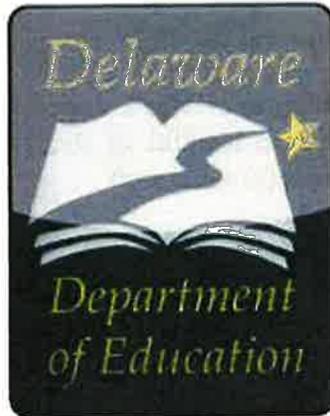


*Delaware*



*Department of  
Education*

# Opportunity Funding

For more information contact:  
Susan S. Bunting, Ed.D.  
Secretary of Education  
[susan.bunting@doe.k12.de.us](mailto: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 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: The Laurel School District		
DISTRICT/CHARTER STREET ADDRESS: 1160 S. Central Avenue	CITY: Laurel	ZIP CODE: 19956

**Contact Information**

CONTACT NAME: Shawn Larrimore, Ed.D.	CONTACT PHONE NUMBER: 302-875-6103
CONTACT EMAIL ADDRESS: Shawn.larrimore@laurel.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.*

HOW OPPORTUNITY FUNDING WILL BE USED

In collaboration with our District PLC Team, which is comprised of district administrators, principals, assistant principals, and teacher leaders, The Laurel School District reviewed our achievement and behavioral data, and has identified four critical needs positions that our Opportunity Grant funding could best serve in improving academic and behavioral outcomes for EL and LI students:

1. Additional EL teacher at Laurel Elementary School
  
2. Reading Specialist at Laurel Elementary School
  
3. Additional Pre-K teacher and Pre-K Paraprofessional at North Laurel Early Learning Academy

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4. Behavioral Health Coordinator at Laurel Elementary School

RATIONALE AND IMPACT

1. As Table 1 shows below, Laurel's EL student count has swelled over the past four years. During SY 2015-2016, our EL student count was 158. During SY 2018-2019, that number has increased to 358 EL students. EL students currently make up about 16% of our student population. An additional EL teacher at our district's largest school, LES, will help to support our growing caseload of non-English speaking students and accelerate their learning.

As Table 2 and Table 3 below show, the average achievement gap between ALL students and EL students in SBAC ELA from SY 2014-2015 to SY 2018-2019 is 24.4%. Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15%. With additional EL support, we believe we can reduce the average achievement gap to less than 10% in both subject areas over the next three years.

2. As Figure A below shows, Laurel's percentage of LI students has ranged between 54%-43% since SY 2016-2017. Although these are, indeed, significant percentages, we believe the percentage of our community living in poverty is substantially higher than this.

As Table 2 and Table 3 below show, the average achievement gap between ALL students and LI students in SBAC ELA from SY 2014-2015 to SY 2018-2019 is 7.6%. Likewise, the average achievement gap between ALL students and LI students in SBAC Math over that same time span is 5.6%. With additional reading support, we believe we can reduce the average achievement gap to less than 2% in both subject areas over the next 3 years.

3. As Table 4 below shows, Laurel's total number of Pre-K students has steadily increased since SY 2014-15. Of utmost concern with this data is the fact that our total number of "Waiting List" students has increased each year since SY 2015-2016, ranging from 23 students to 29 students in SY 2018-2019.

As extensive research shows, starting schools early increases a student's chance of succeeding in school and life. As most brain development occurs prior to the age of 5, students who have early learning experiences have a measurable advantage over those who do not. An additional Pre-K teacher and paraprofessional would allow Laurel to provide more high-quality, low-cost early learning opportunities to our LI families. With this additional support, we believe we will see significant increases in Dibels scores of the next 3 years, which will, in turn, eventually result in eliminating the achievement gap between ALL students and LI students in Grade 3 ELA and Math assessments by the 2023-2024 school year.

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4. As Figure B below shows, Laurel's total percentage of students who have committed incidents of violence has increased to an all-time high of 7.02% during the 2017-2018 school year. This percentage is larger than any other Western Sussex County school district (includes Delmar, Seaford, Woodbridge, and Sussex Tech). Additionally, our percentage of students receiving Out-Of-School and In-School-Suspensions is concerning as well.

We believe there is a high correlation of students who are committing incidents of violence who also reside in LI households. The addition of a Behavioral Health Coordinator would allow Laurel to support our LI students in ways that our school counselors and school psychologists have traditionally been unable to, as school-employed mental and behavioral health professionals are specifically trained to provide services in the learning context. Research shows that students who receive social-emotional and mental health support achieve better academically and behaviorally. With this this type of support, we believe we can reduce the percentage of students committing incidents of violence to less than 2% over three years. Additionally, we believe this support would significantly reduce our percentage of students receiving ISS and OSS.

