



Capital School District (951300) Public 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	 Board Minutes  Board Minutes

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding

Organization ID	Grant Applicant	Proposed Allocations
951300-000	_District Office (With Board Approval)	\$190,467.82
951300-636	Booker T. Washington Elementary School	\$134,737.47
951300-645	Capital Early Childhood Center	\$15,740.00
951300-644	Central Middle School	\$329,955.37
951300-648	Dover High School	\$536,707.01
951300-632	East Dover Elementary School	\$379,447.36
951300-638	Fairview Elementary School	\$157,766.30
951300-640	Hartly Elementary School	\$99,148.47
951300-650	Kent County Community School	\$12,000.00
951300-655	Kent County Secondary ILC	\$12,000.00
951300-635	North Dover Elementary School	\$127,720.80
951300-634	South Dover Elementary School	\$278,856.95
951300-642	Towne Point Elementary School	\$277,687.65
951300-646	William Henry Middle School	\$115,030.00
	Total:	\$2,667,265.20
	District Total:	\$2,667,265.20
		\$0.00

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - _District Office (With Board Approval) (951300-000) -

Organization ID	Grant Applicant	Proposed Allocations
951300-000	_District Office (With Board Approval)	\$190,467.82

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - _District Office (With Board Approval) (951300-000) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) Full time Supervisor or Equity, Wellness and Culture	* \$ 190,467.82	* This supervisor coordinates, evaluates, supports and provides supervision to the LSCWs and School Counselors. The supervisor oversees the work that falls under Strategic Intent #2, Meeting the Needs of the Whole Child, by building capacity around and implementing MTSS. Students with disabilities students experiencing poverty are at higher risk for experiencing trauma. Therefore, the supervisor ensures that LCSWs have the skills and knowledge necessary to most effectively support students and families who have experienced trauma. The Supervisor provides access to high quality professional development opportunities around trauma informed practices that align with the District and DOE's trauma awareness progression and MTSS. In addition, the Supervisor establishes relationships with community providers that can effectively meet the mental health needs of ELL and low-income students. These resources might include bilingual providers, and providers that specialize in working with students who have experienced trauma. Goal 1 - to increase academic achievement of ESL and students experiencing poverty as measured through attendance, behaviors and course grades (ABCs). Goal 2- Increase the mental health support provided to ELL and low-income students as measured by the number of MTSS referrals, and the number of students who are provided with evidence-based interventions to address behavioral health. The success of this supervisor will be measured by DPAS goals as collaborated with the Director of Curriculum and Instruction.
School Budget Total:	\$ 190,467.82	
School Allocation Total:	\$ 190,467.82	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Booker T. Washington Elementary School (951300-636) -

Organization ID	Grant Applicant	Proposed Allocations
951300-636	Booker T. Washington Elementary School	\$134,737.47

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Booker T. Washington Elementary School (951300-636) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) School based LCSW	* \$ 101,111.57	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (L.R)
* (.23) School based LCSW	* \$ 33,625.90	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process.(BW)

School Budget Total:	\$	134,737.47	
School Allocation Total:	\$	134,737.47	
Remaining:	\$	0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Capital Early Childhood Center (951300-645) -

Organization ID	Grant Applicant	Proposed Allocations
951300-645	Capital Early Childhood Center	\$15,740.00

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Capital Early Childhood Center (951300-645) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* Evidence Based SEL Curriculum	* \$ 5,000.00	* Identify evidence based SEL curriculum aligned to CASEL core competencies to deliver Tier I services to students. Expected outcomes will be to increase school connectedness, particularly for marginalized ELL and low-income students, as well as increase school climate. Impact will be measured by school climate data, MTSS data, and ABCs.
* Conscious Discipline	* \$ 10,740.00	<p>* Universal/Tier I SEL proactive model to support students in all of our classrooms. This approach uses research-based strategies to help staff focus on safety, personal connections, and problem solving in a developmentally appropriate way. Specific elements help support managing big emotions with little people, setting up the classroom for student success, and approaches to encourage self regulation and use of social, communication, and problem solving skills.</p> <p><i>Conscious discipline employs tier one classroom strategies to support the development of executive functioning skills in young children, which studies show provides a direct correlation to kindergarten readiness. Students that experience adverse environmental conditions in childhood (such as general poverty, food insecurity, or inconsistent or delayed skill development) or that are Multi Language learners require additional supports in order to develop and manage the cognitive load from learning these executive functioning skills, which can be difficult in one language, let alone multiple languages.</i></p> <ul style="list-style-type: none"> ▪ E Course Site License (10 self-paced sessions for up to 75 participants)- \$1100+ \$4000 including KCCS and any community early ed centers that wanted to participate with us) ▪ Parent Education Pack -\$700 ▪ Parent Ed Home bundles- \$139 (10 bundles)1390 ▪ Books <ul style="list-style-type: none"> • <i>Conscious Discipline Core</i>- \$1950 (50 copies) • <i>Managing Emotional Mahem</i>- \$1600 (50 copies)

