

Selmer

Delaware



Department of Education

Opportunity Funding

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Funding Period: Fiscal Year 2022

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

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

Application deadline: June 30, 2021

Purpose: The three-year Opportunity Funding initiative led to legislation that now guarantees weighted funding through FY25.

Allocation Method: Local education agencies (LEAs) will receive \$600 per English learner (EL) and \$524.25 per low-income (LI) student. Funding shall be made available to LEAs upon the passage of the FY22 budget so that in early July LEAs 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 EL students', 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.

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School Information

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

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.

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 54 EL students: 31 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 197 Low Income students and Delmar High School has 165 Low Income students which is a total of 362 students in Delmar School District.

Based on 2019 SBAC and SAT scores, 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 the category 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

With the past two testing year being in the pandemic time period we feel that our LI and EL students have continued to perform the same or lower even though we do not have the desegregated data to reference.

A reading intervention program for 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. 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.

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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 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.

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To meet academic needs of our EL & LI students, we plan to implement an afterschool tutoring program for our EL & LI students to work with the EL coordinator and additional teachers on academic coursework. We also plan to implement a bi-monthly parent nights for our EL & LI parents to participate in.

To meet additional needs of our students in Delmar Middle School including the LI and EL students we plan to implement a Mentoring Program during the 2021-2022 school year. The mentoring program will provide activities for the mentor and student to meet to help with social, emotional and academic needs.

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.*

Investment	Cost	Expected impact (Check all that apply)					Is this a continued Opp. Funding investment from 2020-21? (yes/no)
		Raise EL student achievement	Raise LI student achievement	Increase attendance for EL students	Increase attendance of LI students	Other, specify	
(Please list your priority. Examples: - "Hire full time 1 social worker" - "Purchase RULER for grades 7-9")	For 2021-22 (\$)						
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	<i>\$42,000</i>	X	X			Increase ELL & LI student self-awareness skills	yes
Achieve 3000 Reading Platform and Professional Development for Middle School EL and LI Students	\$8,000	X	X			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 assessment proficiency targets.	Yes

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		Raise EL student achievement	Raise LI student achievement	Increase attendance for EL students	Increase attendance of LI students	Other, specify	
(Please list your priority. Examples: -“Hire full time 1 social worker” “Purchase RULER for grades 7-9”)	For 2021-22 (\$)						
Achieve 3000 Reading Platform and Professional Development for EL and LI students in the High School	\$7,250	X	X			The Achieve 3000 platform along with Professional Development on the program and how to use the data from the 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 assessment proficiency targets.	Yes
EL and LI Curriculum Materials and Student Incentive Supplies for EL Coordinator/Teacher to use with EL classes and Achieve 3000 Coach/Reading Specialist to use with Achieve 3000 Classes.	\$3,000	X	X			The EL Teacher and Achieve 3000 teacher will need additional materials to assist with new low level EL students entering the district and the new students entering the Achieve 3000 class. Goal: to provide instructional materials for Achieve Coach/Reading Specialist and EL Coordinator to increase percent of EL and LI students who meet individual formative benchmarks.	Yes

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(Please list your priority. Examples: -“Hire full time 1 social worker” “Purchase RULER for grades 7-9”)	For 2021-22 (\$)						
Laptops for EL and LI students to use with Achieve 3000, Schoology LMS, Online class assignments, Exact Path Remediation Materials, etc. in classrooms and to provide a 1 to 1 laptop for our EL students in need. (Need to replace laptops that were sent out during Remote Instruction time from March 2020 to June 2021)	\$53,790	X	X			The laptop computer technology is necessary for the individualized instruction needs of the EL of LI students. The laptops would allow EL and LI students to access interactive materials created by their teachers for instruction, enrichment and remediation. As well as the online materials in Achieve 3000, Exact Path, SEL Online BASE Education materials, and Schoology materials. 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 3000 Intervention computer based online adaptive curriculum, but also use them in all content areas. Goal: to increase laptop computer technology access necessary to address the individual needs of the EL and LI students so teachers can provide adaptive online, computer based instructional support to build literacy and math skills.	Yes
Headphones to use with computers for the Achieve 3000 program and SEL Program	\$1,045	X	X				

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(Please list your priority. Examples: "Hire full time 1 social worker" "Purchase RULER for grades 7-9")	For 2021-22 (\$)						
Start Middle School Mentoring Program - Stipend of Advisors	\$500 (\$250 per advisor)	X	X	X	X	Increase EL & LI student attendance and achievement by having a mentor in touch with them in the school building.	No
Funding for Materials, Incentives and Food for Activities for Students and Mentors to participate in. Example – T-Shirts, Pumpkins for fall activity, certificates, food for activities and get together, Paint, Markers, Bus for Incentive Trip etc.	\$3,000	X	X	X	X	Increase EL & LI student attendance and achievement by having a mentor in touch with them in the school building.	No

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(Please list your priority. Examples: "Hire full time 1 social worker" "Purchase RULER for grades 7-9")	For 2021-22 (\$)						
Stipends for Tutoring Program Coordinator for EL & LI Students	\$500	X	X			Create/Organize tutoring program for EL & LI students.	No
After school tutoring program for EL and LI students to work with the EL coordinator, Specialist and teachers on academic classwork, enrichment activities, etc. to improve achievement. Stipend of teachers providing tutoring services. Look at two to three days a week for the school year. (Possible for 6 teachers x 2 days week x 2 hours day x 30 weeks)	\$28,800	X	X			Increase EL & LI students achievement	No
Snacks for EL & LI Students involved in Tutoring Program	\$3,000						No
Back to School Supply Kits for EL & LI students to include but not limited to - backpacks, pencils, pens, paper, computer bags, notebooks, etc.	\$4,429	X	X			Increase EL & LI students achievement by providing them with needed materials to be successful in classes.	No

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(Please list your priority. Examples: -“Hire full time 1 social worker” “Purchase RULER for grades 7-9”)	For 2021-22 (\$)						
Family Engagement Activities for EL and LI students	\$5,000	X	X	X	X	Parent training/promote engagement in education/ promote regular attendance	No
Stipends for EL Coordinator, Literacy Specialist and Math Specialist to hold Parent Nights for EL & LI Students	\$1,000	X	X	X	X	Increase the participation of EL & LI parents in students school work. To assist parents with understanding of programs their children are using at school. To assist parents with completion of forms for students.	No
Food & Snacks for EL & LI Parent Night	\$1,000					To increase attendance in Parent Nights	No
Scholarship/Tuition Reimbursement for EL & LI students participating in Dual Enrollment courses.	\$5,000	X	X			Provide scholarship/tuition reimbursement for EL & LI students to participate in dual enrollment classes	No
MTSS Screener and Online SEL Program	\$2,500	X	X	X	X	Provide a screener and program to use with our MTSS Program for SEL.	No
TOTAL	\$127,814						