**EL Student Count**

	<b>Active EL Students</b>
<b>SY 2015-2016</b>	158
<b>SY 2016-2017</b>	209
<b>SY 2017-2018</b>	320
<b>SY 2018-2019</b>	358

Table 1

**Delaware Department of Education  
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SUBJECT/GRADE	PERCENT PROFICIENT				
<b>ELA 3</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	30	25	27	35	35
EL	11	9	17	27	18
LI	18	0	14	40	11
<b>ELA 4</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	42	37	33	54	47
EL	0	11	26	47	36
LI	30	42	24	69	48
<b>ELA 5</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	28	54	38	43	44
EL	0	11	14	40	38
LI	20	47	31	22	47
<b>ELA 6</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	33	35	43	48	48
EL	0	0	0	29	19
LI	36	30	29	41	36
<b>ELA 7</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	28	51	56	64	60
EL	0	0	30	22	40
LI	25	44	40	58	63
<b>ELA 8</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	28	39	58	68	58
EL	0	0	50	44	23
LI	21	29	52	38	57
<b>AVG ELA PROFICIENCY % —ALL GRADES</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	32	40	43	52	49
EL	2	5	23	35	29
LI	25	32	32	45	44
<b>AVG ELA ACHIEVEMENT GAP %— ALL GRADES</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
EL	30	35	20	17	20
LI	7	8	11	7	5

Table 2

**Delaware Department of Education  
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SUBJECT/GRADE	PERCENT PROFICIENT				
<b>MATH 3</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	36	31	36	42	44
EL	5	9	26	33	34
LI	36	7	36	35	39
<b>MATH 4</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	30	37	39	48	45
EL	0	15	26	49	39
LI	20	42	33	62	57
<b>MATH 5</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	7	31	29	25	24
EL	0	11	14	20	18
LI	10	20	38	6	0
<b>MATH 6</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	17	21	43	38	41
EL	0	0	0	29	13
LI	7	10	29	29	36
<b>MATH 7</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	14	27	28	42	38
EL	0	50	9	22	11
LI	13	25	33	35	31
<b>MATH 8</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	21	31	59	58	49
EL	0	20	71	44	8
LI	7	21	57	44	39
<b>AVG MATH PROFICIENCY % —ALL GRADES</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
ALL	21	30	39	42	40
EL	1	18	24	33	21
LI	16	21	38	35	34
<b>AVG MATH ACHIEVEMENT GAP %— ALL GRADES</b>	<b>2015 SY</b>	<b>2016 SY</b>	<b>2017 SY</b>	<b>2018 SY</b>	<b>2019 SY</b>
EL	20	12	15	9	19
LI	5	9	1	7	6

Table 3

**Delaware Department of Education  
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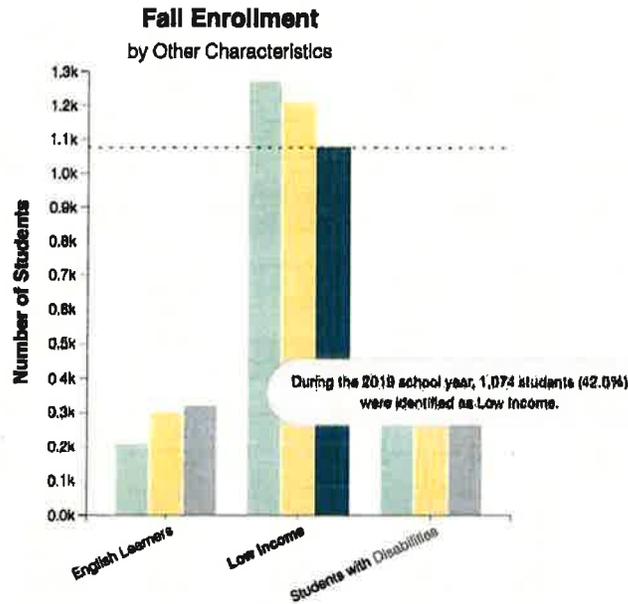


