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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

School Contact Information

| | | |
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| SCHOOL NAME: BRADER ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 350 FOUR SEASONS PARKWAY | CITY: NEWARK | ZIP CODE: 19702 |
| CONTACT NAME: JACQUELINE GALLAGHER | | CONTACT PHONE NUMBER: 302-454-5959 |
| CONTACT EMAIL ADDRESS: JACQUELINE.GALLAGHER@CHRISTINA.K12.DE.US | | |

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|---|------------|-------------------------------------|-----------|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|----------------------------|--|---|---|
| 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 | <input checked="" type="checkbox"/> | \$1,034.00 (Position remained vacant) |

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| | | 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. | <input checked="" type="checkbox"/> | \$8, 666.8 |
| 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. | <input checked="" type="checkbox"/> | \$0 (Position remained vacant) |
| 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, | <input type="checkbox"/> | \$2, 688.31 |

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). | | |
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| | | <p>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</p> | | |
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| | | <p>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.</p> | | |
| Social Worker | \$23, 900 (Hired/Split funded) | <p>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</p> | ☒ | \$23,219.00 |

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| | | students so that they may achieve their academic, social, and emotional goals | | |
| Paraprofessionals (1 FT & 1 PT or 4 PT) | \$89,876 | 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. | <input type="checkbox"/> | \$38,390.68 |
| Classroom Supplies & Resources (amendment request due to left over funding) | \$39,228.00 | 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. | <input type="checkbox"/> | \$39,228.00 |

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| <u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expense YTD</u> |
|---|---|---|---|---------------------------|
| Social Worker | \$91,680 (Hired/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- | ☒ | \$91,680.00 |

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| | | 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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| | | |
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| SCHOOL NAME: BRENNEN SCHOOL | | |
| SCHOOL STREET ADDRESS: 144 BRENNEN DRIVE | CITY: NEWARK | ZIP CODE: 19713 |

School Contact Information

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|--|---------------------------------------|
| CONTACT NAME: HEATHER CAULKINS | CONTACT PHONE NUMBER: 302-454-2103 |
| CONTACT EMAIL ADDRESS: HEATHER.CAULKINS@CHRISTINA.K12.DE.US | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|-----------------------------|---|---|--|
| 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 | <input checked="" type="checkbox"/> | \$2, 843.76 Elementary position remained vacant |

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| | | 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. | <input checked="" type="checkbox"/> | \$2,812.89 |
| Math Coach (2) (Elementary/Secondary) | Split Funding \$4,384.25 | 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. | <input checked="" type="checkbox"/> | \$0 Vacant (hired at the end of the year) |
| Visual & Performing | Split Funding \$764.83 | The VPAG Coach will support all k-12 schools within the CSD with professional learning, in-classroom | <input type="checkbox"/> | |

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| <p>Arts/Gifted Specialist</p> | | <p>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.</p> <p>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.</p> <p>Research provides the following guidance on key barriers to the participation of students from low-</p> | | <p style="text-align: center;">\$1,613.00 Recently Hired</p> |
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| | | <p>income families and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none">· 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 experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of | | |
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| | | <p>representation in the general population.</p> <p>– (Ford, 2004 High Flyers, 2011, Overlooked Gems, 2007)</p> <p>· 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).</p> <p>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:</p> <p>· 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</p> | | |
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| | | <p>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> </p> <ul style="list-style-type: none"> · English learners who took part in arts experiences in high school were <u>more likely to enroll in college.</u> <u>(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/)</u> · Middle school students in drama and visual arts programs were <u>less likely to encounter behavioral challenges or engage in risky behaviors.</u> <u>https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/)</u> · Six-year-olds from economically disadvantaged and bilingual households and | | |
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| | | <p>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)</p> <p>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.</p> | | |
| Move This World (SEL) | \$3,765 | 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- | <input type="checkbox"/> | \$3,765 |

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| | | <p>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)</p> <p>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.</p> | | |
| The Pyramid Approach | \$68,131.97 | Pyramid Training will be provided to staff working with students with | <input type="checkbox"/> | |

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| (Professional Learning) | | <p>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.</p> <p>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 those who teach in education, work, home, or community settings. This unique model benefits individuals with developmental differences, autism, communication challenges, and/or other learning complications across all ages.</p> | | \$68,131.97 |
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| | | <p>Maximizing learner outcomes requires not only information about what and how to teach – it requires a plan to put all the pieces together. The Pyramid Approach provides a clear guide for everyone on the team to determine what elements to address in a specific order. Just as building a pyramid begins with establishing a firm foundation before constructing the body of the building, the Pyramid Approach begins with a strong foundation, relying on a science-based approach to teaching. This systematic framework for building effective learning settings incorporates strategies that have been recognized by <u>National Clearinghouse on Autism Evidence and Practice (NCAEP)</u> as evidence-based practices.</p> | | |
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| SCHOOL NAME: BROOKSIDE ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 800 MARROW'S ROAD | CITY: NEWARK | ZIP CODE: 19713 |
| CONTACT NAME: ERIC STEPHENS | | CONTACT PHONE NUMBER: 302-454-5959 |
| CONTACT EMAIL ADDRESS: ERIC.STEPHENS@CHRISTINA.K12.DE.US | | |

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|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|--|-----------------------------|--|--|---------------------|
| 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 and the secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth. | <input checked="" type="checkbox"/> | \$1,273.11 |
| Parent Workshops | \$12,000 | Parent workshops will be offered as a three series support for students and their families receiving services through our | <input checked="" type="checkbox"/> | |

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| | | 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 \$7,916.75 | 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. | <input checked="" type="checkbox"/> | Recently Hired \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$4,708.47 | 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 | <input type="checkbox"/> | \$3,309.98 |

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| | | <p>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). · 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</p> | | |
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| | | <p>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.</p> <p>(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.</p> <p>(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.(</p> <p>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.</p> <p>(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</p> | | |
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|--|------------------------------------|--|-------------------------------------|---|
| | | technical assistance, to teachers and administrators, within the district's K-12 setting. | | |
| Social Worker | \$2,788.57 (Hired/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 | <input checked="" type="checkbox"/> | \$0 MH portion covered total cost for the year |
| MLL Teacher or 2 Paras (Spanish pref) | \$130,000 | 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. | <input type="checkbox"/> | \$ 31,702.90 |

