

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

Contact Information

CONTACT NAME: Kelly Dorman, Renee Jerns and Judi Brittingham	CONTACT PHONE NUMBER: 302-436-1000
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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.

In considering the investments this grant would afford our district, we have four main goals for our district; and these goals have not changed due to the impact of the Covid-19 pandemic:

- to increase the ability of our EL and low-income students to meet state proficiency in reading and math on DESSA;
- to increase EL student capacity to meet ACCESS growth targets
- to improve the graduation rates of our EL students
- to address the social-emotional needs of students, helping students to be successful within the classroom

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Here is an overview of our DeSSA and graduation rate data to evidence our need to focus on these four goals:

2018-2019 DeSSA 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%

2020-2021 DeSSA Data

Grade Level	EL Reading	EL Math	Low Income Reading*	Low Income Math*
3 rd	9%	10%		
4 th	15%	13%		
5 th	16%	4%		
6 th	5%	1%		
7 th	13%	4%		
8 th	11%	6%		

*Low Income Data is not available for SY2020-2021

As demonstrated in the above DeSSA data, our EL proficiency rates plummeted in 2020-2021. We believe this may be due to the COVID-19 pandemic causing a variety of obstacles to students participating in learning and assessment opportunities. When we look at our graduation rate data over the course of two years (see the data chart below), it becomes apparent that our EL students are not meeting the same success as other SCHS students. In fact, as seen in the DeSSA performance, our EL graduation rate dropped significantly from 2018 to 2019. On the other hand, we did see a slight increase in the graduation rate for our low-income students at SCHS.

SCHS	All	African-American	English Learners	Hispanic or Latino	Low Income	Multi-Racial	Students with Disabilities	White
2018	88.6%	89.66%	74.5%	84.2%	86.7%	93.3%	82.4%	90.26%
2019	82.46%	88.89%	44.7%	69.4%	87.88%	90.48%	79.7%	90.1%

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In considering all of the above, but not wanting results during our COVID-19 timeline to completely supersede previous performance by our low-income and EL students, we are continuing with our specific goals to:

- 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.

Therefore, we believe that the following initiatives made possible through additional awarding of Opportunity Grant funds including the Opportunity Grant Mental Health and Reading Supports will enable us to continue making progress with academic performance of our EL and low-income students as well as support their social-emotional needs. The initiatives we are proposing through this grant are:

1. **Providing interventionists for our schools with the historically highest percentages of EL and low-income students.**

- a. Three schools—North Georgetown Elementary, Georgetown Elementary, and Georgetown Middle—have the highest percentages in our district and therefore, will receive two (2) interventionists each. These schools are all in our northern feeding pattern, and the IRSD Department of Instruction will support these interventionists in their work with students and schools while building principals will be responsible for their supervision and evaluation.

School 2019-2020	Percentage Low Income	Percentage EL
North Georgetown Elementary	84%	74%
Georgetown Elementary	70%	44%
Georgetown Middle School	70%	21%

School 2020-2021	Percentage Low Income	Percentage EL
North Georgetown Elementary	76%	71%
Georgetown Elementary	73%	45%
Georgetown Middle School	75%	33%

*Data retrieved from the Delaware Report Card

- b. The following schools with large percentages of low-income and EL populations will be provided one (1) interventionist each. The IRSD Department of Instruction will support these interventionists in their work with students and schools while building principals will be responsible for their supervision and evaluation.

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School 2019-2020	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	52%	6%

School 2020-2021	Percentage Low Income	Percentage EL
John M. Clayton Elementary	66%	25%
Sussex Central High	56%	17%
Long Neck Elementary	70%	21%
East Millsboro Elementary	54%	13%
Millsboro Middle	59%	11%
Phillip C Showell Elementary	65%	26%
Selbyville Middle	55%	12%

*Data retrieved from the Delaware Report Card

District Directors of Elementary and Secondary Education will work closely with the schools and the interventionists to analyze EL and low-income data 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, by either pushing-in or pulling-out students in order to meet their specific needs and these interventionists will continue to participate in ongoing data analysis in order to inform services. The Interventionists will use the growth targets provided through DESSA and ACCESS to determine student services and monitor progress.

2. Providing after-school and/or summer programming for EL and low-income students.

Again, in keeping with our goals identified in the 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 both EL and low-income students. In assessing the needs of students and families, schools will plan and implement an after-school and/or summer program aimed at providing

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reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, monies awarded through this grant will be used to provide student transportation.

3. **Provide two (2) school-to-family liaisons to service all district schools and their low-income and EL families by providing academic and SEL resources and supports.**

School-to-Family Liaisons will help low-income and EL families and their students make connections with district and community resources to support their academic and SEL needs. In order to support all schools and families in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end—and will actively seek bilingual candidates. These Liaisons will be housed in the buildings with the highest populations of EL and low-income students where their services will be needed most.

4. **Provide research-based academic interventions that provide supports for struggling students and those learning the English language.**

Our current achievement data indicates a need for additional instruction and intervention for our EL and low-income students. We would like to use Opportunity Grant funding to provide math and reading intervention programs to them that can be used both in the school and at home. i-Ready for elementary reading, and Dreambox (elementary and secondary) are engaging, interactive intervention programs that are standards-aligned and differentiated according to student needs in reading comprehension and math fluency and practice.

5. **Provide a mental health counselor (LCSW, LCMHP) to support students at the elementary level through the multi-tiered system of support (Opportunity Grant Mental Health and Reading Support).**

Mental Health Counselors will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners at six of our elementary schools (EME, GE, JMC, LN, NG and PCS). The wrap around services provided will address the social-emotional needs of students and connect families to appropriate outside resources and services. In addition, these mental health counselors will provide consultative services to teachers, helping teachers to support students and their social-emotional needs within the classroom.

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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 achieve- ment	Raise LI student achieve- ment	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
Hire thirteen interventionists/ teachers for schools with our highest percentages of EL and Low Income Students	\$1,700,000.00	X	X	X	X		Yes
Develop and deliver an after-school or summer school programs at schools that support EL and Low Income Students	\$786,953.00	X	X	X	X	Support the SEL needs of EL and low-income students	Yes
Hire Two Family/School Liaisons; and provide mileage reimbursement	\$235,000.00	X	X	X	X	Support the SEL needs of EL and low-income students	Yes
Provide intervention programs and accompanying professional	\$175,000.00	X	X				

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learning for students (i-Ready and Dreambox)						
Provide Learning Focused professional learning for building administrators and teachers in developing cultures of achievement for all students, designing high-quality, standards-driven instruction, and in scaffolding instruction for low-performing, struggling students.	\$200,000.00	X	X	X	X	Yes