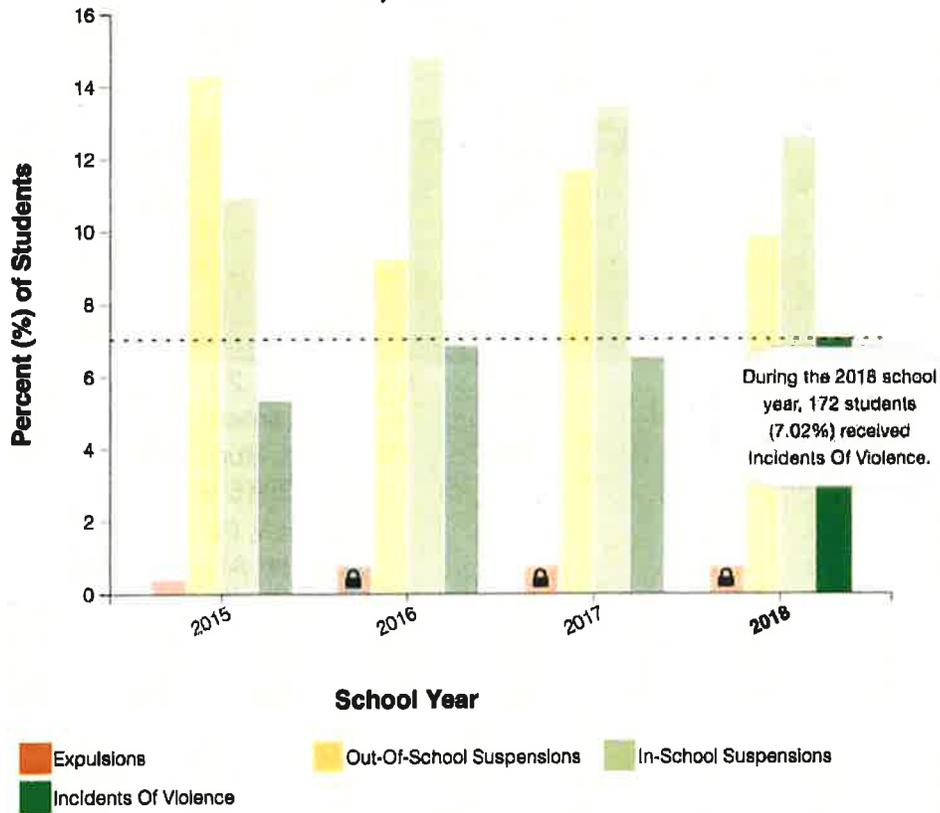
Figure A

	<b>Pre-K 3 Year Olds</b>	<b>Pre-K 4 Year Olds</b>
<b>SY 2015-2016</b>	30 Enrolled Typical =8 Waiting List =12	36 Enrolled Typical = 12 Waiting List = 23
<b>SY 2016-2017</b>	30 Enrolled Typical = 7 Waiting List = 10	37 Enrolled Typical = 16 Waiting List = 26
<b>SY 2017-2018</b>	28 Enrolled Typical = 6 Waiting List = 10	39 Enrolled Typical = 14 Waiting List = 27
<b>SY 2018-2019</b>	39 Enrolled Typical = 8 Waiting List = 10	38 Enrolled Typical = 16 Waiting List = 29

Table 4

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**Student Behavior Summary  
by Year**



**Figure B**

**Application deadline: June 30, 2019**

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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>
<p>Hire an additional EL teacher at Laurel Elementary School to serve the needs of our rising English Language Learner population and Low-Income students</p>	<p>\$91,697.87</p>	<ul style="list-style-type: none"> <li>• As Table 2 and Table 3 show, the average achievement gap between ALL students and EL students in SBAC ELA from SY 2014-2015 to SY 2018-2019 is 24.4%. Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15%</li> <li>• With additional EL support, The Laurel School District can achieve the following goals:               <ul style="list-style-type: none"> <li>○ Goal 1: Reduce achievement gap in SBAC ELA between ALL students and EL students 5% annually</li> <li>○ Goal 2: Reduce achievement gap in SBAC Math between ALL students and EL students 2% annually</li> <li>○ Goal 3: Increase EL students' proficiency percentages on SBAC ELA 5% annually</li> <li>○ Goal 4: Increase EL students' proficiency percentages on SBAC Math 5% annually</li> </ul> </li> </ul>

