



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

For more information contact: Maria Rodriguez  
[Maria.rodriguez@doe.k12.de.us](mailto:Maria.rodriguez@doe.k12.de.us)

**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

DISTRICT/CHARTER NAME: Indian River School District		
DISTRICT/CHARTER STREET ADDRESS: 31 Hosier Street	CITY: Selbyville	ZIP CODE: 19975

Main Contact Information

CONTACT NAME: Kelly Dorman, Renee Jerns, Judi Brittingham	CONTACT PHONE NUMBER: 302-436-1000
CONTACT EMAIL ADDRESS: <a href="mailto:kelly.dorman@irsd.k12.de.us">kelly.dorman@irsd.k12.de.us</a> , <a href="mailto:Pamela.Jerns@irsd.k12.de.us">Pamela.Jerns@irsd.k12.de.us</a> , <a href="mailto:Judith.Brittingham@irsd.k12.de.us">Judith.Brittingham@irsd.k12.de.us</a>	

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<b>School Name</b>	<b>Flexible Funding</b>	<b>Total Flex LEA</b>	<b>Mental Health and/or Reading</b>	<b>Total MH and/or Reading LEA</b>
(732) Clayton (John M.) Elementary School	\$142,993.00		\$93,056	
(738) East Millsboro Elementary School	\$191,069.00		\$124,342	
(750) Ennis (Howard T.) School	\$43,761.00			
(734) Georgetown Elementary School	\$385,219.00		\$250,689	
(743) Georgetown Middle School	\$364,263.00			
(746) Indian River High School	\$127,584.00			
(745) Indian River Intensive Learning Center	\$14,176.00			
(690) Long Neck Elementary School	\$220,037.00		\$143,194	
(736) Lord Baltimore Elementary School	\$67,182.00			
(741) Millsboro Middle School	\$186,138.00			
(692) North Georgetown Elementary School	\$451,168.00		\$293,607	
(742) Selbyville Middle School	\$160,867.00			
(740) Showell (Phillip C.) Elementary School	\$99,232.00		\$64,578	
(749) Southern Delaware School of the Arts	\$42,528.00			
(748) Sussex Central High School	\$469,042.00			
		<b>\$2,965,259.00</b>		<b>\$969,466</b>



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**Investment and Goals by SCHOOL**

SCHOOL NAME: <b>Clayton (John M.) Elementary School</b>		
SCHOOL STREET ADDRESS: <b>252 Clayton Avenue</b>	CITY: <b>Frankford</b>	ZIP CODE: <b>19945</b>

**School Contact Information**

CONTACT NAME: <b>Allisa Booth</b>	CONTACT PHONE NUMBER: <b>302-732-3808</b>
CONTACT EMAIL ADDRESS: <b>joan.booth@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 Academic Interventionist	\$116,000.00	The District Director of Elementary Education will work closely with the school and the interventionist to analyze EL and low-income data and determine a plan of action based on individual school needs. The interventionist can serve many roles depending on the school's needs. These roles will include providing intervention and instruction to EL and low-income students, providing in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. The Interventionist will use the growth targets provided through various assessments, DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and improved classroom performance.	X

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Licensed Clinical Social Worker	\$22,944.00 (This cost is shared with the Mental Health and/or Reading Funding (05311))	Provide a LCSW to support students at the elementary level through the Multi-Tiered system of support. This support will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners. As well as increase the wrap around support to connect families to appropriate outside resources in educating the whole child. The expected impact of this work is an increased sense of belonging for our most struggling students; as well as, increased school success that includes academics, attendance, behavioral and social-emotional learning as the students benefit from these positive relationships and supports.	X
After-School and/or Summer Programming	\$4,049.00	John M. Clayton will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X

<b><u>Mental Health and/or Reading (if applicable) (05311)</u></b>	<b><u>Cost (hired or contracted, if applicable)</u></b>		<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
Licensed Clinical Social Worker	\$93,056.00	Provide a LCSW to support students at the elementary level through the Multi-Tiered system of support. This support will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners. As well as increase the wrap around support to connect families to appropriate outside resources in educating the whole child. The expected impact of this work is an increased sense of belonging for our most struggling students; as well as, increased school success that includes academics, attendance, behavioral and social-emotional learning as the students benefit from these positive relationships and supports.	X

