Delaware

Department of Education
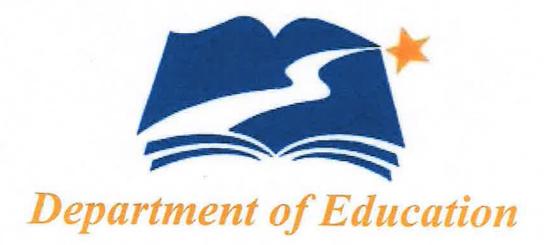
Opportunity Funding

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Funding Period: Fiscal Year 2021

Delaware Department of Education
Opportunity Funding Form
2020-2021 School Year

Opportunity Funding
Directed Funds for English Learners and Low-Income Students
Application deadline: June 30, 2020

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

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

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

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

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

DDOE will use a third party to also evaluate
- The effectiveness of funds in improving outcomes for EL and low-income students.
- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

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School Information

DISTRICT/CHARTER NAME: Delmar School District		
DISTRICT/CHARTER STREET ADDRESS: 200 N Eighth St	CITY: Delmar	ZIP CODE: 19940

Contact Information

CONTACT NAME: Lisa Morris	CONTACT PHONE NUMBER: 302-846-9544 / 410-430-9480
CONTACT EMAIL ADDRESS: Lisar.morris@delmar.k12.de.us	

Overall Summary

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

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

The Delmar School District has seen a consistent population in English Learner (EL) over the past 3 years and an increase in the number of Low Income students. Delmar School District currently has 56 EL students: 36 EL students in the Middle School and 20 EL students in the High School. Based on our free and reduced lunch numbers, Delmar Middle School has 326 Low Income students and Delmar High School has 249 Low Income students which is a total of 575 students in Delmar School District.

Based on 2019 SBAC and SAT scores, we have a need for improving literacy of our EL and Low Income students with the EL and LI students falling below the proficiency level of the category of "all students" at Delmar School District. Our current proficiency rate of "all students" at Delmar School District in ELA is 49%. However, our EL and LI students have the proficiency rate below:
- 30% of Low Income Students were proficient on SBAC ELA
- 42% of Low Income Students were proficient on SAT Reading
- <1% of EL Students were proficient on SBAC ELA
- 33% of EL Students were proficient on SAT Reading

A reading intervention program for our EL and LI students will be a key component in assisting our students in improving their academic achievement. Our plan is to support our ELA teachers in the Middle School and Literacy Specialist in the High School with a program and professional develop training to focus on increasing reading proficiency and enhance academic vocabulary. The individual support with the use of the Achieve 3000 program will help raise the academic achievement of both EL and Low Income students.

The District Literacy Specialist will be the **"District's Achieve Master Coach"** who will work with Achieve vendor trainers in providing **professional development training** for teachers on how to identify the individualized needs of each EL and LI student so that the Achieve Intervention Strategies can be customized to meet the needs of students struggling with the English Language or with historically minimal supports as a low income child.

Achieve3000 platform provides individual, student-specific learning experiences in which content is precisely matched to students' reading level, accelerating literacy growth. In addition, Achieve offers customized professional development that includes coaching and modeling around assessing students, using assessment data to drive differentiated instruction, and accelerating students' literacy gains through best practices in literacy instruction.

Achieve3000's proprietary LevelSet™ assessment establishes each student's initial Lexile reading level in **English or in Spanish** at the beginning of the school year. LevelSet data drives Achieve3000's proprietary forecasting tool, giving every student his or her own differentiated success plan that tells you how much time on task is required to achieve the gains necessary for success on the SBAC assessment, and to get on track for college and career expectations.

Achieve3000's patented model of precisely differentiated instruction ensures all students in a class read the same grade-appropriate, standards-aligned cross-curricular content (science, social studies, language arts, and more), automatically tailored to their individual reading levels and learning needs, with 12 Lexile versions of every lesson in English, 12 levels in English with Spanish support, and 8 levels in Spanish.

Built-in formative assessments identify learners' needs, inform instruction, and provide data to accelerate reading growth to ensure literacy success. While the program captures these data points, the adaptive complexity system considers monthly Lexile adjustments for every student. This adjustment ensures students are always working at their "just right" reading level with the appropriate, customizable learning scaffolds in place.

To assist with the implementation of Achieve 3000 with the EL and LI students, Delmar Middle School and High School has the need for laptops for these students. And smartboards to be used by the teachers in the middle school and high school to help make the classroom more interactive for the EL and LI students.   The dedicated laptop computer technology is necessary for the individualized instructional needs of the EL and LI students and Achieve 3000 provides the adaptive online, computer-based instructional support that scaffolds learning at each EL/LI student's appropriate pace to work toward building literacy skills. Achieve3000 requires student individual use of a laptop, workstation, Chromebook, or mobile device (such as a tablet) for each lesson. The laptop computers are necessary in providing mobility of tech access so that the EL and Low Income students can not only access the Achieve Intervention Computer-Based Online Adaptive Curriculum, but also use them in all content areas through their enhanced literacy skills built through Achieve. For it is Literacy that provides the gateway access to all other content areas.

Using opportunity grant funds, in combination with our federal funds, we plan to offer additional instructional programs and technology for students to increase academic achievement.

