

Delaware



Department of Education

Opportunity Funding

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Funding Period: Fiscal Year 2022

Opportunity Funding

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

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: SMYRNA SCHOOL DISTRICT		
DISTRICT/CHARTER STREET ADDRESS: 82 Monrovia Ave	CITY: Smyrna	ZIP CODE: 19977

Contact Information

CONTACT NAME: Kelly Holt	CONTACT PHONE NUMBER: 302-270-3677
CONTACT EMAIL ADDRESS: Kelly.holt@smyrna.k12.de.us	

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.

UD Residency Program

The Smyrna School District is excited to be entering into a partnership with the University of Delaware. We will be hosting a yearlong placement for up to six teaching candidates in a single cohort. These candidates will be residents in our schools for the entire 2021/22 school, not only completing their student teaching, but immersing themselves into the culture of our elementary schools. Our goal is to train these candidates in our curriculum, our instructional practices and our SEL strategies so that they are able to support our low socioeconomic and English-learner students. Their educational foci include special education and EL, so this program is tailor-made for supporting these two populations through the Opportunity Grant opportunity. Additionally, placing one resident in each school will enable curriculum specialists and English-learner educators to better support them in their work with our low socioeconomic and EL populations. These candidates from the University of Delaware are seniors who will earn a stipend that the Smyrna School District subsidizes, and in return, all of them agree to teach in our district for at least the next three years subsequent to graduation. Our Office of Curriculum and Instruction will plan, schedule and deliver academic trainings to this cohort

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of residents so that they are equipped to provide key interventions to our special education, low socioeconomic and EL students, in particular.

Secondary Literacy Coaching

Over the past several years we have been rolling out new HQIM, and for next year, we have purchased StudySync for ELA in Grades 6-12. We have had great success in providing yearlong coaching for our teachers to not only immerse themselves into the curriculum and the resources, but also learning strategies and professional conversations around meeting the needs of their students. In particular, our efforts will address the needs of those special education, low socioeconomic and English-learner students whose challenges often exceed those of their peers. Extended coaching opportunities with our educators who teach our special education, low socioeconomic and EL students will help them to deliver meaningful instruction, prescribe interventions and increase academic success in these student populations. Coaching also serves to calibrate professional practices across those different settings in which our special education, low socioeconomic and EL students are learning. Providing consistent, research-based strategies and teaching methods will scaffold the learning process for these populations. StudySync, as well, offers many built-in scaffolds to present student materials while also supporting individualized needs.

Wrap Around Coaches

Next year we will be offering K-6 students wrap around services. We are creating a partnership between the district and the Boys/Girls Club to provide afterhours care and academic support for our students. Students can stay after school until their parents get off work for some social interaction and assistance with their homework and extra academic practice. It is the intention of the district to hire our staff to support the Boys/Girls club with coaching, resources, and materials so that our students receive consistent strategies/support. Adding the care and extra time to the program allows parents more flexibility in their schedules. The shorter times for after school support are often a barrier for our English learner students and Low income families.

Secondary Transportation for our After School Tutoring

Providing small group after school sessions for our Low income and English learner students provides individualized guidance and direct support to students. This year we offered transportation and found it beneficial to provide students an opportunity to attend without burdening their families for a ride home. More students were able to participate in the program with the option of transportation.

Family/Community Events

Engaging families is an essential component of promoting learning especially with our English learners and our Low income students. This year in the virtual environment we found several new formats for these events and we learned some ways to increase

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participation. We hosted a virtual English learner night and we had the highest participation that we have ever had. Not only were the student's engaged but the families as well. We also participated in One District One Book where students and families read the same book and participated in on-line activities. The feedback was very positive. As the book mobile has been supported through the Opportunity Grant and continues to provide Community Events for our English learner students and our Low income families. The summer calendar is full and we are engaging with our families in their communities as well as at community events.

Responsive Training

In our work with SEL we have found that one of the biggest hurdles is that our teachers need to increase their classroom based management strategies to feel equipped to deal with the some of their challenging students. We know this need is going to be even greater as teachers and students transition back into a five day a week in person school model. We feel as a district that the strategies provided in Responsive training align with the work we have done over the past several years with Akoben and Pete Hall. Our teachers have an understanding of how trauma impacts their students and how beneficial Restorative Circles can be but Responsive Training will give them many other direct classroom management techniques to support their students. Our Low income and English learner students often have more Adverse Childhood Experiences (ACES) and need to be supported within the classroom. Our first cohort of teachers will be trained this summer so that as building champions they can have supports ready as students return in September.

EL Curriculum Supports

As a district we are exploring the curriculum that we are using with our English learner students. We have learned that our current teachers are not aware of all the resources our current program has and for this reason need to participate in some training and receive coaching on how to support their students. We are also engaging in conversations to analyze the resources and see what areas need to be supplemented.

On-Line Learning Tools and Data Monitoring

As a district, we established four consistent tools for teachers so that they might provide structured support for our low socioeconomic and English-learner families. Our planning teams in the summer of 2020 prioritized consistency for our families, and these tools helped us to deliver on that need, while also creating greater structure during the 2020/21 school year and beyond. Our plan is to continue to develop our online learning tools and data monitoring next year, especially for our low socioeconomic and English-learner students for whom additional supports lend themselves to increased academic success. Additionally, we have worked with DDOE and AIR to establish new procedures for the MTSS processes in each of our schools so that we further calibrate our efforts on behalf of our low socioeconomic and English-learner students. We have realized upon reflection that documenting both academic and SEL supports for our low socioeconomic and English-learner students who currently reside in Tiers 2 and 3 is an

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ongoing need well beyond this past school year. Documenting these data across our schools will enable our educators working with our low socioeconomic and English-learner students to better utilize prescriptive interventions, resulting in better tracking of the progress that they are making throughout the year.

Blended Learning

As we dove into teaching in a virtual environment this year, our teachers took on the new challenges of lesson delivery and have made some amazing adjustments in their day to day practices. As a district we will be going One/One next year providing all students with a Chromebook. As we make this transition we want to train our staff in the practices of Blended Learning. We want to ensure that all students especially our English learners and our Low Income students are provided sound practice and support while we transition.

Summer Enrichment Camp

Over the past several summers we have developed camps to enrich students' experiences. Our camps are designed to offer students high interest topics outside the typical classroom experience. Students pick the topic and we provide the materials for them to explore. Campers pay a fee to attend and are a half day in length. Both of these criteria have provided obstacles for our English learner and Low income families. If we can support their camp fees and provide transportation then participation will increase for our English learners and Low income families. This will provide for more social and academic opportunities to our 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
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(Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”)	For 2021-22 (\$)	Raise EL student achievement	Raise LI student achievement	Increase attendance for EL students	Increase attendance of LI students	Other, specify	Opp. Funding investment from 2020-21? (yes/no)
<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
UD Residency-Stipends, Training, Materials	200,000	X	X				No
Secondary Literacy Training/Coaches/Supplies	70,000	X	X				Yes
Wrap Around Coaches	54,225	X	X				Yes
Secondary Extra Time Transportation	50,000			X	X		Yes
Family Community School Events	40,000	X	X	X	X		Yes
Responsive Training	150,000	X	X				No
EL Curriculum Supports	20,000	X	X				No
On-line Learning Tools and Data Monitoring	125,000	X	X				No
Refine Blended Learning Practices for Staff	40,000	X	X				No
Summer Enrichment Camp Scholarships/Transportation	30,000	X	X	X	X		No