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SCHOOL NAME: <b>East Millsboro Elementary</b>		
SCHOOL STREET ADDRESS: <b>29346 Iron Branch Road</b>	CITY: <b>Millsboro</b>	ZIP CODE: <b>19966</b>

**School Contact Information**

CONTACT NAME: <b>Monica McCurry</b>	CONTACT PHONE NUMBER: <b>302-934-3222</b>
CONTACT EMAIL ADDRESS: <b>monica.mccurry@irsd.k12.de.us</b>	

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

<b><u>Flexible Funding Investment</u> (05297)</b>	<b><u>Cost</u></b>	<b><u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)</b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
<i>Hire 1 Academic Interventionist</i>	\$116,000.00	The District Director of Elementary Education will work closely with the school and the interventionist to analyze EL and low-income data and determine a plan of action based on individual school needs. The interventionist can serve many roles depending on the school's needs. These roles will include providing intervention and instruction to EL and low-income students, providing in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. The Interventionist will use the growth targets provided through various assessments, DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and improved classroom performance.	X



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After-School and/or Summer Programming	\$55,069.00	East Millsboro will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	X

<b><u>Mental Health and/or Reading (if applicable) (05311)</u></b>	<b><u>Cost (hired or contracted, if applicable)</u></b>	<b><u>Expected Impact</u></b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
1 Reading Interventionist	\$124,342.00	The District Director of Elementary Education will work closely with East Millsboro and the reading interventionist to analyze EL and low-income data and determine a plan of action based on individual school needs. This interventionist will provide reading support and instruction to EL and low-income students. The Interventionist will use the data to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on assessments and improved classroom performance in reading.	X

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SCHOOL NAME: <b>Ennis (Howard T.) School</b>		
SCHOOL STREET ADDRESS: <b>20346 Ennis Road</b>	CITY: <b>Georgetown</b>	ZIP CODE: <b>19947</b>

**School Contact Information**

CONTACT NAME: <b>Melissa Kansak</b>	CONTACT PHONE NUMBER: <b>302-856-1930</b>
CONTACT EMAIL ADDRESS: <b>melissa.kansak@irsd.k12.de.us</b>	

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

<b><u>Flexible Funding Investment</u> (05297)</b>	<b><u>Cost</u></b>	<b><u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)</b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
After-School and/or Summer Programming	\$43,761.00	Howard T. Ennis will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	<input type="checkbox"/>

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SCHOOL NAME: <b>Georgetown Elementary School</b>		
SCHOOL STREET ADDRESS: <b>301-A West Market Street</b>	CITY: <b>Georgetown</b>	ZIP CODE: <b>19947</b>

**School Contact Information**

CONTACT NAME: <b>Neil Stong</b>	CONTACT PHONE NUMBER: <b>302-856-1940</b>
CONTACT EMAIL ADDRESS: <b>neil.stong@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 2 School Academic Interventionists	\$232,000.00	The Director of Elementary Education will work closely with Georgetown Elementary School and the interventionists to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionists will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionists will use the growth targets provided through various assessments, DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	X
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The	X

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	wanted to share these positions)	School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	
Hire 1 EL Certified Teacher	\$116,000.00	Georgetown Elementary will hire an EL Certified Teacher to support the academic needs of EL and low-income students through differentiated instruction using HQIM. The expected impact of this work is improvement in EL and low-income students' achievement on various assessments, state assessments and improved classroom performance.	
After-School and/or Summer Programming	\$17,219.00	Georgetown Elementary School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X

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<b><u>Mental Health and/or Reading (if applicable) (05311)</u></b>	<b><u>Cost (hired or contracted, if applicable)</u></b>	<b><u>Expected Impact</u></b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
Licensed Clinical Social Worker	\$125,344.50	Provide a LCSW to support students at the elementary level through the Multi-Tiered system of support. This support will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners. As well as increase the wrap around support to connect families to appropriate outside resources in educating the whole child. The expected impact of this work is an increased sense of belonging for our most struggling students; as well as, increased school success that includes academics, attendance, behavioral and social-emotional learning as the students benefit from these positive relationships and supports.	X
Hire 1 Reading Interventionist	\$125,344.50	The District Director of Elementary Education will work closely with Georgetown Elementary and the reading interventionist to analyze EL and low-income data and determine a plan of action based on individual school needs. This interventionist will provide reading support and instruction to EL and low-income students. The Interventionist will use the data to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on assessments and improved classroom performance in reading.	X



