

*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: Freire Charter School Wilmington		
DISTRICT/CHARTER STREET ADDRESS: 201 W. 14 <sup>th</sup> Street	CITY: Wilmington	ZIP CODE: 19801

**Contact Information**

CONTACT NAME: William Ray	CONTACT PHONE NUMBER: 267-583-4458
CONTACT EMAIL ADDRESS: bill@freireschools.org	

**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.*

<p>Opportunity Grant funding will enable Freire Wilmington to support the salary of the Director of Curriculum and Instruction and the partial salary for the Assistant Head, Academic Supports. Both roles help support the Head of School in directing the School's instructional program to ensure that all student learning is optimized and that any barriers to learning experienced by low income, EL, and other at-risk learners are removed. Since our opening in 2015, we have observed that many students enrolling at Freire are several years behind grade level in fundamental core subjects, further we enroll some of the highest rates of low income and minority students of any school in the state. In the 2018-19 school year, over 43% of students enrolled at Freire fell within the low-income subgroup. We are dedicated to supporting both low income and EL student success to graduation and beyond. The work of the Director of Curriculum and Instruction and the Assistant Head, Academic Supports, will allow us to continue to strengthen our dedication to providing effective and efficient targeted instructional supports that address the unique needs of these subgroups.</p>
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Though we have made considerable gains in low income and EL academic growth over the years and offer a holistic variety of emotional and social supports to these students, this position will enable us to devote more attention to further improving the learning program to ensure we are doing everything to close the achievement gap for low income and EL students. The Director of Curriculum and Instruction will do this specifically by supporting teachers within professional development; facilitating coaching, mentoring, and evaluation of teachers; and coordinating proactive and timely academic interventions. The position will increase teacher effectiveness, strengthen instructional interventions, and strengthen our curriculum. Helping all students reach their full potential is at the core of all Freire's actions and this position will support our commitment to this effort, especially within low income and EL subgroups. The Assistant Head, Academic Supports leads the College Counseling and Advising department, who provide individualized support to students and parents, particularly those who are low-income or EL. This team closely monitors each students' academic progress and work with the instruction team as well as parents/guardians to provide additional supports to EL and low-income students who may be struggling.

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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)
(Please list your priority. Examples: -“Hire full time 1 social worker”	For 2021- 22 (\$)	Raise EL student achieve- ment	Raise LI student achieve- ment	Increase attendance for EL students	Increase attendance of LI students	Other, specify	

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- "Purchase RULER for grades 7-9")					
<i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i>	\$42,000	X	X	Increase ELL & LI student self-awareness skills	yes
Pay salary and OECs for Director of Curriculum and Instruction (1.0 FTE) to focus on low-income and EL student needs (12-month employee)	\$92,500	X	X	<p><u>Goal 1:</u> The percentage of EL and low-income high school students scoring proficient within ELA and Math on the SAT will increase by 5 percentage points annually.</p> <p><u>Goal 2:</u> The percentage of EL and low-income students proficient within ELA and Math on state assessments will increase by 5 percentage points annually from grades 7 to 8.</p>	yes
Teacher coach and curriculum consultant (Deb Stern) - supports the development of teachers in their instructional practice in order to improve learning outcomes and proficiency for low income and EL students..	\$14,756	X	X	<p><u>Goal 1:</u> The percentage of EL and low-income high school students scoring proficient within ELA and Math on the SAT will increase by 5 percentage points annually.</p> <p><u>Goal 2:</u> The percentage of EL and low-income students proficient within ELA and Math on state assessments will increase by 5 percentage points annually from grades 7 to 8.</p>	no