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<p>Hire a Reading Specialist at Laurel Elementary School to focus on the needs of English Language Learners and Low-Income students</p>	<p>\$110,968.12</p>	<ul style="list-style-type: none"> <li>• As Figure A shows, Laurel’s percentage of LI students has ranged between 54%-43% since SY 2016-2017. Although these are, indeed, significant percentages, we believe the percentage of our community living in poverty is substantially higher than this</li> <li>• As Table 2 and Table 3 show, the average achievement gap between ALL students and LI students in SBAC ELA from SY 2014-2015 to SY 2018-2019 is 7.6. Likewise, the average achievement gap between ALL students and LI students in SBAC Math over that same time span is 5.6%</li> <li>• With additional reading support, The Laurel School District can achieve the following goals: <ul style="list-style-type: none"> <li>○ Goal 1: Reduce achievement gap in SBAC ELA between ALL students and LI students 2% annually</li> <li>○ Goal 2: Reduce achievement gap in SBAC Math between ALL students and LI students 1.5 % annually</li> <li>○ Goal 3: Increase LI students’ proficiency percentages on SBAC ELA 5% annually</li> <li>○ Goal 4: Increase LI students’ proficiency percentages on SBAC Math 5% annually</li> </ul> </li> </ul>
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<p>Hire a Pre-K teacher at North Laurel Early Learning Academy to serve additional Low-Income students and English Language Learners</p>	<p align="center">\$100,399.79</p>	<ul style="list-style-type: none"> <li>• As Table 4 below shows, Laurel’s total number of Pre-K students has steadily increased since SY 2014-15. Of utmost concern with this data is the fact that our total number of “Waiting List” students has increased each year since SY 2015-2016, ranging from 23 students to 29 students in SY 2018-2019</li> <li>• As extensive research shows, starting schools early increases a student’s chance of succeeding in school and life. As most brain development occurs prior to the age of 5, students who have early learning experiences have a measurable advantage over those who do not</li> <li>• With an additional Pre-K teacher and an additional Pre-K paraprofessional, The Laurel School District can achieve the following goals:             <ul style="list-style-type: none"> <li>○ Goal 1: Provide high-quality, low-cost early learning opportunities to 20 more LI typical peers annually</li> <li>○ Goal 2: Kindergarten proficiency on Dibels assessment (Dynamic Indicators of Basic Early Literacy Skills) will increase 5% annually</li> </ul> </li> </ul>
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<p>Hire a Pre-K paraprofessional at North Laurel Early Learning Academy to serve additional Low-Income students and English Language Learners</p>	<p align="center">\$56,621.26</p>	<ul style="list-style-type: none"> <li>• See Above</li> </ul>
<p>Hire a Behavioral Health Coordinator at Laurel Elementary School to focus on the well-being and academic achievement of English Language Learners and Low-Income students</p>	<p align="center">\$123,012.96</p>	<ul style="list-style-type: none"> <li>• As Figure B shows, Laurel's total percentage of students who have committed incidents of violence has increased to an all-time high of 7.02% during the 2017-2018 school year. This percentage is larger than any other Western Sussex County school district (includes Delmar, Seaford, Woodbridge, and Sussex Tech). Additionally, our percentage of students receiving Out-Of-School and In-School-Suspensions is concerning as well</li> <li>• We believe there is a high correlation of students who are committing incidents of violence who also reside in LI households. The addition of a Behavioral Health Coordinator would allow Laurel to support our LI students in ways that our school counselors and school psychologists have traditionally been unable to. Research shows that students who receive social-emotional and mental health support achieve better academically and behaviorally</li> <li>• With the support of a Behavioral Health Coordinator, The Laurel School District can achieve the following goals:             <ul style="list-style-type: none"> <li>○ Goal 1: Decrease in the percentage of students committing incidents of violence 2% annually</li> <li>○ Goal 2: Decrease in the percentage of students serving ISS and OSS 5% annually</li> <li>○ Goal 3: Increase of 5% proficiency annually on SBAC ELA and SBAC Math for students considered behaviorally at-risk (5 suspension days or more in SY 2018-19)</li> <li>○ Goal 4: Provide professional development for 100% of Laurel School District staff on strategies for students pertaining to de-escalation, empathy, stress/anxiety reduction, and overall relationship building</li> </ul> </li> </ul>

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TOTAL	\$482,700	
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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:** *Shawn Larrimore, Ed.D.*

Signature: \_\_\_\_\_

*Shawn Larrimore*

Date: \_\_\_\_\_

*6/19/19*

As the business manager of the district or charter school; including the indicated school, I am authorized to submit the budget and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true