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SCHOOL NAME: <b>Georgetown Middle School</b>		
SCHOOL STREET ADDRESS: <b>301 West Market Street</b>	CITY: <b>Georgetown</b>	ZIP CODE: <b>19947</b>

**School Contact Information**

CONTACT NAME: <b>David Hudson</b>	CONTACT PHONE NUMBER: <b>302-856-1900</b>
CONTACT EMAIL ADDRESS: <b>david.hudson@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 2 School Academic Interventionists	\$232,000.00	Our Director of Secondary Education will work closely with Georgetown Middle School and our interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	X

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Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	X
After-School and/or Summer Programming	\$102,263.00	Georgetown Middle School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X
Learning Focused Professional Learning	\$10,000.00	The GMS administrative team will work with a Learning Focused consultant and our Director of Secondary Education to identify areas for growth in instructional leadership by our team. These leadership sessions will focus administrators on developing cultures of achievement for all students, coaching teachers in the planning and delivery of rigorous, standards-driven instruction differentiated to meet students' needs, and scaffolding learning for our most struggling learners, especially our EL and low-income students. Examples of the sessions will be evaluating teachers' lesson plans and providing feedback on how they can improve scaffolding and differentiation for struggling learners in Tier 1 instruction; and visiting classrooms to observe students in action and provide strategies for improving Tier 1 instruction. We want to keep our EL and low-income students in their regular classroom instruction, so supporting teachers with strategies for scaffolding and differentiating is crucial.	X

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SCHOOL NAME: <b>Indian River High School</b>		
SCHOOL STREET ADDRESS: <b>29772 Armory Road</b>	CITY: <b>Dagsboro</b>	ZIP CODE: <b>19939</b>

**School Contact Information**

CONTACT NAME: <b>Michael Williams</b>	CONTACT PHONE NUMBER: <b>302-732-1500</b>
CONTACT EMAIL ADDRESS: <b>william.williams@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 School Academic Interventionist	\$116,000.00	Our Director of Secondary Education will work closely with Indian River High School and our interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	
Learning Focused Professional Learning	\$10,000.00	The IRHS administrative team will work with a Learning Focused consultant and our Director of Secondary Education to identify areas for growth in instructional leadership by our team. These leadership sessions will focus administrators on developing cultures of achievement for all students, coaching teachers in the planning and delivery of rigorous, standards-driven instruction differentiated to	

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		<p>meet students' needs, and scaffolding learning for our most struggling learners, especially our EL and low-income students. Examples of the sessions will be evaluating teachers' lesson plans and providing feedback on how they can improve scaffolding and differentiation for struggling learners in Tier 1 instruction; and visiting classrooms to observe students in action and provide strategies for improving Tier 1 instruction. We want to keep our EL and low-income students in their regular classroom instruction, so supporting teachers with strategies for scaffolding and differentiating is crucial.</p>	
<p>After-School and/or Summer Credit Recovery Program</p>	<p>\$1584.00</p>	<p>Indian River High School would like to provide opportunities for EL and low-income students to recover credits towards meeting graduation requirements through the online Edmentum platform. This Opportunity Grant funding will be used specifically for these students while other funding lines support this opportunity for all students.</p>	



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SCHOOL NAME: <b>Indian River Intensive Learning Center</b>		
SCHOOL STREET ADDRESS: <b>30207 Frankford School Road</b>	CITY: <b>Frankford</b>	ZIP CODE: <b>19945</b>

**School Contact Information**

CONTACT NAME: <b>Janet Hickman</b>	CONTACT PHONE NUMBER: <b>302-732-3800</b>
CONTACT EMAIL ADDRESS: <b>janet.hickman@irsd.k12.de.us</b>	

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

<b><u>Flexible Funding Investment</u> (05297)</b>	<b><u>Cost</u></b>	<b><u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)</b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
After-School and/or Summer Programming	\$14,176.00	Indian River Intensive Learning Center will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	<input type="checkbox"/>



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SCHOOL NAME: <b>Long Neck Elementary School</b>		
SCHOOL STREET ADDRESS: <b>26064 School Lane</b>	CITY: <b>Millsboro</b>	ZIP CODE: <b>19966</b>

**School Contact Information**

CONTACT NAME: <b>Kathleen Wilson</b>	CONTACT PHONE NUMBER: <b>302-945-6200</b>
CONTACT EMAIL ADDRESS: <b>kathleen.wilson@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 School Academic Interventionist	\$116,000.00	The Director of Elementary Education will work closely with Long Neck Elementary School and our interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through various assessments, DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	<b>X</b>

