



**Opportunity Funding**  
**Combined application for Flexible funding and Mental Health and/or**  
**Reading funding**

For more information contact: Maria Rodriguez  
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**Funding Period: Fiscal Year 2023**

**Opportunity Funding**

*Directed Funds for students identified as English Learners and students from low-income households*

**Delaware Department of Education  
Opportunity Funding Form  
2022-2023 School Year**

Application deadline: July 29, 2022

**Purpose:** Senate Bill 56 of the 151st General Assembly codified the Opportunity Fund, an additional source of education funding for Delaware public schools intended to support the increased needs of low income and English learner students, and established the parameters for how the funding is to be distributed and the usages reported. Epilogue language in the annual appropriations Act provides further parameters regarding usage and allocation.

**For FY23, this is a combined school-based application for both the Flexible funding and Mental Health and/or Reading funding (if applicable) allocations.**

**Appropriation Allocation Method:**

**Flexible Funding** - \$30 Million to be allocated. LEAs will receive school-based allocations at \$616.35 per English learner (EL) and \$616.35 per low-income (LI) student. LEAs shall have flexibility in the use of these funds to enhance services to EL and LI students, including using these funds to cover 100% of personnel costs for associated staff, contractual services, supplies and materials, or other expenditures deemed necessary to provide additional supports to these populations. Staff may include, but not be limited to, personnel dedicated to improving reading comprehension and math proficiency, or who provide additional wrap-around services or mental health supports. Funding allocations shall be made available to LEAs upon the passage of the FY23 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.

**Mental Health and/or Reading** - \$8 million to be apportioned to schools which meet the following criteria based on prior year unit count: (1) a grade configuration containing kindergarten through fourth grade and (2) greater than or equal to 30% Low income and/or greater than or equal to 10% English learner enrollment. These funds for mental health support shall be in the form of school counselors, school social workers or licensed clinical social workers, school psychologist and/or for additional reading supports for grade K-5. Services may include the employment of staff, where such funding may be used to cover 100% of personnel costs on a 10-12-month basis and/or contracted services.

All districts shall be authorized to assess a local match to provide for the local costs associated with this appropriation.

**Accountability:**

For FY23, local school boards shall allocate not less than 98% of the total allocation it receives generated by a specific school to that school. A local school board that wishes to allocate the funds in a different manner may do so in accordance with 14 Del. C. §1704(4).

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Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1<sup>st</sup> of each year detailing how each school expended the funds earned and total expenditures by school, and make those reports publicly available on their website.

**Metrics:** Academic growth, progress toward English language proficiency (ELP) and mathematics proficiency, and reduction in chronic absenteeism.

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.

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**District/Charter Information**

|  |                            |                           |
|--|----------------------------|---------------------------|
| <b>DISTRICT/CHARTER NAME:</b><br>Odyssey Charter School        |                            |                           |
| <b>DISTRICT/CHARTER STREET ADDRESS:</b><br>4319 Lancaster Pike | <b>CITY:</b><br>Wilmington | <b>ZIP CODE:</b><br>19805 |

**Main Contact Information**

|   |   |
|---|---|
| <b>CONTACT NAME:</b><br>Elias Pappas                            | <b>CONTACT PHONE NUMBER:</b><br>302-516-8000 ext. 478 |
| <b>CONTACT EMAIL ADDRESS:</b><br>Elias.Pappas@odyssey.k12.de.us |   |

| <b>School Name</b>           | <b>Flexible<br/>Funding</b> | <b>Total Flex LEA</b> | <b>Mental<br/>Health<br/>and/or<br/>Reading</b> | <b>Total MH<br/>and/or<br/>Reading LEA</b> |
|------------------------------|-----------------------------|-----------------------|---|--|
| (585) Odyssey Charter School | \$245,307.00                |                       |   |  |
|                              |                             | <b>\$245,307.00</b>   |   |  |

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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

|  |                            |                           |
|--|----------------------------|---------------------------|
| SCHOOL NAME:<br><b>Odyssey Charter School</b>        |                            |                           |
| SCHOOL STREET ADDRESS:<br><b>4319 Lancaster Pike</b> | CITY:<br><b>Wilmington</b> | ZIP CODE:<br><b>19805</b> |

School Contact Information

|  |   |
|--|---|
| CONTACT NAME:<br><b>Jeff Koss</b>                            | CONTACT PHONE NUMBER:<br><b>302-516-8000 ext. 677</b> |
| CONTACT EMAIL ADDRESS:<br><b>jeff.koss@odyssey.k12.de.us</b> |   |

|   |     |   |    |                          |
|---|-----|---|----|--------------------------|
| Will 98% of flexible funding remain allocated to this school?                   | Yes | ✓ | No | <input type="checkbox"/> |
| Will 98% of mental health and/or reading funds remain allocated to this school? | Yes | ✓ | No | <input type="checkbox"/> |

