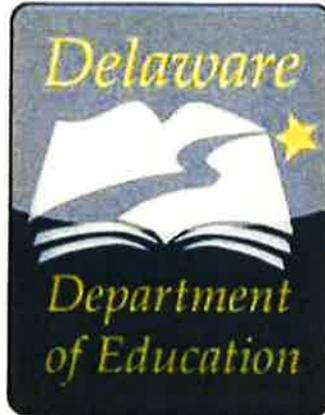


*Saford*

**Delaware**



**Department of  
Education**

# Opportunity Funding

For more information contact: Susan  
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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**

**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.

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

**Application deadline: June 30, 2019**

**School Information**

DISTRICT/CHARTER NAME: <b>Seaford School District</b>		
DISTRICT/CHARTER STREET ADDRESS: <b>390 N. Market Street Extended</b>	CITY: <b>Seaford</b>	ZIP CODE: <b>19973</b>

**Contact Information**

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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.*

Curriculum changes and deeper implementation of the CCSS has increased the linguistic demands upon ELs and low-income students across all content areas. There is a need for students-centered classroom-based support, educator professional learning, and support materials and resources. Moreover, there is a common understanding that all students including ELs and low income students be held to the same high standards presented by the CCSS, however these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

Specifically, in English language arts, the gap between all students and these special populations of students (EL and low SES) continues despite gains over time. In mathematics, there is a clear need to provide supports that address both conceptual and procedural knowledge among ELs and low-income students in Seaford. This need is critical to ensure that ELs and low-income students can be on a path to college and career preparedness. The language demands of the Mathematics CCSS require simultaneous cognitive and linguistic capacity for all students. These needs are magnified among ELs and low-income students who often lack the academic vocabulary necessary to participate in classroom discourse. Classroom instruction should be informed by knowledge of students' experiences with mathematics instruction, their language history, and their educational background. In

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

addition to knowing the details of students' experiences, research suggests that high-quality instruction for ELs and low-income students that supports student achievement has two general characteristics: a view of language as a resource, rather than a deficiency; and an emphasis on academic achievement and academic language. More work needs to be done to accelerate literacy development for English learners and low-income students across disciplines and classrooms.

Seaford will intentionally prioritize school-based supports for effective curricular and instructional implementation, in order to elevate the academic outcomes and increase expectations for English learners and low-income student populations. The Seaford School District has elected to provide specific instructional supports through both classroom-based supports (8 elementary reading instructional paraeducators), school-based supports (2 secondary instructional deans), and district-level support (1 Instructional Support Specialist). The elementary reading paraeducators will ensure that English learners and low-income students are provided the most targeted, skill-based reading instruction during the tier II and tier III literacy block. These paraeducators are critical to forming the small groups that will accelerate learning during small group literacy instruction.

The instructional deans and instructional specialist will specifically support English learners and low-income student learning by developing teacher's capacity and classroom practice. First, these staff will observe, coach and mentor instructional staff to ensure that teaching of English learners and low-income students is at all times intentional, engaging, and rigorous. Furthermore, the two instructional deans and the specialist will guide teachers in creating a warm, structured, and culturally responsive classroom culture that is intentionally designed to support English learners and low income students. Furthermore, utilizing a system of job-embedded professional development provided by instructional deans and specialists, classroom teachers will benefit from learning new methods of infusing linguistic and academic language supports into their daily instruction. This professional learning will have a lasting effect on instructional delivery over time. Additionally, increased support at the lesson planning level, teachers will be intentional in their first instruction with a lens on the unique needs of English learners and low-income students. Monitoring will occur through classroom walkthrough observation and feedback cycles and will provide coaching support to teachers throughout implementation.

**Application deadline: June 30, 2019**

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

**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 (What is your priority?)</b>	<b>Cost</b>	<b>Proposed Impact (How will you know it worked?)</b>
1 District level Instructional Support Specialist	73,290	<ul style="list-style-type: none"> <li>• Observe, coach and mentor instructional staff to ensure that teaching of ELs and low-income students is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and culturally responsive classroom culture designed for low-income and EL students.</li> <li>• Support the lesson planning process and provide frequent feedback to teachers on their lessons identifying how to meet the needs of EL and low-income students</li> <li>• Provide job-embedded professional development through model lesson delivery and coaching utilizing strategies and routines that support learning for EL and low-income students.</li> </ul>
1 Instructional Dean to be assigned to Seaford Middle School	125,000	<ul style="list-style-type: none"> <li>• Observe, coach and mentor instructional staff to ensure that teaching of ELs and low-income students is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and culturally responsive classroom culture designed for low-income and EL students.</li> <li>• Provide job-embedded professional development through lesson planning support infusing linguistic and academic language supports into daily instruction to support EL and low-income student needs.</li> <li>• Gather walkthrough data using an implementation rubric to provide immediate feedback to school and district level administrators about the school-wide implementation of EL and low income supportive practices in all classrooms school-wide.</li> <li>• Present disaggregated math and ELA common assessment data in quarterly data review meetings will provide interim progress checks to monitor progress of EL and low-income students' towards mastering CCSS.</li> </ul>
1 Instructional Dean to be assigned to Seaford High School	125,000	<ul style="list-style-type: none"> <li>• Observe, coach and mentor instructional staff to ensure that teaching of ELs and low-income students is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and culturally responsive classroom culture designed for low-income and EL students.</li> <li>• Provide job-embedded professional development through lesson planning support infusing linguistic and academic language supports into daily instruction to support EL and low-income student needs.</li> <li>• Gather walkthrough data using an implementation rubric to provide immediate feedback to school and district level administrators about the school-wide implementation of EL and low income supportive practices in all classrooms school-wide.</li> </ul> <p>Present disaggregated math and ELA common assessment data in quarterly data review meetings will provide interim progress checks to monitor progress of EL and low-income students' towards mastering CCSS.</p>
8 Reading Paraprofessionals to support the elementary reading program	470,000	<ul style="list-style-type: none"> <li>• Ensure that EL and low-income students are provided the most targeted, skill-based reading instruction during the tier II and tier III literacy block.</li> </ul>

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

(Revised 01/21/19)