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|------------------------------|------------|---|--------------------------|-------------|
| Move This World Curriculum | \$4,045.63 | <p>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.</p> | <input type="checkbox"/> | \$3,765.00 |
| Classroom resources/supplies | \$4,082.40 | <p>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.</p> | <input type="checkbox"/> | \$48,873.17 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

| <u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | <u>Cost</u> (hired or contracted, if applicable) | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|---|---|---|----------------------------|
| Social Worker | \$112,881.43 | <p>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</p> | ☒ | \$95,075.27 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|--|-----------------------------|---|--|---------------------|
| Multi- Language Learner Coach (Secondary) (1) | Split Funded \$15,830 | 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 | <input checked="" type="checkbox"/> | \$13,473.12 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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 (1) (Secondary) | Split Funded \$15,830 | 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. | <input checked="" type="checkbox"/> | Still vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$7,815.56 | <p>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:</p> <ul style="list-style-type: none"> · 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 · | <input type="checkbox"/> | \$5,494.22 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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 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.</p> <p>(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-</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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.</p> <p>(https://www.sciencedirect.com/science/article/pii/S1878929315301122)</p> <p>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.</p> | | |
| ELA Coach | \$15,830 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. | <input checked="" type="checkbox"/> | \$13,581.72 |
| Move This World (SEL curriculum) | \$10,090 | 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 | <input type="checkbox"/> | \$7,815.56 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>manage their emotions, develop empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works)</p> <p>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.</p> | | |
| MTSS Intervention Programming | \$29,682.43 Split funded | <p>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)</p> | <input type="checkbox"/> | \$29,682.43 |
| Parent Workshops | \$12,000 | <p>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</p> | <input checked="" type="checkbox"/> | \$13,159.64 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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. | <input checked="" type="checkbox"/> | \$130,204.62 |
| 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, 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 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. | <input checked="" type="checkbox"/> | \$50,424.87 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|----------------------------|--|--|----------------------------------|
| Multi-Language Learner Coach | Split Funded \$2,893.42 | 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. | <input checked="" type="checkbox"/> | Currently Vacant \$465.30 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| Math Coach (Elementary) | Split Funded \$2,893.42 | 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. | <input checked="" type="checkbox"/> | Recent Hire \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,417.82 | <p>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:</p> <ul style="list-style-type: none"> · 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 & | <input type="checkbox"/> | \$1,209.73 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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 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-nearesearch-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-</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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.</p> | | |
| <p>Conscious Discipline (SEL Support with Loving Guidance INC.)</p> | <p>\$35,000</p> | <p>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</p> | <p><input type="checkbox"/></p> | <p>\$14,400.00</p> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | foundation and then work with a trained coach to implement strategies in the classroom. | | |
| Paraprofessionals PT (1) | \$19,476 | 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. | <input type="checkbox"/> | \$1,060.32 |
| Classroom Resources/Supplies | \$1,412.02 | 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. | <input type="checkbox"/> | \$894.98 |

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| 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: CHRISTINE STARKEY | CONTACT PHONE NUMBER: 302-454-2103 |
| CONTACT EMAIL ADDRESS: CHRISTINE.STARKEY@CHRISTINA.K12.DE.US | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|-----------------------------|--|---|----------------------------|
| Multi-Language Learner Coach (2) Elementary/Secondary | Split Funding \$1,781.11 | 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. | <input checked="" type="checkbox"/> | \$1,155.29 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| ELA Coach | \$1,258.68 split funded | 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. | <input checked="" type="checkbox"/> | \$1,079.91 |
| Math Coach (2) (Elementary/Secondary) | Split Funding \$1,781.11 | 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. | <input checked="" type="checkbox"/> | \$0 Vacant/Recent Hire |
| Visual & Performing Arts/Gifted Specialist | Split Funding \$310.72 | 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 | <input type="checkbox"/> | \$655.28 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). <p>Research and trusted policy briefs provide the following positive 'whole child' outcome to the participation of students, from low-income</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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.</p> <p>(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.</p> <p>(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.(</p> <p>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.</p> <p>(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</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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. | | |
| Classroom Resources/Supplies | \$29,208.38 | 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. | <input type="checkbox"/> | \$18,708.38 |

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|---|---------------------|--------------------|
| SCHOOL NAME: THE DOUGLASS SCHOOL | | |
| SCHOOL STREET ADDRESS: 1800 PROSPECT RD. CANBY PARK. | CITY: WILMINGTON | ZIP CODE: 19805 |

School Contact Information

| | |
|---|---------------------------------------|
| CONTACT NAME: SULAIMAN MILLER | CONTACT PHONE NUMBER: 302-429-4146 |
| CONTACT EMAIL ADDRESS: SULAIMAN.MILLER@CHRISTINA.K12.DE.US | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|-----------------------------|---|---|----------------------------|
| Multi-Language Learner Coach (1) Secondary | \$1,403.88 Split 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 secondary MLL coach. The expected impact is a growth in our EL proficiency as we focus on pedagogical growth. | <input checked="" type="checkbox"/> | \$1,194.86 |
| ELA Coach | \$1,258.68 Split Funding | 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. | <input checked="" type="checkbox"/> | \$1,204.49 |
| Math Coach (1) (Secondary) | \$1,403.88 Split Funding | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| Visual & Performing Arts/Gifted Specialist | \$693.12 Split Funding | <p>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:</p> <ul style="list-style-type: none"> · 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 experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general | □ | \$487.25 |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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)</p> <p>The position of the Visual & Performing Art and Gifted & Talented</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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. | | |
| MTSS Intervention Programming | \$20,629.53 Split funding | 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) | <input type="checkbox"/> | \$20,629.53 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|----------------------------|--|---|---------------------------------------|
| Multi-Language Learner Coach | Split Funded \$6,670.96 | 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. | <input checked="" type="checkbox"/> | \$1,072.77 Currently vacant |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| 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. | <input checked="" type="checkbox"/> | \$1,589.78 |
| Math Coach (Elementary) | Split Funded \$6,670.96 | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,967.54 | 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 | <input type="checkbox"/> | \$2,789.12 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> · 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 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). <p>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:</p> <ul style="list-style-type: none"> · 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 | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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 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.</p> | | |
| Paraprofessional FT (1)- (Wang) | \$70,944 | 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. | <input checked="" type="checkbox"/> | \$36,814.21 |
| Paraprofessional PT (1) (Castelow) | \$19,476 | 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 | <input type="checkbox"/> | \$41,618.98 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates. | | |
| Social Worker | \$20,551.43 (Partial Funding) | 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 | <input checked="" type="checkbox"/> | \$19,780.98 |
| Classroom Resources/Supplies | \$29,208.38 | 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. | <input type="checkbox"/> | \$9,611.70 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

| <u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | <u>Cost</u> (hired or contracted, if applicable) | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
|---|---|---|---|----------------------------|
| Social Worker | \$95,118.57 (Hired - Partial Funding) | <p>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</p> | ☒ | \$95,118.57 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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

