

Assurances

Academia Antonia Alonso (LEA) (960500) Charter District - FY 2024 - Opportunity Funding - Rev 0 - District Pages

*** Assurances**

The LEA has not reallocated funds under this section. All allocations have remained in the schools that generated them based on the school's number of students experiencing poverty and population of multilingual learners.

The LEA has reallocated funds received under this section in a manner different than the original school-based allocations. The LEA has followed the procedure under 14 Del. C. 51704(4) to obtain a waiver. The LEA has obtained school board approval.

Documents		
Type	Document Template/Example	Document/Link
Board Minutes [Upload at least 1 document(s)]	N/A	

Flexible Funding Program Allocations

Academia Antonia Alonso (LEA) (960500) Charter District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Academia Antonia Alonso (960500-4045) -

Organization ID	Grant Applicant	Proposed Allocations
960500-4045	Academia Antonia Alonso	\$614,984.40

Program Details

Academia Antonia Alonso (LEA) (960500) Charter District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Academia Antonia Alonso (960500-4045) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Deborah Rodenhouser	* 302-547-0162	* deborah.rodenhouser@academia.k12.de.us
* Mercedes Alonso	* 302-743-5576	* mercedes.alonso@academia.k12.de.us

* Will 98% of flexible funding remain allocated to this school?

Yes No

Investment and Goals

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment on multilingual learners and/or students experiencing poverty.)
* 0.7 FTE Visiting Teacher	* \$ 80,910.49	<p>* INVESTMENT PURPOSE: The Visiting Teacher serves MLL and LI parents and families to ensure their students attend school regularly. Chronic absenteeism remains an area of focus for AAACS. Issues facing families of MLL's such as transience, immigration, deportation, financial barriers, and others are often obstacles to regular school attendance. Many of our students suffer cognitive lags, physical and mental health challenges, stress and trauma related to transience, and concerns with safety issues that impact their school attendance and limit their opportunities to learn. Chronic absenteeism will continue to be addressed so that our students can engage and succeed in learning.</p> <p>A majority student population of 58.6% MLL and 39.3% LI at AAACS indicates these students are especially at-risk for poor attendance and missed opportunities for learning.</p> <p>IMPACT: Continued progress with the improvement of daily attendance rates, decreased chronic absenteeism will be the goal through increased operational and monitoring procedures to ensure parents understand and comply with their obligations to get their children to school every day.</p> <p>METRICS: Annual and comparison attendance data in eSchoolPLUS and other tracking and monitoring tools used by the Visiting Teacher will assist to examine progress with daily/regular attendance, and data collected related to parent/student compact attendance agreements will help to measure effectiveness of this tool</p>

<p>* 1.0 FTE Paraprofessional for Visiting teacher Support</p>	<p>* \$ 48,410.11</p>	<p>* INVESTMENT PURPOSE: Phasing in the addition of grades 6, 7, and 8, has increased the number of students and families that require visiting teacher support. Administrative office support has become necessary to manage and monitor the tasks of scheduling, data entry and analyses, communications, documentation, and truancy court requirements to assist the Visiting Teacher with effectively addressing chronic absenteeism.</p> <p>IMPACT: Continued progress with the improvement of daily attendance rates, decreased chronic absenteeism will be the goal through increased operational and monitoring procedures to ensure parents understand and comply with their obligations to get their children to school every day.</p> <p>METRICS: Annual and comparison attendance data in eSchoolPLUS and other tracking and monitoring tools used by the Visiting Teacher will assist to examine progress with daily/regular attendance, and data collected related to parent/student compact attendance agreements will help to measure effectiveness of this tool</p>
<p>* 1.0 FTE MLL Teacher</p>	<p>* \$ 136,621.81</p>	<p>* INVESTMENT PURPOSE: The MLL teacher will provide English language support to students from different linguistic backgrounds and cultures. The MLL teacher will be responsible for providing differentiated instruction to English learners based upon each student's individual level of English proficiency.</p> <p>IMPACT: Consistent and dedicated instructional support for MLL's grades 5 through 8.</p> <p>METRICS: Improved growth with English language proficiency.</p>
<p>* 2.0 Social Emotional Specialists</p>	<p>* \$ 156,346.25</p>	<p>* INVESTMENT PURPOSE: 2.0 FTE Social/Emotional Specialist (SES) will serve LI and MLL students as 'first responders' for students needing social emotional support and assistance with deescalating conflict, and reducing aggression and other disruptive behaviors that interfere with learning in the classroom. The Social Emotional Specialists also work with students in need of mental health supports (anxiety, stress, anger management, etc.) to help student re-engage in learning and positive behaviors. In addition, members of the SES team support the MTSS structure.</p> <p>IMPACT: Improved behaviors in the classroom and abilities to engage in learning.</p> <p>METRICS: eSchool behavior referrals, SES and MTSS case management data</p>
<p>* 3.0 FTE Paraprofessionals</p>	<p>* \$ 168,695.74</p>	<p>* INVESTMENT PURPOSE: Paraprofessionals will assist classroom teachers with instructional support in Reading and mathematics for MLL and LI students via individualized assistance and small group skill-focused work. Given the school's high percentages of MLL and LI students, paraprofessional support becomes even more critical for these students in the classroom. In addition, paraprofessionals work with MLL and LI students across grades, as needed, to provide additional targeted support in math, literacy and RTI intervention.</p> <p>IMPACT: Increased individualized and group instructional support in Reading and mathematics for MLL and LI students in the classroom.</p> <p>METRICS: Growth and proficiency data in Reading and mathematics for MLL and LI students.</p>

