

Assurances

First State Military Academy (LEA) (960700) 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

First State Military Academy (LEA) (960700) Charter District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - First State Military Academy (960700-4055) -

Organization ID	Grant Applicant	Proposed Allocations
960700-4055	First State Military Academy	\$75,232.80

Program Details

First State Military Academy (LEA) (960700) Charter District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - First State Military Academy (960700-4055) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Lilyana Auster	* 302-223-2150	* lilyana.auster@fsmilitary.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.)
* Investment for partial salary of the school counselor	* \$ 62,985.60	<p>* At First State Military Academy, assisting students in making academic and career plans is a small portion of responsibilities performed by the School Counselor. In a growing need of high school students to address mental health, the School Counselor works on a larger scale to have one-to-one sessions with students experiencing academic or personal problems, to educate students about significant issues cadets face or potentially may face (bullying, relations, drug abuse, violence, etc). The school counselor will create an environment that encourages students or groups to feel comfortable coming forward with problems. The School Counselor acts as a liaison between home and school, promoting understanding and encouraging creative solutions for students. The expected impact is that students in crisis will be identified sooner and receive the help and support they need.</p> <p>The School Counselor supports academic, social, and emotional growth of students and advocates for high level courses and postsecondary education for underrepresented groups. Since FSMA offers a variety of AP and dual enrollment courses, the School Counselor ensures representation of cadets from low-income families in those courses. It is the School Counselor who is charged with monitoring underrepresented students in AP and dual enrollment courses that require excellent work ethics and good academic skills. The School Counselor collaborates with other members of FSMA team to provide appropriate support for those students.</p> <p>Enrolling students in advanced and dual enrollment courses has a long-lasting effect on student population, especially on disadvantaged schoolers. The collective effort under the School Counselor's support will result in measurable success of the increased confidence of students, their better preparation for postsecondary education, and money saving for college education due to the early earned college credits.</p>

The School Counselor also supports English Learners (ELL) in exposing them to various school programs, extra curricula activities, and state programs to provide ELs with multiple opportunities to develop the language and participate in various activities to increase the sense of belongings. The goal is to enroll ELLs in appropriate classes that correspond with their academic abilities, and at the same time, challenge them. As part of the FSMA's effort to serve students the best possible way, the School Counselor ensures if the ELLs are identified as students with special needs, if there is a necessity, and appropriate services for language support and special education services are in place. The goal is to ensure that learning needs of ELLs are met.

The School Counselor collects and utilizes data to determine students' achievements and attainment gaps. Working collaboratively with the Multi-Tiered System of Supports (MTSS) team, the School Counselor ensures that all students in need of MTSS are appropriately served. Students who are subjected to MTSS will increase the rate of passed courses, set themselves for future success, and ultimately graduate on time.

The School Counselor will promote developing school policies leading to equitable treatment of all students, while questioning or opposing school policies hindering fair treatment of any student. In this connection, all students will have an opportunity to be heard. An equitable approach to student education at FSMA will improve the school climate and ensure that the school environment is conducive to learning.

The School Counselor partners with families to provide them with educational opportunities to support their children. The School Counselor will collaborate with families seeking financial literacy, job skills, and placement services. The goal is to educate parents on available services and how to utilize them (Delaware Stand by Me and others). Another goal is to ensure that parents are aware and have the skills to use the means of communication (Parent Portal and ECHO Platform) to monitor academic progress of their children.

* Investment for partial salary of the EL paraprofessional	* \$ 12,247.20	* Although First State Military Academy has a small number of English Learners, we set up an effective way to embrace ELL students for appropriate services. Our paraprofessional specialized in serving English Learners will be under supervision of the Special Education Supervisor who will purposefully schedule her service as a push-in model. The EL paraprofessional will be working on all aspects of the language development (speaking, reading, writing, and listening) of the EL students. The EL paraprofessional will work collaboratively with regular education teachers to alleviate home communication using assisted technology. The EL paraprofessional will be working with ELL students in both the classrooms and other student activities to develop their language. The EL paraprofessional will collaborate with the School Counselor on effective scheduling ELL students and maximizing the impact of the service by the EL paraprofessional. The potential impact of the EL paraprofessional on ELL students' performance will be measured by both their WIDA testing progress and academic growth demonstrated in the enrolled courses.
School Budget Total:	\$ 75,232.80	

School Allocation Total:	\$	75,232.80
Remaining:	\$	0