School Contact Information

| | |
|---|---------------------------------------|
| CONTACT NAME: ERIN CASSEL | CONTACT PHONE NUMBER: 302-454-5959 |
| CONTACT EMAIL ADDRESS: ERIN.CASSEL@CHRISTINA.K12.DE.US | |

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|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continue d Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|--------------------------------|--|--|--|
| Multi-Language Learner Coach | Split Funded \$13,904.54 | 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. | <input checked="" type="checkbox"/> | Currently vacant \$2,236.02 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| 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. | <input checked="" type="checkbox"/> | \$1,280.00 |
| Math Coach (Elementary) | Split Funded \$13,904.54 | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$8,269.69 | 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 | <input type="checkbox"/> | \$5,813.46 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>key barriers to the participation of students from low-income families and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> · 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 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). <p>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:</p> <ul style="list-style-type: none"> · 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 | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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 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.</p> | | |
| Instructional Specialist (Reading/ML)-Reno | \$130,000 | 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. | <input type="checkbox"/> | \$119,881.85 |
| Instructional Specialist (Math/ML)-Deleo | \$130,000 | 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 | <input type="checkbox"/> | \$ 59,458.38 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | targeted population of low income and multi-language learners. The expected impact is to increase attendance and decrease retention. | | |
| Reported Time Paras PT (4) | \$77,904.00 | 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. | <input type="checkbox"/> | \$47,216.00 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|--|---|---|---|----------------------------|
| <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports | | | | |
| Social Worker | \$115,670 (Anticipating Contracted) | 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 | <input checked="" type="checkbox"/> | \$103,298.25 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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 | | |
| 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 | <input type="checkbox"/> | \$0 EL/LI portion covering first part of costs |
| 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. <input type="checkbox"/> | <input type="checkbox"/> | \$0 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|--------------------------------------|--|--|---------------------|
| Instructional Coach (School Based) | 130,785 (partial funding) | The school-based instructional coach will provide staff and student support at The Bayard School through 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 | | |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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. | <input type="checkbox"/> | \$16,364.57 |
| Multi-Language Learner Coach (Secondary) | Split Funded \$19,073.62 | 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. | <input checked="" type="checkbox"/> | \$16,233.71 |
| 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. | <input checked="" type="checkbox"/> | |
| ESL Instructor | 130, 420 | The ML Teacher will teach students within the ESL program. 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. | <input checked="" type="checkbox"/> | \$120,543.47 |
| AVID Instructor | \$130,785.72 | 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 | <input checked="" type="checkbox"/> | \$59,458.38 |

**Delaware Department of Education
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| | | 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 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. | | |
| 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. | <input checked="" type="checkbox"/> | \$509.75 |
| 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 needs of our targeted student population of low income and English language learners. | <input checked="" type="checkbox"/> | Recently Hired \$0 |


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| Visual & Performing Arts/Gifted Specialist | Split Funded \$9,416.94 | <p>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:</p> <ul style="list-style-type: none"> · 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 experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general | <input type="checkbox"/> | \$6,619.96 |
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| | | <p>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-nearesearch-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)</p> <p>The position of the Visual & Performing Art and Gifted & Talented</p> | | |
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| | | 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. | | |
| PT Paraprofessionals | \$7,073.62 | 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. | | \$16,046 |
| Classroom Resources/Supplies | \$29,208.38 | 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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|---|-----------------|--------------------|
| SCHOOL NAME: GLASGOW HIGH SCHOOL | | |
| SCHOOL STREET ADDRESS: 1901 S. COLLEGE AVE | CITY: NEWARK | ZIP CODE: 19702 |

School Contact Information

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

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|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| Multi-Language Learner Coach (Secondary) | Split Funded \$5,786.84 | 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 | <input checked="" type="checkbox"/> | \$13,843.99 |

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| | | 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 (1) (Secondary) | Split Funded \$5,786.84 | 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. | <input checked="" type="checkbox"/> | Recently Hired \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,441.71 | <p>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:</p> <ul style="list-style-type: none"> · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - | <input type="checkbox"/> | \$5,645.46 |

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| | | <p>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 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.</p> <p>(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.(</p> | | |
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**Delaware Department of Education
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| | | <p>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.</p> <p>(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.</p> | | |
| 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. | <input checked="" type="checkbox"/> | \$13,955.59 |
| Move This World (SEL curriculum) | \$9,380.00 | 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 | <input type="checkbox"/> | \$9,380.00 |

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| | | <p>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)</p> <p>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.</p> | | |
| MTSS Intervention Programming | \$30,499.50 Split funded | <p>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)</p> | <input type="checkbox"/> | \$30,499.50 |
| Parent Workshops | \$12,000 | <p>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</p> | <input checked="" type="checkbox"/> | |

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| | | 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 (Bragaw) | \$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. | <input checked="" type="checkbox"/> | \$85,845.22 |
| AVID Teacher (Peterson) | \$51,368.30 (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, 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 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. | <input checked="" type="checkbox"/> | \$79,711.7 |

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| SCHOOL NAME: JONES ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 33 WEST MAIN ST. | CITY: CHRISTIANA | ZIP CODE: 19702 |

School Contact Information

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

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| 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 | <input checked="" type="checkbox"/> | \$930.59 |

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| | | 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 \$5,786.84 | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,447.71 | 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: <ul style="list-style-type: none"> · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - | <input type="checkbox"/> | \$2,419.47 |

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| | | <p>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 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</p> | | |
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| | | <p>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.</p> | | |
| Social Worker | \$33,157.14 (Hired/Split funded) | <p>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</p> | ☒ | \$8,524.89 |

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| 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. | <input checked="" type="checkbox"/> | \$734.38 |
| 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. | <input type="checkbox"/> | \$13,221.90 |
| 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. | <input type="checkbox"/> | \$32,000.13 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost</u> (hired or contracted, if applicable) | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |

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| Social Worker | \$82,512.86 (Hired/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 | <input checked="" type="checkbox"/> | \$ 82,512.86 |

