

Delaware



Department of Education

Opportunity Funding

For more information contact: Susan
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Secretary of Education
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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

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).

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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 reduce the gap between English learners', 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.

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.

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School Information

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DISTRICT/CHARTER NAME: First State Montessori Academy		
DISTRICT/CHARTER STREET ADDRESS: 1000 N French St	CITY: Wilmington	ZIP CODE: 19803

Contact Information

CONTACT NAME: Courtney Fox	CONTACT PHONE NUMBER: 302-576-1500
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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.

First State Montessori Academy is committed to providing additional support for our EL and LI students. Knowing we must add additional supports and programs to ensure all students have what they need for success, FSMA is adding a role for EL support and Reading Intervention. By ADDING an additional staff member to focus on these student needs, we believe we can raise the academic achievement for both EL and LI students.

Since FSMA opened 5 years ago, we have used contracted services to support our EL students up until this past year where we utilized a staff member to service students who qualified for EL support. We have seen a huge benefit to doing this with an FSMA staff member and we also see a need to increase the services this person can provide by increasing their time with students.

Additionally, our LI students need additional support and resources as well. Having this staff member work specifically with Kindergarten and 1st grade students who are struggling will have an impact as we know that we must focus on early intervention in order to effectively close achievement gaps, specifically in reading.

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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 (What is your priority?)	Cost	Proposed Impact (How will you know it worked?)
Hire EL/Reading Support Teacher (Part-Time)	\$22,900	<input type="checkbox"/> Having an EL teacher on-staff will allow more opportunities for students to have direct instruction. The teacher will work with students in small groups multiple times throughout the week and will be able to support in the classroom as needs arise. The specific goal will be to increase the percent of EL students who meet their ACCESS growth targets by 5 percentage points annually. Increasing the amount of small group instruction our Kindergarten and 1st grade students receive is an important step in the early intervention process. Having a reading specialist work with LI students at this level will have a positive impact. The specific goal will be to increase the percentage by 5% of K/1st grade LI students meeting the end of year DIBELS benchmark.

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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

