



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

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Funding Period: Fiscal Year 2023

Opportunity Funding

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

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

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 1st 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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Application deadline: July 29, 2022

District/Charter Information

DISTRICT/CHARTER NAME: Colonial School District		
DISTRICT/CHARTER STREET ADDRESS: 318 E. Basin Road	CITY: New Castle	ZIP CODE: 19720

Main Contact Information

CONTACT NAME: Emily Falcon/Sherrie Clark	CONTACT PHONE NUMBER: 323-2700.
CONTACT EMAIL ADDRESS: emily.falcon@colonial.k12.de.us or sherrie.clark@colonial.k12.de.us	

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School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(470) Bedford (Gunning) Middle School	\$231,131.00			
(412) Castle Hills Elementary School	\$168,264.00		\$109,501	
(410) Downie (Carrie) Elementary School	\$110,943.00		\$72,199	
(456) Eisenberg (Harry O.) Elementary School	\$190,452.00		\$123,940	
(514) Leach (John G.) School	\$9,862.00			
(476) McCullough (Calvin R.) Middle School	\$255,169.00			
(432) New Castle Elementary School	\$165,798.00		\$107,897	
(490) Penn (William) High School	\$488,149.00			
(418) Pleasantville Elementary School	\$126,352.00		\$82,226	
(474) Read (George) Middle School	\$171,345.00			
(427) Southern Elementary School	\$148,540.00			
(450) The Colwyck Center	\$33,899.00			
(522) The Wallace Wallin School	\$20,340.00			
(422) Wilbur (Kathleen H.) Elementary	\$229,899.00		\$149,611	
(420) Wilmington Manor Elementary School	\$144,842.00		\$94,259	
		\$2,494,985.00		\$739,633

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Investment and Goals by District

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.*

NAME: Colonial School District		
SCHOOL STREET ADDRESS: 318 E. Basin Road	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: District level investments	CONTACT PHONE NUMBER: 302-323-2700
CONTACT EMAIL ADDRESS: sherrie.clark@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	<input checked="" 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>	<u>Expenditures to date (as of 6/30/23)</u>

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<p><i>Purchase Imagine Language and Literacy seats for all EL and LI students</i></p>	<p>192,000</p>	<p>We will provide this “Evidence-Based” program that will support low income and ELL students. It delivers personalized instruction that adapts to each students’ unique needs. In addition to a variety of reading foci, writing, speaking, listening, and academic vocabulary are key components of the program. Students of poverty often lag behind in literacy skills. Research has shown that there is sometimes as much as a million vocabulary word gap in students who come from poverty and those that do not. This program will help those needs for our low income and language acquisition for our ELLs.</p>	<p>X</p>	<p>\$0</p>
<p><i>Contract with Communities in Schools (2 CIS staff members)</i></p>	<p>77,000</p>	<p>Communities In Schools positions a site coordinator inside partner schools. The coordinator works with school staff to identify low income students at risk of not graduating, or facing chronic absenteeism, or other social and emotional needs as reflected in data maintained at the school level (i.e. academic, behavioral, etc). The coordinator assesses school and student needs and establishes relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to harness needed resources. Services include, but are not limited to, non-academic assistance, one-to-one mentoring, tutoring and academic support, family assistance and parental engagement, out-of-school enrichment and service learning, and college and work access and readiness.</p> <p>The expected impact varies by site based programs to include data points such as increased graduation rate, increased promotion between grades for serviced students, decrease in chronic absenteeism rates, increased parental engagement opportunities at the building level, and improved academic performance as measured by district and state assessments.</p>	<p>X</p>	<p>\$0</p>

