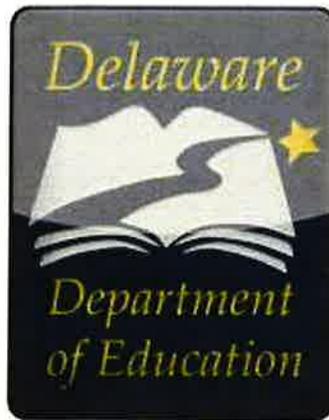


*Delmar*

*Delaware*



*Department of  
Education*

# Opportunity Funding

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Funding Period: Fiscal Year 2020  
Opportunity Funding  
*Directed Funds for English Learners and Low-Income Students*

**Application deadline: June 30, 2019**

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**Opportunity Funding Form**  
**2019-2020 School Year**

**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 annually increase overall DSSF (Delaware School Success Framework) scores for EL and low-income students as well as reduce the gap between English learners', low-income students', and the all students' subgroup 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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Results from the first year of funding will be finalized in August 2020. Subsequently, DDOE will host a summit in early fall to share the report and best practices. In late fall 2020, the third-party evaluation will be complete and results will be posted after districts and charters verify them.

**Application deadline: June 30, 2019**

**School Information**

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

**Contact Information**

CONTACT NAME: Lisa Morris	CONTACT PHONE NUMBER: 302-846-9544
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**Overall Summary**

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

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

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**Overall Summary**

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

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

The 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 26 EL students in the Middle School and 23 EL students in the High School. Based on our free and reduced lunch numbers, Delmar Middle School has 292 Low Income students and Delmar High School has 235 Low Income students which is a total of 527 students in Delmar School District.

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 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

We feel that a reading intervention program to be used 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 development training to focus on increasing reading proficiency and enhance academic vocabulary. We feel strongly that 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

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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.*

<b>Investment</b> <i>(What is your priority?)</i>	<b>Cost</b>	<b>Proposed Impact</b> <i>(How will you know it worked?)</i>
Achieve 3000 Reading Platform and Professional Development for Middle School EL and LI Students	\$10,000	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 SBAC assessment proficiency targets.
Achieve 3000 Reading Platform and Professional Development for EL and LI students in the High School	\$6,650	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 EL and LI students.  Goal: to increase percent of EL and LI students who meet state-wide ELA SAT assessment proficiency targets.

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<p>Laptops for EL and LI students to use with Achieve 3000 in classrooms</p>	<p>\$44,870</p>	<p>The <b>laptop computer technology</b> is necessary for the individualized instructional needs of the ELL and LI students and Achieve 3000 provides the adaptive online, computer-based instructional support that scaffolds learning at each ELL/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 ELL 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.</p> <p>Goal: to increase <b>laptop computer technology access</b> necessary to address the individualized instructional needs of the ELL and LI students so that Achieve 3000 can provide the adaptive online, computer-based instructional support to build literacy skills.</p>
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<p>Smartboards and Installation for Interactive Classrooms for use with EL and LI students</p>	<p>\$18,913</p>	<p>Create interactive active SMART classrooms which will allow for EL and LI students to become more involved in their learning.</p> <p><b>Interactive whiteboards</b> 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.</p> <p>The SMART Boards will support a wide variety of EL and LI learning styles, beyond visual and auditory to tactile which allow EL and LI students to utilize the touchscreen to interact with literally hands-on learning.</p> <p>The interactive nature of <b>SMART boards</b> 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 and isolate areas/topics that need more focus or review.</p>
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		<p><b>SMART boards</b> allow EL and LI learners to easily access a rich database of online resources such as knowledge databases, online video, and news items to reinforce their lessons and to conduct research and supplement their study material.</p> <p>Goal: to increase percent of EL and LI students' engagement in an interactive classroom to promote literacy and learning</p>
EL and LI Curriculum and Student Incentive Supplies for Achieve Coach/Reading Specialist to use with Achieve 3000 Classes.	\$1,267	<p>Since the Achieve 3000 class would be a new class offered to EL and LI students based on MAP and SBAC data, the Achieve Coach/Reading Specialist Teacher will need additional materials for curriculum and incentives as EL and LI students meet literacy benchmarks.</p> <p>Goal: to provide instructional materials for Achieve Coach/Reading Specialist to increase percent of EL and LI students who meet individual formative MAP Reading benchmarks</p>
<b>Total</b>	<b>\$81,700</b>	

**Application deadline: June 30, 2019**