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

School Contact Information

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

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment</u> | <u>YTD Expenses</u> |
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| | | | <u>from 2021-22?</u> | |
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| 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. | <input checked="" type="checkbox"/> | \$1,286.04 |
| Math Coach (Elementary) | Split Funded \$7,997.15 | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$4,756.28 | 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 | <input type="checkbox"/> | \$3,343.59 |

**Delaware Department of Education
Opportunity Funding Form
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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). <p>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:</p> <ul style="list-style-type: none"> · 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 | | |
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Opportunity Funding Form
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| | | <p>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-near-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.</p> <p>(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)</p> <p>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.</p> | | |
| Paraprofessionals (2 FT) Andrea Petro and Alec Yee | \$141,888 | <p>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</p> | <input type="checkbox"/> | \$85,298.52 |

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| | | students. Expected impact is improved attendance and decreased retention rates. | | |
| Paraprofessional PT (1) (Dougherty) | \$6,894.58 Partially funded | 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. | <input type="checkbox"/> | \$ 14,743.00 |

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| SCHOOL NAME: KIRK MIDDLE SCHOOL | | |
| SCHOOL STREET ADDRESS: 150 BRENNEN DRIVE | CITY: NEWARK | 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? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| ELA Coach (Secondary) | \$16,846.76 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. | <input checked="" type="checkbox"/> | \$14,453.99 |
| Multi-Language Learner Coach (Secondary) | Split Funded \$16,846.76 | 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. | <input checked="" type="checkbox"/> | \$14,338.41 |
| Math Coach (Secondary) | Split Funded \$16,846.76 | 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. | <input checked="" type="checkbox"/> | Recently Hired \$0 |

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| Visual & Performing Arts/Gifted Specialist | Split Funded \$8,317.50 | <p>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:</p> <ul style="list-style-type: none"> · 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 experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general | <input type="checkbox"/> | \$5,847.07 |
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| | | <p>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-near-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)</p> <p>The position of the Visual & Performing Art and Gifted & Talented</p> | | |
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| | | 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. | | |
| MTSS Intervention Programming | \$31,588.74 Split funded | <p>3. MTSS Intervention Program –Moody/Princilus</p> <p>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)</p> | <input type="checkbox"/> | \$31,588.74 |
| 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. | <input type="checkbox"/> | Vacant \$0 |

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| 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 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 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. | <input checked="" type="checkbox"/> | \$91,019.86 |
| 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 impact is a growth in our EL proficiency as well as increased attendance rates and decreased retention rates. | <input checked="" type="checkbox"/> | \$130,118.61 |

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

**Delaware Department of Education
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| | |
|---|---------------------------------------|
| CONTACT NAME: BRANDI FOXX | CONTACT PHONE NUMBER: 302-454-2103 |
| CONTACT EMAIL ADDRESS: BRANDI.FOXX@CHRISTINA.K12.DE.US | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
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| Multi-Language Learner Coach | Split Funding \$6,389.68 | 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. | <input checked="" type="checkbox"/> | \$1,027.54 |
| 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. | <input checked="" type="checkbox"/> | |
| 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| 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 | <input type="checkbox"/> | \$2,671.52 |

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). <p>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:</p> <ul style="list-style-type: none"> · 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- | | |
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| | | <p>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 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.</p> | | |
| Move This World (SEL) | \$5,030.00 | <p>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</p> | <input type="checkbox"/> | \$5,030 |

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| | | <p>empathy for others, build skills for more effective communication, and improve their overall wellbeing. (movethisworld.com/how-it-works)</p> <p>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.</p> | | |
| Paraprofessional FT (1) | \$70,400.00 | 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. | <input type="checkbox"/> | \$43,580.11 |
| Mentoring Programming | \$23,427.53 (Contract) | 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. | <input type="checkbox"/> | \$30,455.77 |
| Social Worker | \$24,562.86 (Split Funding / Anticipated Contract) | 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 | <input checked="" type="checkbox"/> | \$23,792.41 |

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| | | 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 | | |
| Leadership Planning Stipend | \$3,640.80 | School leadership team will meet to discuss progress monitoring and intervention plans for students in special programs. | <input type="checkbox"/> | \$3,640.80 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenses YTD</u> |
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| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |
| Social Worker | \$ 87,107.14 (Split funding/ Anticipated Contract) | 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 | <input checked="" type="checkbox"/> | \$ 91,107.14 |

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| | | 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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| SCHOOL NAME: MACLARY ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 300 ST. REGIS DRIVE CHAPEL HILL | CITY: NEWARK | ZIP CODE: 19711 |

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| Multi-Language Learner Coach | Split Funded \$5,344.84 | 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. | <input checked="" type="checkbox"/> | \$859.51 |
| Math Coach (Elementary) | Split Funded \$5,344.84 | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,178.83 | 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 | <input type="checkbox"/> | \$2,234.67 |

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). <p>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:</p> <ul style="list-style-type: none"> · Students from low-income families with a high level of arts experience in school are more likely to pursue college, | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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 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.</p> | | |
| Social Worker | \$39,460 (Anticipated Vendor) | 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 | <input checked="" type="checkbox"/> | Vacant \$0 |

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| | /Split funded) | 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) | \$58,401 | 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. | <input type="checkbox"/> | \$ 498.47 |
| 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 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 | <input type="checkbox"/> | \$0 |

**Delaware Department of Education
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| | | 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.” | | |
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| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |
| Social Worker—Stepping Stones | \$76,210 (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 | ☒ | \$0 vacant |

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

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment</u> | <u>Expenses YTD</u> |
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| | | | <u>from</u> <u>2021-22?</u> | |
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| 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. | <input checked="" type="checkbox"/> | Currently Vacant \$930.59 |
| Math Coach (Elementary) | Split Funded \$5,786.84 | 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. | <input checked="" type="checkbox"/> | Recently Hired \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,441.71 | 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 | <input type="checkbox"/> | \$2,419.47 |

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). <p>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:</p> <ul style="list-style-type: none"> · Students from low-income families with a high level of arts experience in school are more likely to pursue college, | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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-ne-a-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 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.</p> | | |
| Social Worker | \$33,157.14 (Hired/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 | <input checked="" type="checkbox"/> | \$283.22 |

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| | | 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 | \$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. | <input checked="" type="checkbox"/> | \$0 |
| 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. | | \$0 Vacant |
| Reading Intervention (Site License) | \$3,250 | 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 | | \$975 |

