

*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.

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- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

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**School Information**

DISTRICT/CHARTER NAME: Providence Creek Academy		
DISTRICT/CHARTER STREET ADDRESS: 273 W. Duck Creek Rd	CITY: Clayton	ZIP CODE: 19938

**Contact Information**

CONTACT NAME: Denise Stouffer	CONTACT PHONE NUMBER: 302-653-6276
CONTACT EMAIL ADDRESS: denise.stouffer@pca.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.*

Providence Creek Academy (PCA) will continue to utilize the \$68,013 of Opportunity Grant Funding for SY21/22 to support out EL and LI students by continuing the employment of our Dean of Academics, for the purpose of year three (3) implementation of our multi-tiered system of supports (MTSS). The funding from this grant will continue to be used to pay a portion of the salary, health insurance, and other employment costs (OECs) of this position. The Dean of Academics will continue to focus on the goal of reducing the gap between English Language Learners (ELL), low income (LI) students, and the overall student population's baseline performance, reducing non-proficiency by 50 percent as measure by local and SBAC assessment data.

In the past two (2) years, this grant allowed PCA to implement, with fidelity, several new programs and resources including

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additional resources for foundational literacy in grades K-2 for all students; expansion of the Wilson Reading Program and Barton Program for students with Dyslexia in K-8; the Wilson Reading Program and Barton Program for students needing Tier III reading interventions; and standards-based targeted math remedial programs. While we were not able to measure the grant goal using SBAC data, we were able to see remarkable growth in our student populations, especially Tier III student populations, as measure by our progress monitoring data.

We attribute this success to the highly effective data-driven professional learning communities (PLC's) that were established and facilitated by the Dean of Academics in conjunction with the school's instructional coaches. By combining new program resources with data-driven PLC's, direct instructional coaching within the classroom, effective professional development, and targeted student-centered interventions, students were able to achieve the instruction needed to continue to close learning gaps.

Through this grant, the Dean of Academics will be tasked with continuing to establish, with fidelity, a comprehensive system of MTSS to ensure EL and LI students receive the targeted small and large group remediation needed to achieve enhanced academic programming through Tier II and Tier III interventions, while proficient EL/LI students will continue to receive differentiated support in Tier I. The Dean of Academics will continue to support the training and implementation of MTSS, the professional development of faculty on remedial resources, and the monitoring of instructional practice. The Dean of Academics will continue to facilitate the data-driven PLCs and the direct coaching of classroom teachers to ensure the academic growth of our EL and LI students.

Through the support of this grant, the Dean of Academics will enable PCA to continue to expand and enhance our Multi-Tiered System of Supports (MTSS) as well as a system of instructional collaboration and coaching to ensure that all EL and LI students are growing academically and achieving proficiency.

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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.*

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<b>Investment</b>	<b>Cost</b>	<b>Expected impact</b> (Check all that apply)					<b>Is this a continued Opp. Funding investment from 2020-21? (yes/no)</b>
(Please list your priority. Examples: - "Hire full time 1 social worker" - "Purchase RULER for grades 7-9")	For 2021-22 (\$)	Raise EL student achievement	Raise LI student achievement	Increase attendance for EL students	Increase attendance of LI students	Other, specify	
Continue Employment of a Full-Time Dean of Academics	\$68,013	X	X			Increase academic performance of ELL & LI students, specifically in ELA and Math	Yes