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Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	X
After-School and/or Summer Programming	\$84,037.00	Long Neck Elementary School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X

<b><u>Mental Health and/or Reading (if applicable) (05311)</u></b>	<b><u>Cost (hired or contracted, if applicable)</u></b>	<b><u>Expected Impact</u></b>	<b><u>Continued Opp. Funding Investment from 2021-22?</u></b>
Licensed Clinical Social Worker	\$143,194.00	Provide a LCSW to support students at the elementary level through the Multi-Tiered system of support. This support will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners. As well as increase the wrap around support to connect families to appropriate outside resources in educating the whole child. The expected impact of this work is an increased sense of belonging for our most struggling students; as well as, increased school success that includes academics, attendance, behavioral and social-emotional learning as the students benefit from these positive relationships and supports.	X

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<b>SCHOOL NAME:</b> Lord Baltimore Elementary School		
<b>SCHOOL STREET ADDRESS:</b> 120 Atlantic Avenue	<b>CITY:</b> Ocean View	<b>ZIP CODE:</b> 19970

**School Contact Information**

<b>CONTACT NAME:</b> Pamela Webb	<b>CONTACT PHONE NUMBER:</b> 302-537-2700
<b>CONTACT EMAIL ADDRESS:</b> pamela.webb@irsd.k12.de.us	

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

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
After-School and/or Summer Programming	\$47,182.00	Lord Baltimore Elementary School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	<input type="checkbox"/>
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and	<input type="checkbox"/>

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		low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	
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SCHOOL NAME: <b>Millsboro Middle School</b>		
SCHOOL STREET ADDRESS: <b>302 East State Street</b>	CITY: <b>Millsboro</b>	ZIP CODE: <b>19966</b>

**School Contact Information**

CONTACT NAME: <b>Bradford Breasure</b>	CONTACT PHONE NUMBER: <b>302-934-3200</b>
CONTACT EMAIL ADDRESS: <b>bradford.breasure@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 School Academic Interventionist	\$116,000.00	Our Director of Secondary Education will work closely with Millsboro Middle School and our interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	X



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Learning Focused Professional Learning	\$10,000.00	The MMS administrative team will work with a Learning Focused consultant and our Director of Secondary Education to identify areas for growth in instructional leadership by our team. These leadership sessions will focus administrators on developing cultures of achievement for all students, coaching teachers in the planning and delivery of rigorous, standards-driven instruction differentiated to meet students' needs, and scaffolding learning for our most struggling learners, especially our EL and low-income students. Examples of the sessions will be evaluating teachers' lesson plans and providing feedback on how they can improve scaffolding and differentiation for struggling learners in Tier 1 instruction; and visiting classrooms to observe students in action and provide strategies for improving Tier 1 instruction. We want to keep our EL and low-income students in their regular classroom instruction, so supporting teachers with strategies for scaffolding and differentiating is crucial.	X
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	X
After-School and/or Summer Programming	\$40,138.00	Millsboro Middle School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X

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SCHOOL NAME: <b>North Georgetown Elementary School</b>		
SCHOOL STREET ADDRESS: <b>664 North Bedford Street</b>	CITY: <b>Georgetown</b>	ZIP CODE: <b>19947</b>

**School Contact Information**

CONTACT NAME: <b>Sarah Green</b>	CONTACT PHONE NUMBER: <b>302-855-2430</b>
CONTACT EMAIL ADDRESS: <b>sarah.green@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 2 School Academic Interventionists	\$232,000.00	The Director of Elementary Education will work closely with North Georgetown Elementary School and our interventionists to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionists will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionists will use the growth targets provided through various assessments, DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	<b>X</b>
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The	<b>X</b>

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	wanted to share these positions)	School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	
After-School and/or Summer Programming	\$83,168.00	North Georgetown Elementary School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X
Hire 1 EL Certified Teacher	\$116,000.00	North Georgetown Elementary will hire an EL Certified Teacher to support the academic needs of EL and low-income students through differentiated instruction using HQIM. The expected impact of this work is improvement in EL and low-income students' achievement on various assessments, state assessments and improved classroom performance.	<input type="checkbox"/>