School Budget Total:	\$	15,740.00	
School Allocation Total:	\$	15,740.00	
Remaining:	\$	0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Central Middle School (951300-644) -

Organization ID	Grant Applicant	Proposed Allocations
951300-644	Central Middle School	\$329,955.37

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Central Middle School (951300-644) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) full time school based LCSW	* \$ 93,121.58	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (J.G)
* One (1) full time school based ELL Teacher	* \$ 33,814.24	* <i>The ELL teacher will provide direct services to students in the school, thus reducing the teacher/student ratio for ESL instruction, in addition to providing direct professional learning to general education teachers. All Capital ESL teachers will participate in a monthly ESL PLC to improve their own instructional practice and professional development delivery. ESL teachers will participate in instructional improvement across the school with an added focus on meeting the needs of English learners. Impact will be measured through academic performance, attendance and behavior, as well as performance on WIDA assessment. (CC)</i>
* Evidence Based SEL Curriculum	* \$ 15,000.00	* Identify evidence based SEL curriculum aligned to CASEL core competencies to deliver Tier I services to students. Expected outcomes will be to increase school connectedness, particularly for marginalized ELL and low-income students, as well as increase school climate. Impact will be measured by school climate data, MTSS data, and ABCs. (Leader in Me)

* One (1) full time school based LCSW	* \$ 108,019.55	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (SD)
* One (1) full time school based Behavior Liaison	* \$ 80,000.00	* The stresses of living in poverty often cause a loss of grey matter in the prefrontal cortex, which plays a role in complex cognitive tasks, social behavior, and decision making. Living in poverty is also correlated with a drop in brain white matter; this lowers communication between the cortex and the amygdala and reduces self-control Poverty can also dampen the development of empathy due to a range of stresses, including stress on parents. Research shows that students coming from households with low SES status are more susceptible to negative peer influences that promote disruptive behavior, drug use and criminal activities leading to behavioral challenges in school. Students from low-income families may also have limited access to support services like counseling and mental health resources. The Behavior Liaison will provide direct services to students in schools in addition 931 an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. The behavior interventionist will provide support to administrators and coach staff regarding effective interventions and behavior techniques. Behavior liaison will train appropriate staff regarding the use of behavior management programs for individual students. (MDY)
School Budget Total:	\$ 329,955.37	
School Allocation Total:	\$ 329,955.37	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Dover High School (951300-648) -

Organization ID	Grant Applicant	Proposed Allocations
951300-648	Dover High School	\$536,707.01

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Dover High School (951300-648) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) full time school-based school counselor	* \$ 132,579.34	* The full-time school counselor will support school wide implementation of Tier I services and supports through classroom and small group lessons and delivery of the SEL curriculum, serve as an active member of MTSS team, and will regularly review data to identify students who need additional interventions and support. ELL and low-income students will experience an increase in sense of belonging in a trauma informed school environment as a result of this focus. In addition, the school counselor will work closely with ELL and low-income students to focus upon post-secondary college and career planning, as ELL and low-income students may require additional resources and support in navigating the post-secondary planning process. The school counselor will facilitate communication of stakeholders who provide direct support to ELL and low-income students such as the CTE paraprofessional, MTSS team, parents, students, and other relevant stakeholders. The expected impact of this specialized counselor is to create a safe and supportive school environment for all students- particularly ELL and low-income students, which will be measured by climate surveys and universal screening data, as well as evidence of an individualized post-secondary plan for ELL and low-income students. These supports will ultimately lead to increased outcomes on student assessments, grades, attendance and increased graduation rates for ELL and low-income students (M.P)
* Full time ELL CTE Teacher	* \$ 95,204.26	* The full time ELL CTE teacher work directly with English learners and low-income students in Career and Technical Education programming in accessing specialized vocabulary related to careers, and push-in classroom support for technical language. The expected impact is to more effectively prepare ELL and low-income students with skills necessary for post-secondary success. Impact will be measured by academic performance in CTE classes, progression through and completion of CTE courses, and success on industry assessments. (ZB)