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<p>Homeless Caseworker</p>	<p>\$53,869.66</p>	<p>This individual was partially funded as a Visiting Teacher (state portion), which is a currently earned but unallocated unit. Funds requested would be for the local portion of the position. This individual provides intensive support to low income and EL families, particularly those qualifying for support under the McKinney Vento Act. The expected impact is to ensure that eligible students will receive the full range of services that they are entitled to, which will result in consistent attendance and academic performance, as measured by attendance and academic data.</p>	<p>X</p>	<p>\$59,327.26</p>
<p>Deputy of Academics The Deputy Principal of Academics is responsible for the successful implementation of the following:</p> <ul style="list-style-type: none"> ● English Learner Supports and Programming ● Instructional Leadership Team coordination and planning for administrators that work with low income and ELL students 	<p>\$190,548.62</p>	<p>Deputy of Academics The Deputy Principal of Academics is responsible for the successful implementation of the following:</p> <ul style="list-style-type: none"> ● English Learner Supports and Programming for students in grades 9 - 12 ● Instructional Leadership Team coordination and planning for administrators that work with low income and ELL students ● Instructional Coaching in core content areas that have concentrated populations of low income and/or ELLs ● Supporting improved growth and achievement of low income and ELL students in ELA and Math <p>The Deputy will work directly with the school's leadership team and conduct observation/feedback with each leader throughout the school year. Assistant Principals will be given a BOY and EOY survey to determine the effectiveness of this process. In addition, the Deputy will focus on growth displayed on the spring ACCESS scores, in comparison to the previous school year. Cost includes match funds.</p>	<p>X</p>	<p>\$75,954.06</p>

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<ul style="list-style-type: none"> • Instructional Coaching in core content areas that have concentrated populations of low income and/or ELLs • Supporting improved growth and achievement of low income and ELL students in ELA and Math 				
EL Supervisor	\$188,177.46	This position's primary responsibility is to support ELLs K-12. They will review our programs, instructional models, and other systems to implement necessary changes with a strategic plan to improve ELs success. We expect increased outcomes on ACCESS targets. Cost includes match funds.	X	\$134, 263. 49
EL Coach	\$110,849.31	This position's primary role is supporting all 22 EL teachers. They will provide professional development, one one one job embedded coaching, data analysis, etc. Outcomes include improving teacher effectiveness and improved ACCESS ELP targets. Cost includes match funds.	X	\$118, 233. 68
EL Teachers	\$492,255.34	The addition of 4 positions with the original hire will allow us to lessen the caseload of EL teachers and allow more flexible instructional formats. We expect that	X	\$521, 371. 28

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		more students will meet their ACCESS ELP targets. Cost includes match funds.		
<i>EL tutors (6)</i>	\$125,039.25	The addition of 6 EL tutors will allow us to diminish the impact of unfinished learning. The expected impact is increased outcomes in both content area classes and ACCESS ELP targets.	X	\$28,677.17
<i>Responsive Classroom Training, Stipends, and Materials</i>	\$95,000	As schools have an increased number of staff trained in Responsive Classroom and continue implementing recommended practices at a higher degree of fidelity, we expect to see an improvement in school climate data, reported annually, as well as an improvement in behavioral data (decreased referrals). The staff involved in the training work at Title 1 schools and work with students who come from low-income families.	X	\$34,052
<i>Reading Assist Tutors</i>	\$210,322	This program provides Evidenced-Based, multi-sensory language instruction by trained certified professionals. We will contract with Reading Assist to provide daily 45-minute 1:1 instruction for 120 of our most struggling EL and/or LI students in grades 1-3. We expect to see growth in foundational literacy skills as measured on Dibels benchmark assessment.	X	\$0
<i>Restorative Practices Coach and Professional Development</i>	\$126,106.39	The Restorative Practices Coach will coordinate professional development for William Penn staff on Restorative Practices. William Penn is a Title 1 school with a high number of low income students. Additionally, the coach will provide support to classroom teachers in implementing restorative practices. Expected impact is an improvement in school	X	\$184,641.31