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Investment and Goals

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

Investment	Cost	Expected impact (Check all that apply)						Is this a continued Opp.
(Please list your priority. Examples: -"Hire full time 1 social worker" - "Purchase RULER for grades 7-9")	For 2020-21 ($)	Raise ELL student achieve-ment	Raise LI student achieve-ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify		Funding investment from 2019-20? (yes/no)
EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students	*$42,000*	X	X			Increase ELL & LI student self-awareness skills		yes
Achieve 3000 Reading Platform and Professional Development for Middle School EL and LI Students	$8,000	X	X			The Achieve 3000 platform along with Professional Development on the program and how to use the data from the EL and LI students will allow for individualized instruction in Reading for the EL and LI students. Goal: to increase percent of EL and LI students who meet state-wide ELA assessment proficiency targets.		YES

Investment	Cost	Expected impact (Check all that apply)					Is this a continued
(Please list your priority. Examples: -"Hire full time 1 social worker" "Purchase RULER for grades 7-9")	For 2020-21 ($)	Raise ELL student achieve-ment	Raise LI student achieve-ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	Opp. Funding investment from 2019-20? (yes/no)
Achieve 3000 Reading Platform and Professional Development for EL and LI students in the High School	$7,250	X	X			The Achieve 3000 platform along with Professional Development on the program and how to use the data from the students will allow for individualized instruction in Reading for EL and LI students. Goal: to increase percent of EL and LI students who meet state-wide ELA assessment proficiency targets.	YES

Investment	Cost	Expected impact (Check all that apply)					Is this a continued
(Please list your priority. Examples: -"Hire full time 1 social worker" "Purchase RULER for grades 7-9")	For 2020-21 ($)	Raise ELL student achieve-ment	Raise LI student achieve-ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	Opp. Funding investment from 2019-20? (yes/no)
Laptops for EL and LI students to use with Achieve 3000 in classrooms 54 district total	$47,328	X	X			The laptop computer technology is necessary for the individualized instruction needs of the EL of LI students and Achieve 3000 provides the adaptive online, computer-based instruction support that scaffolds learning at each EL/LI student's appropriate pace to work towards building literacy skills. Achieve 3000 requires student individual use of a laptop, workstation, Chromebook or mobile device for each lesson. The laptop computers are necessary in providing mobility of tech access so that the EL and Low Income students con not only access the Achieve 3000 Intervention computer based online adaptive curriculum, but also use them in all content areas through their enhanced literacy skills built through Achieve 3000. For it is Literacy that provides the gateway access to all other content areas. Goal: to increase laptop computer technology access necessary to address the individual needs of the El and LI students so that Achieve 3000 can provide that adaptive online, computer based instructional support to build literacy skills.	YES

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(Please list your priority. Examples: -"Hire full time 1 social worker" "Purchase RULER for grades 7-9")	For 2020-21 ($)	Raise ELL student achieve-ment	Raise LI student achieve-ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	Opp. Funding investment from 2019-20? (yes/no)
Smartboards and Installation for Interactive Classrooms for use with EL and LI students	$14,088	X	X			Create interactive SMART classrooms which will allow for EL and LI students to become more involved in their learning. Interactive whiteboards allow many different forms of media – including photos, illustrations, maps, graphs, games, and video, to be displayed which increase flexibility for EL and LI students to engage with learning. The SMART Boards will support a wide variety of EL and LI learning styles, beyond visual and auditory to tactile which all EL and LI students to utilize the touchscreen to interact with literally hands on learning. The interactive nature of SMART boards offers EL and LI learners an opportunity to share and participate in the instructional process. Interactivity provides a platform for EL and LI students to demonstrate their grasp of the subject through touching, drawing, and writing to participate or contribute to a presentation and/or discussion via notebooks and tablets. The Smartboards will provide for rapid assessment whereby learners can receive immediate feedback to identify individual strengths and weaknesses in various subject areas	YES

						and isolate areas/topics that need more focus or review.	
						SMART boards allow EL and LI learners to easily access a rich database of online resources such as knowledge databases, online videos, and news items to reinforce their lessons and to conduct research and supplement their study materials.	
						Goal: to increase percent of EL and LI students' engagement in an interactive classroom to promote literacy and learning.	

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(Please list your priority. Examples: -"Hire full time 1 social worker" "Purchase RULER for grades 7-9")	For 2020-21 ($)	Raise ELL student achieve-ment	Raise LI student achieve-ment	Increase attendance for ELL students	Increase attendance of LI students	Other, specify	Opp. Funding investment from 2019-20? (yes/no)
EL and LI Curriculum Materials and Student Incentive Supplies for EL Coordinator/Teacher to use with EL classes and Achieve 3000 Coach/Reading Specialist to use with Achieve 3000 Classes.	$4,849	X	X			The EL Teacher and Achieve 3000 teacher will need additional materials to assist with new low level EL students entering the district and the new students entering the Achieve 3000 class. Goal: to provide instructional materials for Achieve Coach/Reading Specialist and EL Coordinator to increase percent of EL and LI students who meet individual formative benchmarks.	YES
Bilingual Messaging and Translation services for our EL families.	$3,000	X		X		Increase communication with our EL families. We currently have 37 Spanish speaking students and 19 other languages – including Urdu, Chinese, Gujarati, Vietnamese, Turkish, Haitian Creole, Korean, and Portuguese.	NO
TOTAL	$84,515						