* One (1) Full time school based LCSW	* \$ 130,295.41	* These mental health professionals will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (CG)
* 1 Full time Behavior Liaison	* \$ 52,930.00	* The stresses of living in poverty often cause a loss of grey matter in the prefrontal cortex, which plays a role in complex cognitive tasks, social behavior, and decision making. Living in poverty is also correlated with a drop in brain white matter; this lowers communication between the cortex and the amygdala and reduces self-control Poverty can also dampen the development of empathy due to a range of stresses, including stress on parents. Research shows that students coming from households with low SES status are more susceptible to negative peer influences that promote disruptive behavior, drug use and criminal activities leading to behavioral challenges in school. Students from low-income families may also have limited access to support services like counseling and mental health resources. The Behavior Interventionist will provide direct services to students in schools in addition 931 an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. The behavior interventionist will provide support to administrators and coach staff regarding effective interventions and behavior techniques. Behavior liaison will train appropriate staff regarding the use of behavior management programs for individual students. (AH)
* 4 Restorative Ambassadors	* \$ 85,698.00	* 4 PT restorative ambassadors (hallway monitors) to support climate and culture at DHS. Paid at 20.00 per hours with 32.25 % OEC rate based on 29 hours per week @ 36 weeks.
* 1 (one) Full time school based LCSW	* \$ 40,000.00	* These mental health professionals will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process (MM local)
School Budget Total:	\$ 536,707.01	

School Allocation Total:	\$	536,707.01	
Remaining:	\$	0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - East Dover Elementary School (951300-632) -

Organization ID	Grant Applicant	Proposed Allocations
951300-632	East Dover Elementary School	\$379,447.36

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - East Dover Elementary School (951300-632) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* (302) 672-1500	* Sheralyn.wiley@capital.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.)
* One (1) full time school based LCSW	* \$ 138,170.51	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (FS)
* One (1) full time school based reading teacher	* \$ 95,504.28	* The reading teacher will provide tier I and tier II support to ELL and low income students who need additional academic support in reading. Teachers will review data and develop and implement a plan for providing supplemental reading support to students which may include pre-teaching, reteaching and skills reinforcement. Impact will be measured by academic performance in reading, and an increase in data from universal screening measures. (HM)

* 1 Full time School Based Behavior Liaison	* \$ 65,047.74	* The stresses of living in poverty often cause a loss of grey matter in the prefrontal cortex, which plays a role in complex cognitive tasks, social behavior, and decision making. Living in poverty is also correlated with a drop in brain white matter; this lowers communication between the cortex and the amygdala and reduces self-control Poverty can also dampen the development of empathy due to a range of stresses, including stress on parents. Research shows that students coming from households with low SES status are more susceptible to negative peer influences that promote disruptive behavior, drug use and criminal activities leading to behavioral challenges in school. Students from low-income families may also have limited access to support services like counseling and mental health resources. The Behavior Interventionist will provide direct services to students in schools in addition 931 an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. The behavior interventionist will provide support to administrators and coach staff regarding effective interventions and behavior techniques. Behavior liaison will train appropriate staff regarding the use of behavior management programs for individual students. (JW)
* One (1) full time school based LCSW (.34)	* \$ 40,724.83	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (AH - salary split with mental health/rgd)
* One (1) full time school based LCSW	* \$ 40,000.00	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (SBH local)
School Budget Total:	\$ 379,447.36	
School Allocation Total:	\$ 379,447.36	

Remaining:

\$

0.00

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Fairview Elementary School (951300-638) -

Organization ID	Grant Applicant	Proposed Allocations
951300-638	Fairview Elementary School	\$157,766.30

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Fairview Elementary School (951300-638) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) full time school based LCSW	* \$ 117,766.30	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (AH)