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| | | <p>the background knowledge and vocabulary students need to succeed. The expected impact is improved attendance and decreased retention rates.</p> <p>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 using this program as an additional intervention with lessons containing specific areas of focus.</p> | | |
| Classroom Resources/Supplies | \$24,416.90 | 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. | <input type="checkbox"/> | \$46,747.90 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|--|---|---|---|----------------------------|
| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |
| Social Worker | \$76,210 (Hired/Split funded) | The social worker will address the social, emotional, and psychological issues that can impede students' academic success, targeting our low-income and | <input checked="" type="checkbox"/> | |

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| | | 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. | | \$ 76,210 |
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| SCHOOL NAME: MCVEY ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 908 JANICE DRIVE | CITY: NEWARK | ZIP CODE: 19713 |

**Delaware Department of Education
Opportunity Funding Form
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School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD EXPENSES</u> |
|--|----------------------------|--|--|---------------------|
| 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 | <input checked="" type="checkbox"/> | \$1,189.09 |

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| | | 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. | <input checked="" type="checkbox"/> | \$0 Recent Hire |
| 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 participation of students from low-income families and/or are multi-language learners, in gifted and talented programming: <ul style="list-style-type: none"> · Gifted students from low-income families may show more uneven development and discrepant test than their other gifted counterparts. - | <input type="checkbox"/> | \$3,091.54 |

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| | | <p>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 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</p> | | |
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| | | <p>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.</p> | | |
| Social Worker | \$10,237.14 (Hired/Split funded) | <p>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</p> | ☒ | MH/RDG portion covered \$0 |

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| 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. | <input checked="" type="checkbox"/> | \$0 |
| Paraprofessionals FT (1) | \$70,000 | 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. | <input type="checkbox"/> | \$ 1,331.40 |
| Paraprofessionals PT (2) | \$40,000 | 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. | <input type="checkbox"/> | \$36,814.21 |
| Classroom Resources/Supplies | \$10,587.95 | 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. | <input type="checkbox"/> | \$9,703.50 |

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| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD EXPENSES</u> |
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| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |
| <i>e.g., School Counselor (partial funding)</i> | <i>\$39,094 (Hired)</i> | | <input checked="" type="checkbox"/> | |
| Social Worker | \$105,432.86 (Hired/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 | <input checked="" type="checkbox"/> | \$79,711.70 |

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| | | academic, social, and emotional goals | | |
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| SCHOOL NAME: NEWARK HIGH SCHOOL | | |
| SCHOOL STREET ADDRESS: 750 EAST DELAWARE AVE | CITY: NEWARK | ZIP CODE: 19711 |

School Contact Information

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

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| Multi-Language Learner Coach (Secondary) | Split Funded \$21,252.10 | 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. | <input checked="" type="checkbox"/> | \$18,087.83 |
| Math Coach (1) (Secondary) | Split Funded \$21,252.10 | 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. | <input checked="" type="checkbox"/> | \$0 Recent Hire |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$10,492.49 | 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 | <input type="checkbox"/> | \$7,376.05 |

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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 | | |
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| | | <p>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.</p> <p>(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.</p> <p>(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.</p> | | |
| ELA Coach (Secondary) | \$21,525.10 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 | <input checked="" type="checkbox"/> | \$18,233.63 |

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| | | delivered that are personalized to meet the needs of our targeted student population of low income and English language learners. | | |
| Move This World (SEL curriculum) | \$10,090.00 | <p>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)</p> <p>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.</p> | <input type="checkbox"/> | \$10,090.00 |
| MTSS Intervention Programming | \$24,508.21 Split funded | 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 | <input type="checkbox"/> | \$24, 508.21 |

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| | | 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.” (<u>Pathways of Delaware - Alternative Education Schools - Mental Health Delaware (webbertest.com)</u>) 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 | \$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. | <input checked="" type="checkbox"/> | \$0 |
| ML Teacher | \$135,000 | The ML Teacher will teach students within the ESL program at Newark 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. | <input checked="" type="checkbox"/> | \$ 43,108.79 |
| AVID Teacher | \$130,420 | 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 | <input checked="" type="checkbox"/> | \$ 76669.2 |

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| | | 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 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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| SCHOOL NAME: OBERLE ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 500 CALEDONIA WAY | CITY: BEAR | ZIP CODE: 19701 |

School Contact Information

| | |
|---|---------------------------------------|
| CONTACT NAME: MICHAEL SCOTT | CONTACT PHONE NUMBER: 302-834-5910 |
| CONTACT EMAIL ADDRESS: MICHAEL.SCOTT@CHRISTINA.K12.DE.US | |

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| Multi-Language Learner Coach | Split Funded \$14,828.83 | 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. | <input checked="" type="checkbox"/> | \$2,384.65 |
| 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. | <input checked="" type="checkbox"/> | \$0 |
| Math Coach (Elementary) | Split Funded \$14,828.83 | 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. | <input checked="" type="checkbox"/> | \$0 Vacant |

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| Visual & Performing Arts/Gifted Specialist | Split Funded \$8,819.41 | <p>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:</p> <ul style="list-style-type: none"> · 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 experiencing poverty are typically underrepresented in gifted programs when compared to the percentage of representation in the general | <input type="checkbox"/> | \$6,199.91 |
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| | | <p>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-nearesearch-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)</p> <p>The position of the Visual & Performing Art and Gifted & Talented</p> | | |
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| | | 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 | \$19,901.43 (Hired/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 | <input checked="" type="checkbox"/> | \$9,800.02 |
| Paraprofessional FT (1) Tuggle | \$70,490 | 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. | <input type="checkbox"/> | \$44341.16 |
| Paraprofessional PT (3)→Ammend to 1 FT Para (Clark) | \$60,120 | 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 | <input type="checkbox"/> | \$24,846.24 |

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| | | students. Expected impact is improved attendance and decreased retention rates. | | |
| Parent Liaison | \$30,769 | The parent liaison will support and engage parents/families within the school community to increase attendance at academic events, and honorable celebrations, increase attendance, and decrease retention. This may include Multi-cultural events, multi-cultural celebrations, parent liaison to support the new Dual Language Immersion program, Olympic competitions in STEM activities, and improving the Oberle's visual facade. | <input checked="" type="checkbox"/> | \$0 |
| Tutoring Intervention Support (Reading) | \$46,080 | Staff members will be compensated to engage student's after-school in additional intervention activities specific to Reading and other priority areas. Targeted students will be low income and ML students, but will be open to all who want to participate. | <input type="checkbox"/> | \$46,998.38 |
| STEM Programming | \$35,000 | <p>Students will participate in Science, Technology, Engineering & Mathematical activities to enhance their interest in school and ultimately increase their school connectedness. The expected impact will be decreased retention and increased rates of attendance.</p> <p>Students will be able to participate in after-school activities, such as "Science Explorers" and "Wow! Science." Participation in these activities will introduce our MLL and low-income students to the infinite possibilities for their future.</p> <p>"Science Explorers" is an innovative, hands-on science company that provides an opportunity for children ages 4-11 to become engaged in the wonders of science. Science Explorers makes science cool and exciting through interactive experiences.</p> <p>In an effort to spark, cultivate and promote students' interest in science, technology, engineering, and math, "WOW! Science" provides curriculum-based, age-appropriate hands-on projects and activities in learning important STEM concepts and principles.</p> | <input type="checkbox"/> | \$34,971.30 |