<b><u>Mental Health and/or Reading (if applicable) (05311)</u></b>	<b><u>Cost (hired or contracted, if applicable)</u></b>	<b><u>Expected Impact</u></b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
Licensed Clinical Social Worker	\$146,803.50	Provide a LCSW to support students at the elementary level through the Multi-Tiered system of support. This support will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners. As well as increase the wrap around support to connect families to appropriate outside resources in educating the whole child. The expected impact of this work is an	X

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		increased sense of belonging for our most struggling students; as well as, increased school success that includes academics, attendance, behavioral and social-emotional learning as the students benefit from these positive relationships and supports.	
Hire 1 Reading Interventionist	\$146,803.50	The District Director of Elementary Education will work closely with Georgetown Elementary and the reading interventionist to analyze EL and low-income data deeply and determine a plan of action based on individual school needs. This interventionist will provide reading support and instruction to EL and low-income students. The Interventionist will use the data to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on assessments and improved classroom performance in reading.	X

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SCHOOL NAME: <b>Selbyville Middle School</b>		
SCHOOL STREET ADDRESS: <b>80 Bethany Road</b>	CITY: <b>Selbyville</b>	ZIP CODE: <b>19975</b>

**School Contact Information**

CONTACT NAME: <b>Jason Macrides</b>	CONTACT PHONE NUMBER: <b>302-436-1020</b>
CONTACT EMAIL ADDRESS: <b>jason.macrides@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 School Academic Interventionist	\$116,000.00	Our Director of Secondary Education will work closely with Selbyville Middle School and our interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	<b>X</b>
Learning Focused Professional Learning	\$10,000.00	The SMS administrative team will work with a Learning Focused consultant and our Director of Secondary Education to identify areas for growth in instructional leadership by our team. These leadership sessions will focus administrators on developing cultures of achievement for all students, coaching teachers in the planning and delivery of rigorous, standards-driven instruction differentiated to meet students' needs, and scaffolding learning for our most struggling learners.	<b>X</b>



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		especially our EL and low-income students. Examples of the sessions will be evaluating teachers' lesson plans and providing feedback on how they can improve scaffolding and differentiation for struggling learners in Tier 1 instruction; and visiting classrooms to observe students in action and provide strategies for improving Tier 1 instruction. We want to keep our EL and low-income students in their regular classroom instruction, so supporting teachers with strategies for scaffolding and differentiating is crucial.	
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	<b>X</b>
After-School and/or Summer Programming	\$14,867.00	Selbyville Middle School will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	<b>X</b>

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SCHOOL NAME: <b>Showell (Phillip C.) Elementary School</b>		
SCHOOL STREET ADDRESS: <b>41 Bethany Road</b>	CITY: <b>Selbyville</b>	ZIP CODE: <b>19975</b>

**School Contact Information**

CONTACT NAME: <b>Christy Kerr</b>	CONTACT PHONE NUMBER: <b>302-436-1040</b>
CONTACT EMAIL ADDRESS: <b>mary.kerr@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment</u> (05297)	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 School Academic Interventionist	\$99,232.00	The Director of Elementary Education will work closely with Phillip C. Showell and the interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through various assessments, DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	X

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<b><u>Mental Health and/or Reading (if applicable) (05311)</u></b>	<b><u>Cost (hired or contracted, if applicable)</u></b>	<b><u>Expected Impact</u></b>	<b><u>Continued Opp. Funding investment from 2021-22?</u></b>
Licensed Clinical Social Worker	\$64,578.00 (Partial Funding of Salary)	Provide a LCSW to support students at the elementary level through the Multi-Tiered system of support. This support will provide increased specialized individual or group counseling to meet the individual needs of both low-income and English language learners. As well as increase the wrap around support to connect families to appropriate outside resources in educating the whole child. The expected impact of this work is an increased sense of belonging for our most struggling students; as well as, increased school success that includes academics, attendance, behavioral and social-emotional learning as the students benefit from these positive relationships and supports.	X

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SCHOOL NAME: <b>Southern Delaware School of the Arts</b>		
SCHOOL STREET ADDRESS: <b>27 Hosier Street</b>	CITY: <b>Selbyville</b>	ZIP CODE: <b>19975</b>

**School Contact Information**

CONTACT NAME: <b>Richard Evans</b>	CONTACT PHONE NUMBER: <b>302-436-1066</b>
CONTACT EMAIL ADDRESS: <b>richard.evans@irsd.k12.de.us</b>	

Will 98% of flexible funding remain allocated to this school?	Yes	X	No	□
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	X	No	□

