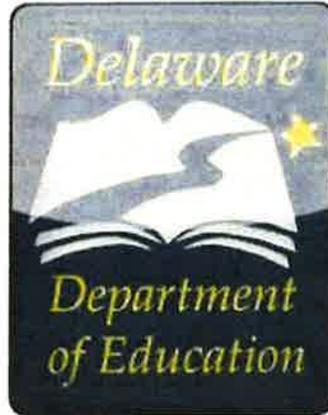


Delaware



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

Application deadline: June 30, 2019

Delaware Department of Education
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.

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: Lake Forest School District		
DISTRICT/CHARTER STREET ADDRESS: 5423 Killens Pond Road	CITY: Felton	ZIP CODE: 19943

Contact Information

CONTACT NAME: James Dick	CONTACT PHONE NUMBER: 302-284-3020 ext. 107
CONTACT EMAIL ADDRESS: James.dick@lf.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 personnel, resource/materials investments and professional development included in this plan will raise the academic achievement of both low income (LI) and English learners (ELs) in the Lake Forest School District.
Students designated as LI or EL have historically not scored as well as the All Student group in the Lake Forest School District.

All Students-ELA				
Grade	2014-2015	2015-2016	2016-2017	2017-2018
3	67.4% 215/319	65.6% 195/297	75.0% 232/309	72.7% 250/344
4	56.5% 155/274	63.2% 198/313	56.7% 173/305	63.3% 188/297
5	62.0% 178/287	63.6% 189/297	70.2% 215/306	64.6% 195/302
6	46.1% 133/288	54.6% 158/289	44.2% 131/296	61.7% 190/308

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7	55.8% 172/308	53.9% 152/282	55.4% 158/285	56.8% 167/294
8	52.7% 161/305	55.8% 173/310	58.0% 163/281	60.2% 174/289
11		43.2% 93/215	49.5% 106/214	43.4% 106/244

Low Income ELA				
Grade	2014-2015	2015-2016	2016-2017	2017-2018
3	53.6% 80/149	57.4% 81/141	66.7% 98/147	58.3% 87/149
4	43.2% 51/118	50.7% 69/136	46.1% 66/143	52.3% 68/130
5	51.1% 66/129	47.1% 65/138	61.1% 85/139	49.2% 59/119
6	35.9% 42/117	43.6% 55/126	26.8% 36/134	50.0% 69/138
7	43.1% 50/116	40.5% 43/106	50.8% 63/124	38.0% 49/129
8	34.9% 44/126	41.2% 45/109	43.6% 45/103	51.3% 59/117
11		28.7% 19/66	40.9% 25/61	31.82% 28/88

ELL- ELA				
Grade	2014-2015	2015-2016	2016-2017	2017-2018
3	37.5% 3/8	66.7% 2/3	44.4% 4/9	54.5% 6/11
4	28.5% 2/7	0% 0/6	0% 0/1	28.5% 2/7
5	0% 0/2	20.0% 1/5	25.0% 1/4	0% 0/2
6	0% 0/3	0% 0/2	0% 0/2	0% 0/6
7	50.0% 2/4	0% 0/3	0% 0/2	20.0% 1/5
8	0% 0/2	0% 0/2	0% 0/3	0% 0/3
11	0/0	0% 0/0	0% 0/1	50% 2/4

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All Students-Math				
Grade	2014-2015	2015-2016	2016-2017	2017-2018
3	64.1% 206/321	67.1% 200/298	75.4% 233/309	68.0% 234/344
4	54.9% 151/275	64.1% 200/312	61.8% 188/304	69.1% 206/298
5	44.2% 127/287	43.2% 128/296	55.0% 169/307	41.7% 126/302
6	30.1% 87/289	42.2% 122/289	33.6% 99/294	47.7% 147/308
7	43.0% 133/309	48.5% 136/280	50.0% 143/286	39.3% 116/295
8	42.4% 129/304	37.8% 117/309	44.4% 123/277	37.0% 107/289
11		29.7% 64/215	32.2% 69/214	19.2% 47/244

Low Income-Math				
Grade	2014-2015	2015-2016	2016-2017	2017-2018
3	52.3% 79/151	59.8% 85/142	64.6% 95/147	54.3% 81/149
4	36.9% 44/119	54.8% 74/135	53.1% 76/143	51.9% 68/131
5	27.9% 36/129	27.0% 37/137	41.1% 58/141	26.8% 32/119
6	19.4% 23/118	30.9% 39/126	19.1% 25/131	35.0% 48/137
7	27.1% 32/118	33.3% 35/105	43.2% 54/125	23.1% 30/130
8	24.8% 31/125	22.9% 25/109	30.6% 31/101	24.6% 28/114
11		18.1% 12/66	16.3% 10/61	9.1% 8/88