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| Supplies/Classroom Resources | \$12,066.79- →\$1,696.76 (Amend to support second FT Para) | 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. | <input type="checkbox"/> | \$40,732.27 |
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| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |
| Social Worker | \$115,670 (Hired) | 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 | <input type="checkbox"/> | \$114,899.55 |

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| | | 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 | | |
| Social Worker | \$115,670 (Hired) | 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 | <input checked="" type="checkbox"/> | \$106,339.04 |

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| SCHOOL NAME: REACH/ CPIB | | |
| SCHOOL STREET ADDRESS: 200 TYRE AVE | CITY: BEAR | ZIP CODE: 19711 |

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School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: JILL CASEY | CONTACT PHONE NUMBER: 302-834-5910 |
| CONTACT EMAIL ADDRESS: JILL.CASEY@CHRISTINA.K12.DE.US | |

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
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| Multi-Language Learner Coach (Elementary/ Secondary) (2) | Split Funded \$1,689.76 | 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. | <input checked="" type="checkbox"/> | \$1,016.33 |
| Math Coach (2) (Elementary/Secondary) | Split Funded \$1,689.76 | 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 Secondary math Coach will support all secondary schools within the CSD with professional learning, in classroom support and coaching for staff | <input checked="" type="checkbox"/> | \$0 |

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| | | 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. | | Vacant & Recently Hired |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$294.78 | <p>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:</p> <ul style="list-style-type: none"> · 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 | <input type="checkbox"/> | \$621.67 |

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| | | <p>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 peers who were not enrolled in a music program. (https://www.sciencedirect.com/science/article/pii/S1878929315301122)</p> | | |
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| | | 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. | | |
| ELA Coach | \$1,194.12 split funded | 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. | | \$1,024.52 |
| Move This World (SEL curriculum) | \$2,450 | <p>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)</p> <p>As schools endeavor to build and maintain relationships with all students, including low-income and multi-language learners, the social-emotional</p> | | \$2,329.00 |

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| | | curriculum will provide a common language, de-escalation and regulation strategies that students and staff may use. | | |
| Classroom Resources/Supplies | \$25,560.15 | 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. | <input type="checkbox"/> | \$32,713.88 |

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| SCHOOL NAME: SHUE-MEDILL MIDDLE SCHOOL | | |
| SCHOOL STREET ADDRESS: 1500 CAPITOL TRAIL | CITY: NEWARK | ZIP CODE: 19711 |

School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: MICHELE SAVAGE | CONTACT PHONE NUMBER: 302-454-3491 |
| CONTACT EMAIL ADDRESS: MICHELE.SAVAGE@CHRISTINA.K12.DE.US | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|--------------------------------|--|---|----------------------------|
| ELA Coach (Secondary) | \$20,138.67 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. | <input checked="" type="checkbox"/> | \$17,278.34 |
| Multi-Language Learner Coach (Secondary) | Split Funded \$20,138.67 | 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. | <input checked="" type="checkbox"/> | \$17,140.18 |
| Math Coach (Secondary) | Split Funded \$20,138.67 | 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. | <input checked="" type="checkbox"/> | \$0 Recently Hired |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| Visual & Performing Arts/Gifted Specialist | Split Funded \$9,942.77 | <p>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:</p> <ul style="list-style-type: none"> · 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 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 | □ | \$6,989.61 |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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) <p>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</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | assistance, to teachers and administrators, within the district's K-12 setting. | | |
| MTSS Intervention Programming | \$35,089.79 Split funded | 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) | <input type="checkbox"/> | \$35,089.79 |
| AVID Teacher | \$130,420 | 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, | <input checked="" type="checkbox"/> | \$ 112646 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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 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 Shue-Medill Middle 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. | <input checked="" type="checkbox"/> | \$ 97164.73 |

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| SCHOOL NAME: SMITH ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 142 BRENNEN DRIVE TODD ESTATES | CITY: NEWARK | ZIP CODE: 19713 |

School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: JOHN LYNCH | CONTACT PHONE NUMBER: 302-834-5910 |
| CONTACT EMAIL ADDRESS: JOHN.LYNCH@CHRISTINA.K12.DE.US | |

| | | | | |
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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|-----------------------------|--|---|--------------------------------|
| Multi-Language Learner Coach | Split Funded \$11,613.90 | 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. | <input checked="" type="checkbox"/> | \$1,867.65 Currently Vacant |
| 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. | <input checked="" type="checkbox"/> | \$0 |
| Math Coach (Elementary) | Split Funded \$11,613.90 | 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. | <input checked="" type="checkbox"/> | \$0 Vacant |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$6,907.34 | 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 | <input type="checkbox"/> | \$4,855.75 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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). <p>Research and trusted policy briefs provide the following positive 'whole child' outcome to the participation of students, from low-</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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-near-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 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.</p> | | |
| Paraprofessional FT (1) | \$51,560.15 (split funding) | 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 | <input type="checkbox"/> | \$51,621.09 |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved attendance and decreased retention rates. | | |
| Instructional Specialist (ML/Reading) | \$130,000 | 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 | <input type="checkbox"/> | \$78,913.83 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|--|---|---|---|----------------------------|
| <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | | | | |
| Social Worker (LCSW)-Dolan | \$115,670 (Hired) | 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 | <input checked="" type="checkbox"/> | \$ 115,164.1 |

**Delaware Department of Education
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| | | 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 | | |
| Para (Remaining) | \$19,383.85 (split funding) | The [Paraprofessionals will be assigned to in-classroom support to provide reading support via 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. | <input type="checkbox"/> | \$0 EL/LI portion covered to date |
| Para PT (Reading) | \$19,476.00 (split funding) | The reading 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. | <input type="checkbox"/> | Vacant \$0 |
| Classroom Resources/Supplies | \$11,068.72 | Resources will be purchased to enhance reading instruction and 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. | <input type="checkbox"/> | \$0 |

