

Susan Academy

LT

Delaware



Department of Education

Opportunity Funding

For more information contact: Susan S. Bunting, Ed.D.
Secretary of Education susan.bunting@doe.k12.de.us

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: Sussex Academy		
DISTRICT/CHARTER STREET ADDRESS: 21150 Airport Road	CITY: Georgetown	ZIP CODE: 19947

Contact Information

CONTACT NAME: Duncan Smith	CONTACT PHONE NUMBER: 302-856-3636
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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.

The personnel and resource investments made in this plan will narrow the achievement gap for both English Language Learners (ELL) and low income (LI) students at Sussex Academy.

Annual scores on the Smarter Assessment administered to all students clearly show that both of these groups, and particularly ELL students in both ELA and Math, do not perform as well as the ALL student group. In our most recent assessment data the gap between ELL students and ALL students in ELA was 50 percentage points and was 35% for mathematics. And while the gap between LI students and ALL students was not as significant in ELA for this grade configuration, it was as high as 15% in mathematics.

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Sussex Academy proposes a push-in paraprofessional support plan for those classes in which ELL and LI students are enrolled. Sussex Academy has both a designated ELL and Title I Coordinator who will be responsible for monitoring student progress, consulting with the paraprofessionals, and procuring additional instructional resources needed to provide the push in support. This approach is manageable given the low numbers of ELL and LI students enrolled at our school. Sussex Academy has had a great deal of success utilizing a similar model to close the achievement gaps between under performing students enrolling at the school from ten different Delaware school districts, homeschooling models, and various private school in or near Sussex County as demonstrated by our overall annual SBAC, DCAS, and DSTP scores over the lifetime of the school when compared to other Delaware public schools.

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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
(Please list your priority Examples: - "Hire full time 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	from 2020-21? (yes/no)

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<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
Paraprofessional support used to support low income and EL students	\$41,775	x	x	Close achievement gap between ELL and LI students on Smarter Assessments as compared to ALL students	Yes
Instructional resources to support low income and EL students	\$3,026	x	x	Close achievement gap between ELL and LI students on Smarter Assessments as compared to ALL students	Yes