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		climate data, reported annually, and improved student behavior, decreased referrals.		
<i>Math Interventionist at William Penn</i>	\$105,835.71	Math Interventionist will pull small groups of low income or EL students and target reading skills. If schedule allows, they will also collaborate with staff to create, model and support targeted Math instruction as part of the continuum of strategies under a MTSS model. We expect to see growth in BOY- EOY benchmark assessments. Cost includes match funds.	X	\$115,039.09
<i>Reading Interventionist at William Penn</i>	\$90,219.89	The Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments. Cost includes match funds.	X	\$22,531.27
<i>District Behavior Coach</i>	\$121,599.66	District behavior coach will offer support to teams in each of the schools around implementation of interventions for low income or EL students. The coach will focus on building, classroom, and individual interventions. She will assist in writing and implementing behavior intervention plans. We will expect to see a decrease in the number in referrals (in the targeted classroom or students) and the decrease in the number of students moved to an alternative placement. Cost includes match funds.	X	\$105,752.18
<i>SEL Coaches (2)</i>	\$232,531.01	SEL Coaches will provide support to classroom teachers (who work in Title 1 schools that have a large number of low income students)regarding implementation of effective practices aligned with the SEL competencies and CASEL Framework. Expected impact is an improvement in school climate data, reported annually,	NEW for 2022-23	\$204,717.34

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		and improved student behavior, decreased referrals of low income students. Cost includes match funds.		
Contract with Positive Directions Support for Schools	90,000	The Colonial School District will contract with Positive Directions to hire additional behavior specialists that will work directly with EL and/or low-income students. The specialists will be assigned to work in high-needs schools and will be trained in either Responsive Classroom or Restorative Practices depending on the assigned school. The specialists will provide effective strategies to curve the behavior of EL and/or low-income students. As a result, EL and/or low-income students will be prepared to receive instruction from staff.	X	\$74,170.20
Contract for Bi-Lingual Mental Health support at WPHS and location MC)	278,400	Colonial will partner with a community vendor to contract two bilingual counselors to provide behavioral health support to spanish-speaking students and families. This resource will remove a barrier for students to access behavioral health services. Expected impact is to see documentation of student/family engagement with the school of referred students.	X	0
WIDA/TESOL conferences	10,000	ESL teachers, administrators and other staff will attend (possibly virtual) conferences to strengthen their teaching practice and better meet the needs of our students. We expect to see increased outcomes on ACCESS ELP targets.	X	\$5,963.94
Instructional math Coaches at High Needs Elementary Schools	\$237,090.67	The core responsibilities will be to provide: <ul style="list-style-type: none"> • observation/feedback to instructional staff on a weekly basis to ensure equitable access to high-quality curriculum and instruction for students, particularly for EL and LI students. • facilitate weekly PLCs to analyze data, choose effective instructional strategies, and deepen 	X	\$250,178.42

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		<ul style="list-style-type: none"> • understanding of standards • help design and implement MTSS so that students of all tiers are receiving targeted support • work with the school's Instructional Leadership Team to create and implement the school's success plan • provide professional development to instructional staff with a specific emphasis on improving LI and EL students' learning <p><i>The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on benchmark and SBAC assessments.</i></p>		
Counselor at WPHS	\$90,219.89	This school counselor will have a targeted case load of low income 9th grader students who require Tier II or Tier III support (academic or behavioral) to remain on track for promotion to the next grade. Expected impact is for the identified low income or EL students to successfully complete all courses to obtain the required credits for promotion to the next grade. Cost includes match funds	X	\$55,518.67
Reading Interventionists (3)	\$376,199.50	3 Reading Interventionists will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments. Cost includes match funds	X	\$265,500.49

Mental Health/Reading Funds:

Carrie Downie

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: Carrie Downie Elementary		
SCHOOL STREET ADDRESS: 1201 Delaware Street	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: Kristina Lamia	CONTACT PHONE NUMBER: 302-323-2926
CONTACT EMAIL ADDRESS: kristina.lamia@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	X
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>

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None- used at district level	Click or tap here to enter text.	Click or tap here to enter text.	□
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<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
<ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 				
School Counselor	\$92,233.62	Carrie Downie Elementary school has a large number of students whose families experience multiple moves, are dependent on extended family (i.e., grandparents) for child supervision and support and who experience a high degree of economic instability, which can result in a large number of student absences, social-emotional challenges and academic struggles. The school counselor at Carrie Downie is integral to providing direct support to low income or EL students who require at least “Tier II MTSS” intervention. The expected impact is an	X	\$89,170.18

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		improvement in student attendance, behavior, and academic data. (Cost includes use of match funds)		