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|---|---------------------|--------------------|
| SCHOOL NAME: STUBBS EARLY LEARNING CENTER | | |
| SCHOOL STREET ADDRESS: 1100 NORTH PINE ST. | CITY: WILMINGTON | ZIP CODE: 19801 |

School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: WHITNEY WILLIAMS | CONTACT PHONE NUMBER: 302-429-4175 |
| CONTACT EMAIL ADDRESS: WHITNEY.WILLIAMS@CHRISTINA.K12.DE.US | |

| | | | | |
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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|-------------------------------|--|--|---------------------------------|
| Multi-Language Learner Coach | Split Funded \$5,746.67 | 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 | <input checked="" type="checkbox"/> | \$924.13 Currently Vacant |

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| | | 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. | <input checked="" type="checkbox"/> | \$8,400.00 |
| Math Coach (Elementary) | Split Funded \$5,746.67 | 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. | <input checked="" type="checkbox"/> | \$0 Vacant |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$3,417.82 | 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 | <input type="checkbox"/> | \$4,855.75 |

**Delaware Department of Education
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| | | <p>and/or are multi-language learners, in gifted and talented programming:</p> <ul style="list-style-type: none"> · 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 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 | | |
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**Delaware Department of Education
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2022-2023 School Year**

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| | | <p>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.</p> | | |
| Social Worker (LCSW) | \$37,291.43 (Hired/Split funded) | <p>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</p> | ☒ | MH/RDG covered portion to date \$0 |

**Delaware Department of Education
Opportunity Funding Form
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| Paraprofessionals PT (3)-->Amend to FT Para | \$58,428 | 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. | <input type="checkbox"/> | \$26,951.43 |
| Classroom Resources/Supplies | \$3,280.84 | 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. | <input type="checkbox"/> | \$0 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|--|---|---|---|----------------------------|
| Social Worker (LCSW)- Graham | \$78,378.57 (Hired) | 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 | <input checked="" type="checkbox"/> | \$ 78,378.57 |

**Delaware Department of Education
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| | | <p>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</p> | | |
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SCHOOL NAME:

The Bancroft School

SCHOOL STREET ADDRESS:

700 N. LOMBARD ST.

CITY:

WILMINGTON

ZIP CODE:

19801

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: KYRSTAL GREENFIELD | CONTACT PHONE NUMBER: 302-834-5910 |
| CONTACT EMAIL ADDRESS: KRYSTAL.GREENFIELD@CHRISTINA.K12.DE.US | |

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment</u> (05297) | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenditures to date</u> |
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| Multi-Language Learner Coach (Elementary/ Secondary) (2) | Split Funded \$16,301.81 | 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. | <input checked="" type="checkbox"/> | \$1,189.10 Elementary (vacant) \$7,581.23 Secondary |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| Math Coach (2) (Elementary/Secondary) | Split Funded \$16,301.81 | 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 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. | <input checked="" type="checkbox"/> | Vacant \$0/ Recently Hired \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$4,397.76 | 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 | <input type="checkbox"/> | \$6,183.11 |

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| | | <p>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:</p> <ul style="list-style-type: none"> · 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 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 | | |
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**Delaware Department of Education
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| | | <p>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-</p> | | |
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**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | <p>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.</p> <p>(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.</p> | | |
| ELA Coach | \$8,907.48 split funded | 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. | | \$7,642.34 |
| Paraprofessional FT (1) | \$70,400.00 | The Paraprofessionals will be assigned to in-classroom support to provide small group, one on | <input type="checkbox"/> | |

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

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| | | 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. | | \$ 13,114.22 |
| 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. | <input type="checkbox"/> | Vacant \$0 |
| Classroom Resources/Supplies | \$9,097.34 | 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 ELA proficiency, attendance and decreased retention rates. This allocation ensures 100% of funding is received back to the school. | <input type="checkbox"/> | \$0 |
| MTSS Intervention Programming | \$16,702.09 Split funded | 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 | <input type="checkbox"/> | \$16,702.09 |

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| | | 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) | | |
| AVID Teacher | \$130,420 | 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 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- | ☒ | \$0 Vacant |

**Delaware Department of Education
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| | | income and multi-language learners have equitable access to programming. | | |
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| <u>Mental Health and/or Reading (if applicable)</u> <u>(05311)</u> <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | <u>Cost</u> (hired or contracted, if applicable) | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenditures to date</u> |
| Social Worker | \$95,118.57 (Hired - Partial Funding) | 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 | <input checked="" type="checkbox"/> | \$0 Vacant |

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| | | 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. | | |
| Paraprofessional FT (1)-Reading | \$70,944 | The reading 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. | <input type="checkbox"/> | \$48,636.04 |
| Paraprofessional PT (1) | \$19,476 | 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 in reading. The assignment of the Paraprofessional will be flexible to meet the personalized needs of students. Expected impact is improved ELA proficiency, improved attendance and decreased retention rates. | <input type="checkbox"/> | \$0 |
| Classroom Resources/Supplies | \$2,435.71 | Reading resources will be purchased to enhance the learning experience for all students (Reading focus) but specifically in the targeted population of ML/low income. Expected impact is improved attendance and decreased retention rates. This allocation | <input type="checkbox"/> | \$0 |

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| | | ensures 100% of funding is received back to the school. | | |
| Conscious Discipline | \$2340 | 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. | | \$2340 |

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SCHOOL NAME:
THE BAYARD SCHOOL

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Opportunity Funding Form
2022-2023 School Year**

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|---|---------------------|--------------------|
| SCHOOL STREET ADDRESS: 200 S. DuPont St. | CITY: WILMINGTON | ZIP CODE: 19805 |
|---|---------------------|--------------------|

School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: VICTOIR CAHOON | CONTACT PHONE NUMBER: 302-834-5910 |
| CONTACT EMAIL ADDRESS: VICTOIR.CAHOON@CHRISTINA.K12.DE.US | |

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenditures</u> |
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| Multi- Language Learner Coach (Elementary/ Secondary) (2) | Split Funded \$17,807.97 | 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. | <input checked="" type="checkbox"/> | \$4,810.9 |

