

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: 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
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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.

<u>Summary / Rationale</u> 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 and summer extension learning.
<u>Supporting Data</u> Demographics and Accountability Data: Demographically, our English Language (EL) students consistently make up approximately 15% while Low Income (LI) students make up 66% of our total student population K-12. Our 2 Elementary Schools (Grades K-2 and Grades 3-5) have consistently seen

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over 105-145 total EL students. This past school year our K-2 school enrolled 147 between 2 EL educators. Our Low Income student population has grown over the last school year to 66% up from 60% the year before.

We have four years of accountability data (2017-2019 and 2021) that has indicated that our English Learning students and Low Income students consistently score lower than our All Students category on the state assessments in ELA and Math. The students designated as LI and EL scored an average of 22 and 12 percentage points lower than the All Student group over the 4-year data trend. The results are similar with the Smarter Math Assessment. Students designated as LI and EL scored an average of 13 and 8 percentage points lower than the All Student group over the 4-year data trend. Our 2020 and 2021 ACCESS scores are also represented for English Language Proficiency. The ACCESS results are listed below:

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)

EL ACCESS Data 2021	# of Students Tested	Composite Score of 4.7 or Higher (Testing Out - Exit)
Grades1-12	357	34 (9.5 % Proficient)

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Plan for the Work:

English Learning Staff - To address the consistent growth in the EL student population, along with this past school year's lost learning challenges, we will add EL staff to each school to bring the total to 3 EL educators per school. This is a change from each school having 2 EL staff per school (either 2 teachers or 1 teacher, 1 para). This will allow for approximately a 32:1 ratio (down from 50:1 ratio) in each school which will offer EL students more support in their learning. This will provide increased outreach capabilities and the opportunity to build stronger relationships with our EL Families. The additional academic support will also help our EL students with their achievement outcomes with SBAC and ACCESS scores, along with 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 with student academic and social needs. Many EL students also have other special educational needs increasing the need for communication with families regarding support services. Providing funds to increase our ability to provide translation services for various meetings (Parent-teacher conferences, MTSS follow-up, Special Ed, etc.) will help to engage our EL families in their student's academics and social needs. It will also allow our EL educators to increase their focus on instruction over sometimes missing instruction due to translation services being needed. (Example Translation Service – Back to Basics Learning Dynamics, Inc., Language Line).

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 (Ellevation, Reading Eggs, ILit for EL students).

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Summer Extended Learning – Summer extended learning will be offered for K-12 EL students to provide additional learning and acquisition of language skills with an EL educator. Students will have an additional 4 weeks to continue their language learning to bridge the prior school year to the next and hopefully build upon their overall learning.

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 and summer extension learning.

As a district and school community working together and utilizing these funds we will be able to target lost learning from the previous school year and build upon achievement outcomes 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.*

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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	
Provide 4 ELL Teachers across grades 3-12 (provides 2 teachers per school with this formula for K-12)	\$370,000	X		X			Yes, and adds to it
Provide 3 Para educators across grade levels K-2 and 6-12 (1 Para each for 3 schools)	\$162,000	X		X			Yes, and adds to it
Provide 4 Communities In Schools Counselors, one for each of four schools (\$39,000/school), that provide student, family and community services in partnership with district (Mental Health and Family Support)	\$156,000			X	X	X - Increase school outreach to support families with resources and communication	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., Language Line)	\$3500			X	X	X - Provide increased communication between EL families and schools to aid in attendance and academics	Yes

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Provide additional reading and math resources and technology for ELL and Low Income students to include devices, potential internet connectivity / fees, and other supports for classroom instruction (Reading Plus, Ellevation, Reading Eggs, IXL)	\$260,866	X	X	X -- Maintenance of 1-to-1 technology and classroom tools to aid in student learning	Yes
Provide summer extension learning for EL students to bridge between school years and aid in language acquisition and build content knowledge. (Salary and OEC for 1 EL Teacher in summer)	\$4650	X		X	No (New opportunity)
Provide partial transportation services for summer extended learning for EL students	\$2500	X		X	No (New Opportunity)
Total Allocation: \$959,516	Budget Remaining \$0				