* One (1) Full Time Behavior Liaison	* \$ 40,000.00	* <p>The stresses of living in poverty often cause a loss of grey matter in the prefrontal cortex, which plays a role in complex cognitive tasks, social behavior, and decision making. Living in poverty is also correlated with a drop in brain white matter; this lowers communication between the cortex and the amygdala and reduces self-control</p> <p>Poverty can also dampen the development of empathy due to a range of stresses, including stress on parents.</p> <p>Research shows that students coming from households with low SES status are more susceptible to negative peer influences that promote disruptive behavior, drug use and criminal activities leading to behavioral challenges in school. Students from low-income families may also have limited access to support services like counseling and mental health resources.</p> <p>The Behavior Interventionist will provide direct services to students in schools in addition 931 an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. The behavior interventionist will provide support to administrators and coach staff regarding effective interventions and behavior techniques. Behavior liaison will train appropriate staff regarding the use of behavior management programs for individual students. (AY)</p>
School Budget Total:	\$ 157,766.30	
School Allocation Total:	\$ 157,766.30	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Hartly Elementary School (951300-640) -

Organization ID	Grant Applicant	Proposed Allocations
951300-640	Hartly Elementary School	\$99,148.47

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Hartly Elementary School (951300-640) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) school based full time LCSW	* \$ 99,148.47	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (CB)
School Budget Total:	\$ 99,148.47	
School Allocation Total:	\$ 99,148.47	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Kent County Community School (951300-650) -

Organization ID	Grant Applicant	Proposed Allocations
951300-650	Kent County Community School	\$12,000.00

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Kent County Community School (951300-650) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* Sheralyn.wiley@capital.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.)
* Evidence Based SEL Curriculum	* \$ 12,000.00	* Identify and adopt evidence based SEL curriculum aligned to CASEL core competencies to deliver Tier I services to students. Expected outcomes will be to increase school connectedness, particularly for marginalized ELL and low-income students, as well as increase school climate. Impact will be measured by school climate data, MTSS data, and ABCs.
School Budget Total:	\$ 12,000.00	
School Allocation Total:	\$ 12,000.00	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Kent County Secondary ILC (951300-655) -

Organization ID	Grant Applicant	Proposed Allocations
951300-655	Kent County Secondary ILC	\$12,000.00

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Kent County Secondary ILC (951300-655) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* Evidence Based SEL curriculum	* \$ 12,000.00	* Identify evidence based SEL curriculum aligned to CASEL core competencies to deliver Tier I services to students. Expected outcomes will be to increase school connectedness, particularly for marginalized ELL and low-income students, as well as increase school climate. Impact will be measured by school climate data, MTSS data, and ABCs.
School Budget Total:	\$ 12,000.00	
School Allocation Total:	\$ 12,000.00	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - North Dover Elementary School (951300-635) -

Organization ID	Grant Applicant	Proposed Allocations
951300-635	North Dover Elementary School	\$127,720.80

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - North Dover Elementary School (951300-635) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) FT School based Behavior Liaison	* \$ 91,407.83	* The Behavior Interventionist will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building Behavior Interventionists into existing school systems will improve behavioral awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The Behavior Interventionist will work with families, students, staff and administration to provide the tools for successful behavior and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (RG)
* 1 FTE LCSW (.41)	* \$ 36,312.97	* (.41) Fulltime LSCW.The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process.

School Budget Total:	\$	127,720.80	
School Allocation Total:	\$	127,720.80	
Remaining:	\$	0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - South Dover Elementary School (951300-634) -

Organization ID	Grant Applicant	Proposed Allocations
951300-634	South Dover Elementary School	\$278,856.95

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - South Dover Elementary School (951300-634) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3028574224	* sheralyn.wiley@capital.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.)
* One (1) full time school based LCSW (.89)	* \$ 77,784.80	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process.(R-AD)
* One (1) full time school based ELL teacher	* \$ 116,072.15	* The ELL teacher will provide direct services to students in the school, thus reducing the teacher/student ratio for ESL instruction, in addition to providing direct professional learning to general education teachers. All Capital ESL teachers will participate in a monthly ESL PLC to improve their own instructional practice and professional development delivery. ESL teachers will participate in instructional improvement across the school with an added focus on meeting the needs of English learners. Impact will be measured through academic performance, attendance and behavior, as well as performance on WIDA assessment. (ST)

