

Delaware



*Department of
Education*

Opportunity Funding

For more information contact:
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Secretary of Education
susan.bunting@doe.k12.de.us

Funding Period: Fiscal Year 2020

Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year

Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2019

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.

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.

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School Information

DISTRICT/CHARTER NAME: Indian River School District		
DISTRICT/CHARTER STREET ADDRESS: 31 Hosier Street	CITY: Selbyville	ZIP CODE: 19975

Contact Information

CONTACT NAME: Kelly Dorman and Renee Jerns	CONTACT PHONE NUMBER: 302-436-1000
CONTACT EMAIL ADDRESS: Kelly.dorman@irsd.k12.de.us pamela.jerns@irsd.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.

In considering the investments this grant would afford our district, we have two main goals—to increase the ability of our EL and low-income students to meet state proficiency in reading and math on DESSA; and to increase EL student capacity to meet ACCESS growth targets. Low-income and EL are two of our lowest-performing cells as evidenced by district-wide 2018 state assessment data:

Grade Level	EL Reading	EL Math	Low Income Reading	Low Income Math
3 rd	35%	45%	51%	55%
4 th	43%	48%	54%	54%
5 th	22%	19%	56%	45%
6 th	27%	15%	65%	49%
7 th	25%	24%	65%	54%
8 th	8%	7%	63%	44%

Additionally, we have an additional goal that is ultimately affected by the pipeline of academic performance by low-income and EL students feeding from our elementary and middle schools into Sussex Central High School. In looking at Sussex Central High School’s 2018 Graduation Rate subgroup data (see chart below), our EL students have the lowest rate, with our low-income students performing only slightly better than Students with Disabilities and Hispanic/Latino.

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	All	African American	American Indian	Asian American	English Learners	Hispanic or Latino	Low Income	Multi-Racial	Students with Disabilities	White
SCHS	88.66%	89.66%	>95.00%	>95.00%	74.51%	84.21%	86.71%	93.33%	82.43%	90.26%

In considering all of the above, our specific goals for this Opportunity Grant are:

- Increase EL student proficiency in DESSA Reading and Math by at least 5 percentage points in grades 3-7.
- Increase EL student proficiency in DESSA Reading and Math by at least 10 percentage points in grade 8.
- Increase low-income students' proficiency in DESSA Reading and Math by at least 5 percentage points in grades 3-8.
- Increase the number of EL students who meet their ACCESS growth targets by 5 percentage points in grades 3-8.
- Increase graduation rate for EL and low-income students at Sussex Central High School.
- Increase number of ESOL Certified teachers in Indian River School District buildings.

In order to reach these goals, we recognize that we also need to work on improving teacher pedagogy specific to differentiating instruction for our most struggling students. Through this grant, we plan to attack this with curricula-specific training through a differentiated lens for both reading and math; as well as, provide opportunities for teachers to become ESOL certified.