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| <u>Flexible Funding Investment (05297)</u>          | <u>Cost</u> | <u>Expected Impact</u><br>(Explain the expected impact of this investment and how you will measure effectiveness.)  | <u>Continued Opp. Funding investment from 2021-22?</u> |
|---|-------------|---|--|
| Curriculum, Instruction, and Assessment Coordinator | \$46,498    | <p>The Curriculum, Instruction, and Assessment Coordinator will provide training, support and coaching for teachers to support the continuous implementation of McGraw Hill's <i>StudySync</i>.</p> <p>Mrs. Juliana Sheehan will also monitor the success of the curriculum and identify strategies to support at-risk populations. She will provide weekly check-ins and ELA supplemental support for teachers to provide their students with additional services received through the MTSS program. She will work with the 6-12 ELA department to analyze formative and summative data for sub-populations to identify areas of needs and targeted instruction. Included in <i>StudySync</i>, self, peer and teacher evaluations are included in every unit lesson to provide teachers with a wide variety of formative assessment options. The summative assessments at the end of each unit includes progress monitoring tools and targeted lessons for reteaching and remediation to make sure teachers are meeting the needs of all of their learners. Mrs. Sheehan will also track the progress of low-income and ELL students' ELA performance over the course of the year to identify programs and services to support this subgroup. <i>StudySync</i> EL skill lessons will be used as a resource to emphasize explicit vocabulary instruction, language acquisition, and reading comprehension. Through these additional supports, the students will improve their performance</p> | <input checked="" type="checkbox"/>                    |

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|                                       |           |  |                          |
|---------------------------------------|-----------|--|--------------------------|
|                                       |           | on ELA assessments, as well as Smarter Balanced, STAR, and PSATs over the course of the school year.   |                          |
| Full-time school-based EL Coordinator | \$118,560 | The full time school based EL Coordinator will support charter wide K-12 to coordinate EL services including Screening, ACCESS testing, DeSSA support, and oversee the programming of the EL services at Odyssey Charter. This role will also include identifying and supporting the implementation of best practices based on state and federal guidelines. The EL Coordinator will also support the families in providing information and navigating EL services for their child through training and consultation. This coordinator will also work with the Curriculum Instruction and Assessment department to support access to the general education curriculum for our students receiving EL services including training as well as consultation with staff. This will be evidenced through State and School based diagnostics. | <input type="checkbox"/> |
| Full-time EL Paraprofessional         | \$48,119  | The full time EL Paraprofessional will support our students in the K-2 school in acquisition of the English language through best practices. This person will support our largest population in our K-2 grades with direct instruction in the early years to support early literacy. They will hold sessions using research based practices as well as consult with teachers on how to generalize these skills into the classroom. Results will be evidenced through state and diagnostic assessments used by Odyssey Charter.   | <input type="checkbox"/> |
| EL Curriculum                         | \$4,860   | Odyssey will be implementing Lexia English Student Subscription. This provides both school-based and home support for emergent bilinguals, ongoing student progress  | <input type="checkbox"/> |

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|  |                 |  |                                     |
|--|-----------------|--|-------------------------------------|
|  |                 | <p>monitoring and individualized instructional materials and lessons. This will support our students receiving EL services in acquisition of skills that can be supported and generalized into the general education curriculum and classroom.</p>   |                                     |
| <p>i-Ready for Grades 6-8 ELA and Math</p> | <p>\$22,510</p> | <p>Odyssey Charter School will be implementing i-Ready in Math and ELA as an assessment and instructional program. Students who are English Learners (EL) and students with socioeconomic disadvantages (SED) will use i-Ready Personalized Instruction for an average of 90 minutes or more per subject per week for at least two marking periods. i-Ready will provide teachers with data that will pinpoint student needs down to sub-skill level through a valid and reliable adaptive Diagnostic. The assessment will identify learning loss and skills gaps and receive recommendations for immediate solutions with i-Ready reports. This program will reach key student groups of all skill levels with digital instruction designed to fill each student's knowledge gaps and help every learner access grade-level content. It will also engage students with interactive instruction designed for modern standards.</p> | <input type="checkbox"/>            |
| <p>Math MTSS Curriculum</p>                | <p>\$4,760</p>  | <p>Math Navigator and Moving with Math will be utilized this school year to provide support for our low income and EL students. Data will be analyzed from these programs to determine the success of the math interventions that are being provided for these groups of students through state and school based diagnostics. If these students qualify for MTSS, plans for students will be reviewed and adjusted based on progress monitoring data.</p>  | <input checked="" type="checkbox"/> |



**Assurances and Signatures**

The applicant assures that:


As the chief school officer of the district or charter 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, regulatory, 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:** Elias Pappas

Signature:  Date: 8/1/2022

As the business manager of the district or charter school, I am authorized to submit the budget(s) 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(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

**Business Manager:** Jeffrey Koss

Signature:  Date: 8/1/2022

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

**Secretary of Education/Designee:** Cora L. Scott, Deputy Secretary of Education

Signature:  Date: 8/3/22