

Mental Health and Reading Program Allocations

Red Clay Consolidated School District (953200) Public District - FY 2024 - Opportunity Funding - Rev 0 - Mental Health and Reading - Richardson Park Elementary School (953200-254) -

Organization ID	Grant Applicant	Proposed Allocations
953200-254	Richardson Park Elementary School	\$142,878.00

Program Details

Red Clay Consolidated School District (953200) Public District - FY 2024 - Opportunity Funding - Rev 0 - Mental Health and Reading - Richardson Park Elementary School (953200-254) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Jason Martin	* 302-992-5570	* jason.martin@redclay.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 School Psychologist	* \$ 74,772.84	* The School Psychologist will support multilingual learners and low SES students by enabling us to provide additional small group counseling interventions as well as individual counseling supports and behavior interventions as part of our Multi-Tiered System of Supports. The school psychologist will support students who have the need for Tier 2 or 3 mental or behavioral health supports. Red Clay school psychologists follow the National Association of School Psychologist (NASP) Practice Model which provides both direct student interventions as well as indirect services such as consultation and collaboration with outside providers and family-based therapies. These services will be provided using a data-based decision making process to determine the type of intervention needed. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test.
* 1 Reading Support/Instructional Paraprofessional	* \$ 68,105.16	* The Reading Support/Instructional Paraprofessional will be supporting multilingual learners and low SES students with targeted reading strategies during RTI to improve reading skills. With the use of current student data, the teacher will diagnose and prescribe a plan of instruction to assist students. The paraprofessional will work collaboratively with the students' reading teacher to ensure compatibility between regular instruction and RTI. All testing, progress monitoring, and recording of data will be done in accordance with RCCSD mandates. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test.
School Budget Total:	\$ 142,878.00	
School Allocation Total:	\$ 142,878.00	

Remaining:

\$

0