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Learning Focused Professional Learning	\$10,000.00	The SDSA administrative team will work with a Learning Focused consultant and our Director of Secondary Education to identify areas for growth in instructional leadership by our team. These leadership sessions will focus administrators on developing cultures of achievement for all students, coaching teachers in the planning and delivery of rigorous, standards-driven instruction differentiated to meet students' needs, and scaffolding learning for our most struggling learners, especially our EL and low-income students. Examples of the sessions will be evaluating teachers' lesson plans and providing feedback on how they can improve scaffolding and differentiation for struggling learners in Tier 1 instruction; and visiting classrooms to observe students in action and provide strategies for improving Tier 1 instruction. We want to keep our EL and low-income students in their regular classroom instruction, so supporting teachers with strategies for scaffolding and differentiating is crucial.	

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After-School and/or Summer Programming	\$32,528.00	Southern Delaware School of the Arts will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	
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**Delaware Department of Education  
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SCHOOL NAME: <b>Sussex Central High</b>		
SCHOOL STREET ADDRESS: <b>26026 Patriots Way</b>	CITY: <b>Georgetown</b>	ZIP CODE: <b>19947</b>

**School Contact Information**

CONTACT NAME: <b>Dr. Bradley Layfield</b>	CONTACT PHONE NUMBER: <b>302-934-3166</b>
CONTACT EMAIL ADDRESS: <b>bradley.layfield@irsd.k12.de.us</b>	

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

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Hire 1 School Academic Interventionist	\$116,000.00	Our Director of Secondary Education will work closely with Sussex Central High School and our interventionist to analyze EL and low-income data and determine a plan of action based on our students' needs. The interventionist will be providing interventions and instruction to EL and low-income students, in-class and PLC coaching to the appropriate teachers, and ongoing data analysis to inform services. Our interventionist will use the growth targets provided through DESSA and ACCESS to determine student services and monitor progress. The expected impact of this work is improvement in EL and low-income students' achievement on state assessments and in classroom performance.	<b>X</b>
Learning Focused Professional Learning	\$10,000.00	The SCHS administrative team will work with a Learning Focused consultant and our Director of Secondary Education to identify areas for growth in instructional leadership by our team. These leadership sessions will focus administrators on developing cultures of achievement for all students, coaching teachers in the planning and delivery of rigorous, standards-driven instruction differentiated to meet students' needs, and scaffolding learning for our most struggling learners, especially	<b>X</b>

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		our EL and low-income students. Examples of the sessions will be evaluating teachers' lesson plans and providing feedback on how they can improve scaffolding and differentiation for struggling learners in Tier 1 instruction; and visiting classrooms to observe students in action and provide strategies for improving Tier 1 instruction. We want to keep our EL and low-income students in their regular classroom instruction, so supporting teachers with strategies for scaffolding and differentiating is crucial.	
Hire 2 district-wide school/family/community liaisons and provide them with mileage reimbursement.	\$20,000.00 (This cost is split between 10 of our schools who wanted to share these positions)	The School/Family/Community Liaisons will be responsible for keeping the academic, social, and emotional communication open between the school and the families of low-income and EL students. The School/Family/Community Liaisons will also help these families and students make connections with outside resources within our community such as LaRed, etc. In order to impact all schools in our district, we will employ two Liaisons—one for the northern end of the district and one for the southern end. The expected impact of this work is improved communication between school and home as well as an increased sense of belonging for our most struggling EL and low-income students. This improved communication and sense of belonging should be expected to help increase school success that includes academics, attendance, behavioral and social-emotional learning as these students benefit from the positive relationships formed between the school and home.	X
After-School and/or Summer Programming	\$207,042.00	SCHS will work to provide additional targeted support for EL and low-income students through after-school and/or summer programming aimed at providing reading and math instruction targeted to, and differentiated for, individual student needs. In order to ensure this service is available to all eligible students, transportation will also be provided through this grant. The expected impact is improved academic performance and confidence in school performance.	X
Hire 1 EL Certified Teacher	\$116,000	Sussex Central High School will hire an EL Certified Teacher to support the academic needs of EL and low-income students through differentiated instruction using HQIM. The expected impact of this work is improvement in EL and low-income students' achievement on various assessments, state assessments and improved classroom performance.	

## 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:

Signature:

Date:

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:

Signature:

Date:

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

Secretary of Education/Designee:

Signature:

Date:

8/5/22