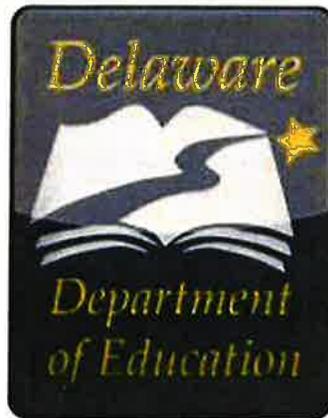


*Delaware*



*Department of  
Education*

# Opportunity Funding

For more information contact:  
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Secretary of Education  
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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.

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

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: <b>Milford School District</b>		
DISTRICT/CHARTER STREET ADDRESS: <b>906 Lakeview Ave</b>	CITY: <b>Milford</b>	ZIP CODE: <b>19963</b>

**Contact Information**

CONTACT NAME: <b>Sara Croce</b>	CONTACT PHONE NUMBER: <b>302-422-1609</b>
CONTACT EMAIL ADDRESS: <b>scroce@msd.k12.de.us</b>	

**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.*

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

The Milford School District has experienced significant growth in the population of English Learner (EL) and Low Income (LI) students. In Fiscal Year 2019, the district was fortunate to receive Opportunity Grant funds for Lulu M. Ross Elementary. Using these funds to provide an additional EL staff member to reduce the student caseload provided great benefits. In addition, the funds were amended to provide summer programming for EL students at Ross during the summer of 2019.

Using the data collected from Ross Elementary, we have identified the need for an additional EL certified teacher at both Milford Central Academy and Milford High School to support our growing caseload of EL and newcomer students at the secondary level. Additionally, we feel that reading intervention is a key component to assisting struggling EL and LI students. Our plan supports a Reading Interventionist at each elementary school to focus on increasing reading proficiency and enhancing academic vocabulary. We feel strongly that the personnel identified in this plan will raise the academic achievement of both EL and LI students.

The district has identified a need for providing additional instructional opportunities after school and during the summer months. After-school programs allow for a blend of both academic and social skill building. Summer programming supports year-round student involvement to ensure students are maintaining or increasing proficiency before advancing to the next grade level.

Test score data has shown that there is an achievement gap between the all student group and EL or LI students across our district. Using the opportunity grant funds, in combination with our federal funds, we plan to offer additional staff and increase instructional opportunities for students to increase achievement in novel ways.

**Application deadline: June 30, 2019**

**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>
Hire three (3) ESL Certified Teachers	\$276,000.00	<p>This plan will support the continuation of our previous opportunity grant for Ross Elementary by staffing one (1) ESL teacher at Ross Elementary School to create a more balanced student to teacher ratio. The other two (2) ESL teachers will be assigned to Milford Central Academy and Milford High School to support a lower student to teacher ratio.</p> <p>Additional staff will allow the ESL teachers in those schools more opportunities to work with EL students and their families as well as the other teachers in the school.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of ELs who meet state-wide ELA and Math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELS who meet</li> </ul>

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

		<p>their ACCESS growth targets by 5 percentage points annually.</p> <ul style="list-style-type: none"> <li>• Goal 3: To increase family and community involvement with targeted EL population.</li> </ul>
Hire two (2) Reading Interventionist positions	\$184,000.00	<p>A Reading Interventionist will be staffed at both Banneker and Mispillion Elementary schools. Lulu Ross Elementary currently qualifies for the State Reading Interventionist.</p> <p>The Reading Interventionist will provide targeted support to LI and EL students.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of EL and LI students who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</li> </ul>
Create Academic Learning Centers at three (3) locations	\$140,000.00	<p>After-school academic learning centers focused on EL and LI students will be created at Banneker, Mispillion and Ross Elementary schools. The program will offer various opportunities for students to engage in academics (including strengthening ELA and Math skills).</p> <p>The cost includes transportation for all students.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of ELs and LI students who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</li> </ul>
Summer Camp for identified LI and EL students	\$111,800.00	<p>Summer programming targeting EL and LI students will be offered for students in Grades K-5.</p> <p>At Morris Early Childhood Center, a “Kindergarten Jumpstart” program will be offered to target incoming K students who were identified during the K screener.</p> <p>Using the “Ross Rangers” model, an EL summer camp program will be offered for students in Grades 1 – 5 districtwide.</p> <p>The cost of these programs includes transportation for all students.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of ELs and LI students who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELs who meet</li> </ul>

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

		their ACCESS growth targets by 5 percentage points annually.
Increase by five (5) each year for three years the number of teachers who are dual certified in a content and ESOL	\$60,000.00	<p>Wilmington University will provide on-site coursework to provide teachers an opportunity to supplement Critical Needs funding to support and expedite the ESOL certification process. Having additional teachers ESOL certified will allow more students to receive ESL services for longer periods of time.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the number of teachers who are working toward “Teacher of English Learner” certification by 5 annually.</li> </ul>
Provide Lead EL Teacher Stipend	\$2,500.00	<p>An EPER stipend will be provided to a Lead Teacher to assist the EL team with state updates and instructional strategies.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase the percent of EL students who meet statewide ELA and math assessment proficiency targets by 5 percentage points annually.</li> <li>• Goal 2: To increase the percent of ELs who meet their ACCESS growth targets by 5 percentage points annually.</li> </ul>
Hire one (1) Student and Family Interventionist	\$92,000.00	<p>A Student and Family Interventionist will be hired to provide services such as homeless support, crisis interventions and supports, family assistance with community programs, mentoring for students and additional wrap around services to promote social and academic growth focusing on EL and LI students. The Interventionist will also assist students and families with transitions from one building to another to provide continuity of services.</p> <ul style="list-style-type: none"> <li>• Goal 1: To increase family and community involvement with targeted EL and LI populations.</li> <li>• Goal 2: Link EL and LI families with community services and resources to support academic and social-emotional growth</li> <li>• Goal 3: Provide mental health support targeting EL and LI students.</li> </ul>
Provide outreach to area PreK programs to support increased Kindergarten Readiness	\$5,000.00	<p>A lead teacher will be provided an EPER stipend to provide ongoing outreach to area PreK programs. This outreach aligns with goals in the Early Childhood Strategic Plan to strengthen the academic and language supports in PreK programs that feed into Morris Early Childhood Center. This would include but not be limited to the following:</p> <ul style="list-style-type: none"> <li>• Providing effective instructional materials and professional support to identified sites</li> <li>• Utilizing the “Early Childhood Language Use Observation Rubric” to help PreK educators determine the language level of students, and</li> </ul>

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

		<ul style="list-style-type: none"><li>• Providing WIDA Early Years support to PreK teachers</li><li>• Assist families with the transition into Kindergarten and support readiness skills.</li> <li>• Goal 1: To increase the percent of EL and LI students who meet school-based ELA and math assessment targets by 5 percentage points annually</li><li>• Goal 2: To increase the percent of ELs who meet Kindergarten ACCESS for ELs proficiency target by 5 percentage points annually.</li></ul>
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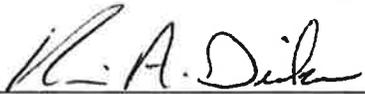
**Application deadline: June 30, 2019**

**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:** Kevin A. Dickerson, Ed.D.

Signature:  Date: 5/15/19

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 and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

**Business Manager:** Sara E. Croce

Signature:  Date: 5-15-19

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.