

MOT Charter School

LT

*Delaware*



*Department of Education*

# Opportunity Funding

For more information contact: Susan S. Bunting, Ed.D.  
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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: MOT Charter School		
DISTRICT/CHARTER STREET ADDRESS: 1156 Levels Road	CITY: Middletown	ZIP CODE: 19709

**Contact Information**

CONTACT NAME: Ned Southworth	CONTACT PHONE NUMBER: 302-376-5125
CONTACT EMAIL ADDRESS: Ned.southworth@mot.k12.de.us	

**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.*

MOT plans on continuing to utilize the available opportunity funding to supplement our current trauma-informed counseling efforts. It has become more universally accepted that adverse childhood experiences (ACES) directly impact student cognition and development. We will use the opportunity funds to help offset the cost associated with hiring a full time social-emotional counselor at our high school campus, who will spend the bulk of her time working with students who have experienced trauma. It is our hope that these individual and small-group counseling sessions will help to address these concerns and improve the educational experience of all students who have experienced trauma, especially our English learners and low-income students. Further, we hope that an improved educational experience for our English learners and low-income students will lead to increased academic proficiency, improved attendance rates and reduced rates of disciplinary infractions. While proficiency and attendance data was not collected from the spring of 2020 through the end of the 2020-2021 academic year due to the COVID-19 pandemic, we can look at anecdotal data and data from

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prior years. Unfortunately, our relatively small number of English learners means that their proficiency and attendance data is not reported in the Delaware report card in order to protect student privacy (as is a portion of the data for our low-income students). In the 2018-2019 academic year, proficiency data shows that while 65% of our total student population demonstrated proficiency in Math, only 38% of low-income students were proficient. While the above-mentioned student privacy issues force us to look at ELA proficiency data in a slightly different manner (no data was reported for low-income students who exceeded expectations), there clearly exists an achievement gap between all students and low-income students in ELA as well. On a positive note, 41% of all students met expectations in ELA, while 42% of low-income students met expectations. However, only 16% of all students are below expectations in ELA, while 31% of low-income students are below expectations. Clearly we have work to do to address the overall achievement gap between English learners, low-income students and our overall student population. On the attendance front, while data was again suppressed for English learners during the 2018-2019 academic year, we can see that there exists a slight gap between our overall student on-track attendance rate (95.29%) and that of our low-income students (89.87%). Finally, while we do not track discipline data based on these student subgroups, we feel strongly that improvements to our trauma-informed counseling program will have a positive impact on discipline and will improve school climate and culture at the high school campus.

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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" - "Purchase RULER for grades 7-9")	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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Full time social-emotional counselor at the high school campus	\$85,000	X	X	X	X	Reduce anxiety and thereby improve the academic experience for ELL and LI students	yes