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| Math Coach (2) (Elementary/Secondary) | Split Funded \$17,807.97 | 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 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. | <input checked="" type="checkbox"/> | Remains Vacant \$0/ Recent Hire \$0 |
| Instructional Coach (School Based)-Adderly | \$130,785.72 | The school-based instructional coach will provide staff and student support at The Bayard School through 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 that are personalized to meet the needs of our targeted student population of low income and English language learners. | <input checked="" type="checkbox"/> | \$78,708.43 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$4,804.08 | 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 | <input type="checkbox"/> | \$6,754.38 |

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| | | <p>population of low-income and English language learners.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none">· 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 | | |
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| | | <ul style="list-style-type: none"> · 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 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). <p>Research and trusted policy briefs provide the following positive ‘whole child’ outcome to the</p> | | |
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| | | <p>participation of students, from low-income families and/or are multi-language learners, in visual and performing programming:</p> <ul style="list-style-type: none"> · 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 <u>more likely to enroll in college</u>. (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 <u>less likely to encounter behavioral challenges or engage in risky behaviors</u>. (https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/) | | |
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| | | <p>· 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)</p> <p>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.</p> | | |
| ELA Coach (Secondary) | \$9,730.46 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. | <input type="checkbox"/> | \$8,348.43 |
| Paraprofessionals 1 FT (1)- Stevenson | \$70,400.00 | The Paraprofessionals will be assigned to in-classroom support to provide small group, one on one assistance to students in our targeted population | <input type="checkbox"/> | \$93,459.23 |

**Delaware Department of Education
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| | | 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. | | |
| Paraprofessionals 1 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. | <input type="checkbox"/> | \$28,053.45 |
| MTSS Intervention Programming | \$26,390.95 Split funded | 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) | <input type="checkbox"/> | \$26,390.95 |

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| AVID Teacher | \$130,420 | 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 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. | <input checked="" type="checkbox"/> | \$ 13,116.88 |
| 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. | <input checked="" type="checkbox"/> | \$0 |

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| <u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Clinical Social Worker School Psychologist Reading Supports | <u>Cost</u> (hired or contracted, if applicable) | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenditures</u> |
|---|--|--|---|----------------------------|
| Social Worker (Johnson) | \$115,670 (Anticipated Contract) | 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 | <input checked="" type="checkbox"/> | \$ 102,881.6 |

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| | | 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 | | |
| Paraprofessional FT (1)-Reading (Acevedo) | \$70,944 | The reading 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. | <input checked="" type="checkbox"/> | \$ 61,815.18 |
| Paraprofessional PT (1)-Holland | \$19,476 | The reading 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. | <input type="checkbox"/> | \$32, 520.36 |

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| Classroom Resources/Supplies | \$14,248.57 | 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. | <input type="checkbox"/> | \$0 |
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**Delaware Department of Education
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| SCHOOL NAME: WEST PARK ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 193 WEST PARK PLACE | CITY: NEWARK | ZIP CODE: 19711 |

School Contact Information

| | |
|---|---------------------------------------|
| CONTACT NAME: TRACY NOVAK | CONTACT PHONE NUMBER: 302-454-2290 |
| CONTACT EMAIL ADDRESS: TRACY.NOVAK@CHRISTINA.K12.DE.US | |

| | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|---|----------------------------|--|---|-------------------------------|
| Multi-Language Learner Coach | Split Funded \$4,179.38 | 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. | <input type="checkbox"/> | \$ 672.09 Currently Vacant |
| 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. | <input checked="" type="checkbox"/> | \$223.00 |

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| | | 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 \$4,179.38 | 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. | <input checked="" type="checkbox"/> | Vacant \$0 |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$2,485.67 | 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: <ul style="list-style-type: none"> · 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 | <input type="checkbox"/> | \$1,747.39 |

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| | | <p>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 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-</p> | | |
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| | | <p>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)</p> <p>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.</p> | | |
| Social Worker | \$56,077.14 (Hired/Split funded) | <p>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</p> | <input checked="" type="checkbox"/> | \$55,306.74 |
| Paraprofessionals PT (1) | \$12,649.86 (partially funded) | <p>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.</p> | <input type="checkbox"/> | \$1,311.72 |

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| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>YTD Expenses</u> |
|--|---|--|---|----------------------------|
| <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports | | | | |
| Social Worker | \$59,592.86 (Hired) | 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. | <input checked="" type="checkbox"/> | \$59,592.86 |

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| SCHOOL NAME: WILSON ELEMENTARY SCHOOL | | |
| SCHOOL STREET ADDRESS: 14 FORGE RD. | CITY: NEWARK | ZIP CODE: 19711 |

School Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: MABEL BOUTTE | CONTACT PHONE NUMBER: 302-454-2180 |
| CONTACT EMAIL ADDRESS: MABEL.BOUTTE@CHRISTINA.K12.DE.US | |

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| Will 98% of flexible funding remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

| <u>Flexible Funding Investment (05297)</u> | <u>Cost</u> | <u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.) | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenditures to date</u> |
|---|----------------------------|--|---|------------------------------------|
| Multi-Language Learner Coach | Split Funded \$4,340.16 | 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. | <input checked="" type="checkbox"/> | \$697.95 Currently Vacant |

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| 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. | <input checked="" type="checkbox"/> | \$0 |
| Math Coach (Elementary) | Split Funded \$4,430.16 | 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. | <input checked="" type="checkbox"/> | \$0 Vacant |
| Visual & Performing Arts/Gifted Specialist | Split Funded \$2,581.30 | 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 may show more uneven | <input type="checkbox"/> | \$1,814.61 |

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| | | <p>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 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</p> | | |
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| | | <p>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.</p> | | |
| Social Worker | \$53,785.71 (Hired/Split funded) | <p>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</p> | <input checked="" type="checkbox"/> | \$53,279.81 |
| Paraprofessionals PT (1)-Walzl | \$19,476 | <p>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</p> | <input type="checkbox"/> | \$ 15138.55 |

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| | | students. Expected impact is improved attendance and decreased retention rates. | | |
| Move This World (SEL curriculum) | \$3,227.50 | 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. | <input type="checkbox"/> | \$3227.50 |

| <u>Mental Health and/or Reading (if applicable) (05311)</u> | <u>Cost (hired or contracted, if applicable)</u> | <u>Expected Impact</u> | <u>Continued Opp. Funding investment from 2021-22?</u> | <u>Expenditures to date</u> |
|--|---|-------------------------------|---|------------------------------------|
| <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports | | | | |

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| | | | | |
| Social Worker | \$61,884.29 (Split funded/Hired) | <p>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</p> | | Stokes?? |

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