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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 <i>(What is your priority?)</i>	Cost	Proposed Impact <i>(How will you know it worked?)</i>																																				
<p>Hire thirteen interventionists/teachers for schools with our highest percentages of EL and Low Income Students</p>	<p>\$1,307,205.00</p>	<p>In keeping with the goals provided above, our schools with the highest percentages of low-income and EL, which are currently our northern feeder pattern schools, will be supported through the provision of two interventionists who will be supervised by their building principal:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">School</th> <th style="width: 30%;">Percentage Low Income</th> <th style="width: 30%;">Percentage EL</th> </tr> </thead> <tbody> <tr> <td>North Georgetown Elementary</td> <td>84%</td> <td>74%</td> </tr> <tr> <td>Georgetown Elementary</td> <td>70%</td> <td>44%</td> </tr> <tr> <td>Georgetown Middle</td> <td>70%</td> <td>21%</td> </tr> </tbody> </table> <p>Additionally, the following buildings with a large percentage of low-income and EL populations, will be provided one interventionist, who will be supervised by the building principal:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">School</th> <th style="width: 30%;">Percentage Low Income</th> <th style="width: 30%;">Percentage EL</th> </tr> </thead> <tbody> <tr> <td>John M Clayton Elementary</td> <td>68%</td> <td>28%</td> </tr> <tr> <td>Sussex Central High</td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Long Neck Elementary</td> <td>66%</td> <td>19%</td> </tr> <tr> <td>East Millsboro Elementary</td> <td>47%</td> <td>14%</td> </tr> <tr> <td>Millsboro Middle</td> <td>55%</td> <td>5%</td> </tr> <tr> <td>Phillip C. Showell Elementary</td> <td>65%</td> <td>23%</td> </tr> <tr> <td>Selbyville Middle School</td> <td>52%</td> <td>6%</td> </tr> </tbody> </table> <p>District Directors of Elementary and Secondary Education will work closely with the schools and the interventionists to analyze EL and low-income data deeply and determine a plan of action based on individual school needs. Interventionists can serve many roles depending on the school's needs. These roles will include providing intervention and instruction to EL and low-income students, providing in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. The Interventionists use the growth targets provided</p>	School	Percentage Low Income	Percentage EL	North Georgetown Elementary	84%	74%	Georgetown Elementary	70%	44%	Georgetown Middle	70%	21%	School	Percentage Low Income	Percentage EL	John M Clayton Elementary	68%	28%	Sussex Central High	56%	15%	Long Neck Elementary	66%	19%	East Millsboro Elementary	47%	14%	Millsboro Middle	55%	5%	Phillip C. Showell Elementary	65%	23%	Selbyville Middle School	52%	6%
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		<p>through DESSA and ACCESS to determine student services and monitor progress.</p> <p>Our success in meeting this goal will be measured by student performance on reading and math DESSA, as well as the ACCESS for EL students as detailed in the summary above.</p>
Develop and deliver an after-school or summer school programs at schools with our highest percentage of EL and Low Income Students	\$355,000.00	<p>Again, in keeping with our goals identified in overall summary above, the Indian River School District will work to provide additional targeted support for EL and low-income students in our schools with the greatest population of EL and low-income students—North Georgetown Elementary, Georgetown Elementary, Georgetown Middle, and Sussex Central High.</p> <p>In assessing the needs of their students and families, these four schools will plan and implement either an after-school or summer program aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant.</p> <p>Our success in meeting this goal will be measured by student performance on reading and math DESSA, as well as the ACCESS for EL students as detailed in the summary above.</p>
Increase the number of ESOL Certified teachers in our buildings	\$75,000.00	<p>Teachers in our schools with large EL populations, as identified in the Overall Summary for this grant, will be provided an opportunity to become ESOL certified through an accredited program such as the one offered by Wilmington University, fully paid for through this grant.</p> <p>In helping teachers get ESOL certification we should see an improvement in our EL DESSA and ACCESS scores.</p>
SpringBoard ELA and Math professional development in Differentiation and Supporting EL Learners	\$25,000.00	<p>In working to improve secondary teacher capacity to effectively implement and differentiate our secondary SpringBoard reading and math curricula for improved EL and Low-Income student achievement, we recognize a need for targeted professional learning.</p> <p>Substitutes will be provided for approximately 25 secondary teachers from our schools identified in this grant, including the secondary interventionists provided through this grant. Teachers will be chosen based on their caseloads inclusive of EL and low-income.</p> <p>Success with this investment will be measured through improved DESSA and ACCESS scores, as well as improved teacher ratings in the Indian River Evaluation System.</p>
Benchmark ELD Professional Development	\$25,000.000	<p>In order to support EL learners, elementary EL teachers will participate in Benchmark Advance ELD training, which aligns to the Benchmark core curriculum, used in every elementary school within the district. Within the ELD, there are additional scaffolds and explicit language development to support access to meaning making for our EL learners.</p>

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		<p>Substitutes will be provided for approximately 25 elementary teachers from the schools identified in the grant, inclusive of the interventionists provided within the grant. A Benchmark Consultant will provide the ELD Professional Development.</p> <p>Success with this investment will be measured through improved DESSA and ACCESS scores, as well as improved teacher ratings in the Indian River Evaluation System.</p>
Hire Two Family/School Liaisons	\$195,000.00	<p>In collaborating with schools on identifying investments that would best meet their needs in working to increase achievement of EL and low-income students, they indicated a need for school-family liaisons whose job it would be to keep open academic, social, and emotional communication between the school and students' families, School-Family Liaisons will also help families and students make connections with outside resources within our community.</p> <p>In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. These Liaisons will be housed in the buildings with the highest percentages or population of EL and low-income students where they will be most needed.</p> <p>Our success in meeting this goal will be measured by increased student performance on the reading and math DESSA and ACCESS for EL students, as well as improvement in Sussex Central High School's graduation rate for the low-income and EL cells.</p>
Mileage for Community/School travel by Liaisons	\$5000.00	<p>As our Family/School Liaisons will be traveling to work with families, and establishing partnerships with community organizations, we will need to provide them mileage compensation.</p>
Provide an online math intervention and accompanying professional learning for secondary schools (DreamBox)	\$60,000.00	<p>At this time, our district does not provide a secondary math intervention and our data indicates that our EL and low-income students could benefit from additional intervention outside of Tier 1 instruction. We would like to provide this intervention through DreamBox, an online math intervention currently being used by our elementary schools with great success.</p> <p>Our success in meeting this goal will be measured by student performance on reading and math DESSA, as well as the ACCESS for EL students as detailed in the summary above.</p>
Provide an online phonics and comprehension intervention program for elementary schools (i-Ready)	\$70,000.00	<p>In order to support our EL and low-income students at the elementary level, students would benefit from the engaging and interactive intervention program, i-Ready. This is an online standards-based program that will address students reading and reading comprehension needs as lessons are differentiated based on the data in order to meet all students' learning needs.</p> <p>Our success in meeting this goal will be measured by student performance on reading and math DESSA, as well as the</p>