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ESL-Math				
Grade	2014-2015	2015-2016	2016-2017	2017-2018
3	22.2% 2/9	75.0% 3/4	44.4% 4/9	50.0% 6/12
4	0% 0/7	16.6% 1/6	100% 1/1	57.1% 4/7
5	0% 0/2	0% 0/5	0% 0/4	0% 0/3
6	0% 0/3	0% 0/2	0% 0/2	0% 0/7
7	0% 0/6	0% 0/3	0% 0/4	16.6% 1/6
8	0% 0/2	0% 0/2	0% 0/4	0% 0/4
11	0/0	0% 0/0	0% 0/1	0% 0/0

The District has chosen to allocate the majority of the grant money to personnel. The District will hire three full-time interventionists (teachers) who will be located at South Elementary, WT Chipman, and the Lake Forest High School. The District will also hire three full-time interventionists (paraprofessionals) who will be located at North Elementary, East Elementary and Central Elementary. The interventionists will be used to provide interventions in the areas of ELA and/or math to LI and EL students. All interventionists will be trained by the District curriculum, instruction and assessment specialists and the Chief Academic Officer to ensure data is properly analyzed and research based strategies are implemented.

ESL materials will be purchased for use with our EL students. These materials will integrate seamlessly into the general education curriculum as they are developed by the same publisher/program.

Interpreters will be used to improve the school to home connection. The interpreters will assist in the registration/enrollment process, IEP meetings, parent conferences, and other duties as assigned.

Professional development will be provided after school to teachers/paras that will be focused on implementing the Rosetta Stone program. The money allocated for these professional development opportunities will be used to pay the staff in attendance. One PD will be held in each of the districts major towns (Harrington, Felton and Frederica) for easy access for the staff.

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Tutoring will be provided at all six school sites. These tutoring sessions will take place after school and will target our EL and LI population. The funds will be used to pay for tutors and transportation for the students.

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Investment and Goals

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

Investment (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
English as Second Language Wonders Materials K-5	\$16,000	<p>The District currently uses Wonders as the core curricular program in grades K-5. These funds will be used to purchase the companion ESL kits/materials to be used by our ESL staff when working with EL students.</p> <p>Goal 1: To increase the percent of ELs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p> <p>Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</p>
English as Second Language Professional Development	\$2,500	<p>After school professional development will be offered to teachers and paraprofessionals to support the implementation of Rosetta Stone throughout the District. There will be three sessions offered throughout the year. These funds will be used to pay teachers/paras for attending the sessions.</p> <p>Goal 1: To increase the percent of ELs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p> <p>Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</p>

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English as Second Language Secondary Materials	\$9,000	<p>The District is looking into programs and/or materials for use at the Secondary level.</p> <p>Goal 1: To increase the percent of ELs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p> <p>Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</p>
Interpreter	\$11,500	<p>Interpreters will be used to improve the school to home connection. Interpreters will be used for registration/enrollment process, IEP meetings, parent conferences, etc.</p> <p>Goal 1: To increase the percent of ELs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p> <p>Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</p>
English Learners and Low Income Extra Time Tutoring	\$36,600	<p>Tutoring will be provided at all six school sites. LI and EL students will be the targeted audience. The funds will be used to pay personnel.</p> <p>Goal 1: To increase the percent of LIs and ELs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p> <p>Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</p>
Hire three (3) Interventionists- teachers	\$276,000	<p>An interventionist will be staffed at South Elementary, WT Chipman Middle School and Lake Forest High School. The interventionist will provide targeted support to LI students.</p> <p>Goal 1: To increase the percent of LIs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p>

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Hire three (3) Interventionists-paraprofessionals	\$135,000	<p>An interventionist will be staffed at North Elementary, East Elementary and Central Elementary. The interventionist will provide targeted support to LI students.</p> <p>Goal 1: To increase the percent of LIs who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</p>
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Application deadline: June 30, 2019

Assurances and Signatures

The applicant assures that:

As the chief school officer of the district or charter school; including the indicated school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory and regulatory requirements, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer:

Brenda G. Wynder

Signature:

Brenda G. Wynder

Date:

6/24/19