* (2) Reading Assist (RAI) Corp Members (Contracted Services with RAI Institute) @ \$12,000 each	* \$ 24,000.00	<p>* INVESTMENT PURPOSE: The Reading Assist Institute (RAI) will engage AmeriCorps members to be trained as Reading Assist Intervention Corps (RAI Corps) using Reading Assist's own accredited, structured language and reading intervention program. This highly effective program is grounded in the Orton-Gillingham principles of explicit, systematic, multi-sensory instruction.</p> <p>RAI Corps members will provide intensive reading intervention to MLL and LI students who have been identified by the MTSS team as Tier 3 students reading at or below the 25th percentile in MAP. RAI will work closely with AAACS's Reading Specialist who will help outline conditions for success and define success measures that will demonstrate the effectiveness and impact of the intervention program.</p> <p>IMPACT: Increased individualized instructional support for Tier 3 MLL and LI students in Reading.</p> <p>METRICS: Growth data in MAP.</p>
School Budget Total:	\$ 614,984.40	
School Allocation Total:	\$ 614,984.40	
Remaining:	\$ 0	

Mental Health and Reading Program Allocations

Academia Antonia Alonso (LEA) (960500) Charter District - FY 2024 - Opportunity Funding - Rev 0 - Mental Health and Reading - Academia Antonia Alonso (960500-4045) -

Organization ID	Grant Applicant	Proposed Allocations
960500-4045	Academia Antonia Alonso	\$251,107.00

Program Details

Academia Antonia Alonso (LEA) (960500) Charter District - FY 2024 - Opportunity Funding - Rev 0 - Mental Health and Reading - Academia Antonia Alonso (960500-4045) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Deborah Rodenhouser	* 302-547-0162	* deborah.rodenhouser@academia.k12.de.us
* Mercedes Alonso	* 302-743-5578	* mercedes.alonso@academia.k12.de.us

* Will 98% of mental health and/or reading funds remain allocated to this school?

Yes No

Investment and Goals

Mental Health and/or Reading (05311)	Cost	Expected Impact (Explain the expected impact of this investment on multilingual learners and/or students experiencing poverty.)
* 1.0 FTE School Counselor	* \$ 148,601.39	<p>* INVESTMENT PURPOSE: The School Counselor will work to strengthen Tier 1 supports to teachers to promote positive student behaviors and provide intervention services to students to address mental health issues and create a safe learning environment for all students. The School Counselor provides valuable early intervention services to assist MLL and LI students with managing behaviors – exacerbated by mental health issues – such as impulse control, anger management, and others so these students can become more successful in classroom settings. The Counselor works with MLL and LI students individually and in groups to address serious behavior and mental health issues which are often related to family and/or community-based trauma.</p> <p>IMPACT: An increase in scope and effectiveness of services provided by the School Counselor will reduce behavioral issues and begin to address mental health needs of L and LI students in the classroom and increase learning time and engagement for those students served.</p> <p>METRICS: Behavioral referrals and counselor generated service data (# participants, groups, progress, etc.) will be monitored and inform effectiveness and longer-term planning for strategies used by the Counselor.</p>

* 0.33 FTE Spanish Reading Intervention Paraprofessional	* \$ 27,505.61	* INVESTMENT PURPOSE: A Spanish RTI paraprofessional supports the development of foundational literacy skills and Reading comprehension in Spanish for K-5 students who's native or second language is Spanish. IMPACT: Increased individualized and small group instructional support in Spanish Reading in foundational literacy skills and Reading comprehension in Spanish for K-5 students who's native or second language is Spanish. METRICS: Spanish MAP ORF and the Spanish Decoding Inventory
* Fran Henkel, LCSW (Contracted Services)	* \$ 75,000.00	* INVESTMENT PURPOSE: Specialized support provided by a Licensed Clinical Social Worker (LCSW) is urgently needed to serve MLL and LI students exhibiting the most critical behaviors related to mental health issues. IMPACT: The LCSW will support MLL and LI students identified as requiring specialized support serving them in individual and group settings, according to their needs. METRICS: Progress data as collected by LCSW. <i>It is important to note mental health issues are complex and root causes reach far beyond the influence of services the school is able to provide. Hence, measurable progress not only takes time (often years) but is also dependent upon the level of productive engagement with students' families and their communities.</i>
School Budget Total:	\$ 251,107.00	
School Allocation Total:	\$ 251,107.00	
Remaining:	\$ 0	