* 1 FTE Behavior Liaison	* \$ 85,000.00	* <p>The stresses of living in poverty often cause a loss of grey matter in the prefrontal cortex, which plays a role in complex cognitive tasks, social behavior, and decision making. Living in poverty is also correlated with a drop in brain white matter; this lowers communication between the cortex and the amygdala and reduces self-control</p> <p>Poverty can also dampen the development of empathy due to a range of stresses, including stress on parents.</p> <p>Research shows that students coming from households with low SES status are more susceptible to negative peer influences that promote disruptive behavior, drug use and criminal activities leading to behavioral challenges in school. Students from low-income families may also have limited access to support services like counseling and mental health resources.</p> <p>The Behavior Liaison will provide direct services to students in schools in addition 931 an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. The behavior interventionist will provide support to administrators and coach staff regarding effective interventions and behavior techniques. Behavior liaison will train appropriate staff regarding the use of behavior management programs for individual students. (JS)</p>
School Budget Total:	\$ 278,856.95	
School Allocation Total:	\$ 278,856.95	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Towne Point Elementary School (951300-642) -

Organization ID	Grant Applicant	Proposed Allocations
951300-642	Towne Point Elementary School	\$277,687.65

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - Towne Point Elementary School (951300-642) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) full time school based LCSW	* \$ 118,000.00	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSWs will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (CA)
* One (1) full time school based special education/ reading teacher	* \$ 97,000.00	* The reading teacher will provide tier I and tier II support to ELL and low-income students who need additional academic support in reading. Teachers will review data and develop and implement a plan for providing supplemental reading support to students which may include pre-teaching, reteaching and skills reinforcement. Impact will be measured by academic performance in reading, and an increase in data from universal screening measures. (TC)

* One (1) full time school-based ELL teacher (.88)	* \$ 62,687.65	* The ELL teacher will provide direct services to students in the school, thus reducing the teacher/student ratio for ESL instruction, in addition to providing direct professional learning to general education teachers. All Capital ESL teachers will participate in a monthly ESL PLC to improve their own instructional practice and professional development delivery. ESL teachers will participate in instructional improvement across the school with an added focus on meeting the needs of English learners. Impact will be measured through academic performance, attendance and behavior, as well as performance on WIDA assessment. (JS)
School Budget Total:	\$ 277,687.65	
School Allocation Total:	\$ 277,687.65	
Remaining:	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - William Henry Middle School (951300-646)

Organization ID	Grant Applicant	Proposed Allocations
951300-646	William Henry Middle School	\$115,030.00

Program Details

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Flexible Funding - William Henry Middle School (951300-646) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Sheralyn Wiley	* 3026721500	* sheralyn.wiley@capital.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.)
* One (1) full time school based LCSW	* \$ 94,780.00	* The LCSW will provide direct services to students in schools in addition to providing support to school teams on student problem solving. Research has provided evidence of direct correlation between poverty and immigration status and individual mental health risk. Building LCSWs into existing school systems will improve mental health awareness and support available to all students; however, the greatest focus of direct services will be to serve students with low socio-economic status, students who have experienced trauma, students experiencing homelessness, and students from immigrant families. The LCSW's will work with families, students, staff and administration to provide the tools for successful mental health and connecting them to supports that will help the students be proficient and productive in the school setting. Impact will be measured by an increase in student attendance and grades, decrease in discipline infractions, and increase in number of students accessing mental health services via the MTSS process. (DCS)
* Imagine Learning	* \$ 20,250.00	* 150 Language and Literacy Reusable Licenses fto support MLL learners with a personalized learning program that accelerates both language and literacy skills development side by side. Direct, explicit, and systematic instruction and practice ensure students learn critical skills in four language domains. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
School Budget Total:	\$ 115,030.00	
School Allocation Total:	\$ 115,030.00	
Remaining:	\$ 0.00	

Mental Health and Reading Program Allocations

Capital School District (951300) Public District - FY 2024 - Opportunity Funding - Rev 0 - Mental Health and Reading

Organization ID	Grant Applicant	Proposed Allocations
951300-636	Booker T. Washington Elementary School	\$61,830.00
951300-632	East Dover Elementary School	\$79,654.00
951300-638	Fairview Elementary School	\$44,871.00
951300-635	North Dover Elementary School	\$51,584.00
951300-634	South Dover Elementary School	\$120,127.00
951300-642	Towne Point Elementary School	\$75,256.00
Total:		\$433,322.00
District Total:		\$433,322.00
		\$0.00