Castle Hills

Investment and Goals by SCHOOL

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SCHOOL NAME: Castle Hills Elementary		
SCHOOL STREET ADDRESS: 502 Moores Lane	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: Kerri Campbell	CONTACT PHONE NUMBER: 302-323-2915
CONTACT EMAIL ADDRESS: Kerri.Campbell@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	X
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>
None- district allocations	0	Click or tap here to enter text.	X

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<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
Reading Interventionist	\$128,673.75	Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments. Cost includes match funds	X	\$87,966.79

Pleasantville

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: Pleasantville Elementary		
SCHOOL STREET ADDRESS: 16 Pleasant Place	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: Renee Griffith	CONTACT PHONE NUMBER: 302-323-2935
CONTACT EMAIL ADDRESS: Renee.Griffith@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	<input checked="" 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"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>None- district allocated</i>	0		<input checked="" type="checkbox"/>

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<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
Reading Interventionist	\$124,558.28	<p style="text-align: center;">A Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments. Cost includes match funds</p>	<input type="checkbox"/>	\$68,389.38

Wilbur

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: Wilbur Elementary		
SCHOOL STREET ADDRESS: 4050 Wrangle Hill Road	CITY: Bear	ZIP CODE: 19701

School Contact Information

CONTACT NAME: Elizabeth Howell	CONTACT PHONE NUMBER: 302-832-6330
CONTACT EMAIL ADDRESS: Elizabeth.Howell@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	<input checked="" 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>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Flexible Funding Investment</u> (05297)	<u>Continued Opp. Funding investment from 2021-22?</u>
0		None- district allocated	

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<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
Reading Interventionist	\$127,222.52	A Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments Cost includes match funds	X	\$136, 203. 57

Eisenberg

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: Eisenberg Elementary		
SCHOOL STREET ADDRESS: 27 Landers Lane	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: David Distler	CONTACT PHONE NUMBER: 302-429-4074
CONTACT EMAIL ADDRESS: David.Distler@colonial.k12.de.us	

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

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>EXAMPLE: Hire full time 1 social worker</i>	\$42,000		<input checked="" type="checkbox"/>

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<i>EXAMPLE: Contracted full-time school-based EL coach</i>	\$70,000	<i>Example: The contracted English learner coach will support schoolwide implementation of the WIDA English Language Development Standards. The coach will provide professional learning and in-classroom supports to all educators on the integration of content and language. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on both content assessments and ACCESS ELP targets.</i>	<input type="checkbox"/>
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<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
<ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 				
<i>e.g., School Counselor (partial funding)</i>	\$39,094 <i>(Hired)</i>		<input checked="" type="checkbox"/>	
Reading Interventionist	\$122,297.72	Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments Cost includes Match funds	<input type="checkbox"/>	\$66,611.80

New Castle

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: New Castle Elementary		
SCHOOL STREET ADDRESS: 903 Delaware Street	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: TeRay Ross	CONTACT PHONE NUMBER: 302-323-2880
CONTACT EMAIL ADDRESS: Teray.Ross@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	<input checked="" 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"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>none- district wide allocation</i>			<input checked="" type="checkbox"/>

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2022-2023 School Year**

<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
Reading Interventionist	\$144,129	Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments. (Cost includes use of match funds)	Yes	\$20,082.19

Wilmington Manor

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: Wilmington Manor Elementary		
SCHOOL STREET ADDRESS: 200 E. Roosevelt Avenue	CITY: New Castle	ZIP CODE: 19720

School Contact Information

CONTACT NAME: Lindsay DiEmidio	CONTACT PHONE NUMBER: 302-323-2901
CONTACT EMAIL ADDRESS: Lindsay.Diemidio@colonial.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input type="checkbox"/>	No	<input checked="" 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"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>None- district wide allocation</i>			

**Delaware Department of Education
2022-2023 School Year**

<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> ● School Counselor ● School Social Worker ● Licensed Clinical Social Worker ● School Psychologist ● Reading Supports 	<u>Cost (hired or contracted , if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>	<u>Expenditures to date (as of 6/30/23)</u>
Reading Interventionist	\$94,113	Reading Interventionist will pull small groups of low income or EL students and target reading skills. We expect to see growth in BOY- EOY benchmark assessments	X	\$81, 147. 88