve as a SIOP model school in order to layer the skills and knowledge of language acquisition throughout

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the school. We firmly believe that all teachers are language teachers and that with the proper support and training we can leverage classroom teachers to serve EL students without always pulling students out for services, thereby missing important content alongside their peers. As part of the grant process, Cape intends to continue to hire an additional EL teachers for the District. Cape Henlopen also wishes continue employment of an EL Specialist to the district staff. The specialist would be responsible for SIOP and/or GLAD (Guided Language Acquisition Design) training across all 9 schools in the district. Again, largely concentrating on all teachers and not just EL teachers. The specialist would also be responsible for collecting and monitoring EL progress data as well as end of year summative data. Monitoring EL student progress in immersion programs across the district will play an important role in assigning services for students and training for teachers.

Cape will continue to employ instructional specialists for low-income and EL needs. They will concentrate work with low income and EL population, targeting at risk for retention and/or non-graduation. Improve standards based/grade level assignments while blending technology including working with twilight credit recovery programs and other possible online options to ensure Cape's EL and low-income populations progress to graduation. Importantly, we will look to this specialist for implementation of technology tools to assist with language learning and teaching. The new specialists will focus efforts on elementary needs. There will be continued focus on technology tools to assist with teaching and learning as we continue to use technology to support best practice.

Finally, early intervention and extra time programs will be established to further impact the underserved populations. Cape will establish summer academies for EL and low-income students in elementary who are not reading on grade level. A parent academy will be offered for pre-school aged parents/families with the aim to engage them in their student's literacy/educational journey before they begin in Kindergarten. All options for pre-school services (non special education) for will be explored for the students most in need - EL and low-income.

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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 2020-21? (yes/no)
(Please list your priority. Examples: - "Hire full time 1 social worker" - "Purchase RULER for grades 7-9")	For 2021- 22 (\$)	Raise EL student achieve- ment	Raise LI student achieve- ment	Increase attendance for EL students	Increase attendance of LI students	Other, specify	
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	\$42,000	X	X			Increase ELL & LI student self-awareness skills	yes
EL Specialist	145,000	X	X				yes
EL Teacher (2)	240,000	X		X			1 yes 1 no

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Instructional Coach	125,000	X	X	X	X	yes
Equity: contract, Books, Extra time \$ for PL	50,000	X	X	X	X	yes
Trauma Responsive work/Mental Health extra time \$	10,000	X	X	X	X	yes
Early Intervention EL and LI/ Summer Academy	70,732	X	X	X	X	yes
2 middle school counselors	240,000			X	X	no
High School Social Worker	120,000			X	X	no