

Assurances


Capital School District (951300) Public District - FY 2025 - 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	 <a href="#">Waiver document</a>

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding**

<b>Organization ID</b>	<b>Grant Applicant</b>	<b>Proposed Allocations</b>
951300-000	_District Office (With Board Approval)	\$412,655.71
951300-636	Booker T. Washington Elementary School	\$290,696.67
951300-645	Capital Early Childhood Center	\$20,924.84
951300-648	Dover High School	\$556,156.48
951300-632	East Dover Elementary School	\$303,857.20
951300-638	Fairview Elementary School	\$47,037.58
951300-640	Hartly Elementary School	\$150,051.64
951300-650	Kent County Community School	\$80,702.03
951300-655	Kent County Secondary ILC	\$330,591.64
951300-633	Middle School of Excellence	\$146,372.16
951300-637	Middle School of Innovation	\$114,748.35
951300-635	North Dover Elementary School	\$247,920.33
951300-634	South Dover Elementary School	\$292,597.77
951300-642	Towne Point Elementary School	\$220,407.97
951300-646	William Henry Middle School	\$203,086.35
<b>Total:</b>		<b>\$3,417,806.72</b>
<b>District Total:</b>		<b>\$3,417,806.72</b>
		<b>(\$0.00)</b>

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - 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)	\$412,655.71

Program Details

Capital School District (951300) Public District - FY 2025 - 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	* (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.)
* FT District Supervisor	* \$ 185,755.71	* 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 Office of Equity and School Improvement

* Reading Assist Fellows	* \$ 120,000.00	* Reading Assist provides intensive services for young, at-risk children with the most significant reading challenges so that they achieve reading progress and proficiency. The Capital School is partnering with Reading Assist to support our youngest readers who are struggling the most. We are placing a total of eighteen Reading Assist tutors to the schools listed below for the entire 2024-25 academic year. Some of these tutors will be funded via Opportunity Funding. The tutors meet one-on-one with students each day to drive literacy by third grade, one of education's key metrics. Reading Assist consistently and successfully delivers reading interventions using the Science of Reading. The high-dosage tutoring will be offered to the students at the lowest reading levels. Approximately half of the students at the targeted schools come from homes of modest income. About 30% of the students are reading at grade level. Opportunity Funds are an ideal way to overcome the systemic barriers to literacy and to level one playing field.
* Leader in Me	* \$ 45,000.00	* 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
* Professional Development for School Social Workers	* \$ 8,400.00	* Travel for 4 LCSW/MSW to the School Social Worker Conference 2025 in Atlanta, Ga 04/19/2025-04/12/2025 Hotel (double occupancy )@ 300 per night - 2 rooms = \$600 * 3(nights)= \$1800.00 Hotel (single occupancy )@ 300 per night - 1 room = \$300* 3(nights)= \$900.00 Round trip flight for 5 @ 300 pp = \$1500.00 Conference Registration @ 640 pp for 5 = \$ 3200.00 M&IE for 5 @ 200 pp = 1000.
* High Five Restorative Group Professional Development for Secondary	* \$ 45,000.00	* Contract with the High five is a program to provide training in the areas of restorative practices in an effort to promote positive behavior, build connected communities in schools, manage conflict and repair harm . The training will also help staff to support students so they feel seen, heard, and respected.
* Professional Development for School Counselors	* \$ 8,200.00	* School Counselor National Conference ASCA 2025 , Portland Oregon Feb 5-8 2025 Conference Registration - \$ 850 pp (4) - \$ 3400.00 Hotel 250 per night (double occupancy for 4 staff ) 500x4- \$2000.00 Roundtrip Flight 400 pp (4) \$ 1600.00 M&IE 300 pp (4) - \$1200.00
* Reverse the effects of Adverse Childhood Experience Kits (RACE kits)	* \$ 300.00	* RACE kits, monthly mental wellness packages, to support youth and families across the state. ?There are currently three RACE kits; one for teens, one for children, and one for teenage girls. RACE kits provide families with simple everyday tools and strategies to address anxiety. Items can include stress balls, journals and pens, toiletry items, and more. (15 kits @ 20.00 per kit )
<b>School Budget Total:</b>	\$ 412,655.71	
<b>School Allocation Total:</b>	\$ 412,655.71	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - 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	\$290,696.67

Program Details

**Capital School District (951300) Public District - FY 2025 - 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@capital.k12.de.us	* (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.)
* Full time LCSW	* \$ 72,747.74	* 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. (BE)
* Full time LCSW	* \$ 79,911.35	* 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)

* Full time MLL teacher	* \$ 91,000.00	* 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. (AE- shared with KCCS)
* .50 Behavior Support Liaison	* \$ 47,037.58	* 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(BW-Split with FV)
<b>School Budget Total:</b>	\$ 290,696.67	
<b>School Allocation Total:</b>	\$ 290,696.67	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Capital Early Childhood Center (951300-645) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-645	Capital Early Childhood Center	\$20,924.84

Program Details

Capital School District (951300) Public District - FY 2025 - 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@capital.k12.de.us	* (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.)
* Early Child Intervention/ SEL program	* \$ 20,924.84	* Conscious Discipline 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. E Course Site License (10 self-paced sessions for up to 75 participants)- \$5000 Parent Education Pack -\$700 each - @3- 2100 Parent Ed Home bundles- \$139 each @ 47 - 6533 Conscious Discipline Core- \$1950 (50 copies)- 3900 Managing Emotional Mayhem- \$1600 (50 copies) - 3200
<b>School Budget Total:</b>	\$ 20,924.84	
<b>School Allocation Total:</b>	\$ 20,924.84	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Dover High School (951300-648) -

Organization ID	Grant Applicant	Proposed Allocations
951300-648	Dover High School	\$556,156.48

Program Details

Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Dover High School (951300-648) -

**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.)
* Full time LCSW	* \$ 111,184.91	* 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. (CG)
* Full time LCSW	* \$ 95,956.61	* 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. (MM)

* Full time Counselor	* \$ 121,814.77	* 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 (MP)
* Full time BSL	* \$ 63,387.57	* 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 an increase 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.(SP)
* Full time MLL teacher (waiting on salary for Kelly Burgland)	* \$ 80,000.00	* 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. (KB)
* Full time Restorative Ambassador	* \$ 41,760.10	* Restorative ambassadors to support climate and culture at DHS.(RF)
* Full time Restorative Ambassador	* \$ 42,052.52	* Restorative ambassadors to support climate and culture at DHS. (MS)
<b>School Budget Total:</b>	\$ 556,156.48	
<b>School Allocation Total:</b>	\$ 556,156.48	

Remaining:

\$ 0.00

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - East Dover Elementary School (951300-632) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-632	East Dover Elementary School	\$303,857.20

Program Details

Capital School District (951300) Public District - FY 2025 - 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.)
* Full Time LCSW	* \$ 129,206.41	* 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)
* Full Time Reading Teacher	* \$ 99,721.00	* 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. (HM)

* Full Time Behavior Support Liaison	* \$ 74,929.79	* 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 (JH)
<b>School Budget Total:</b>	\$ 303,857.20	
<b>School Allocation Total:</b>	\$ 303,857.20	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Fairview Elementary School (951300-638) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-638	Fairview Elementary School	\$47,037.58

Program Details

Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Fairview Elementary School (951300-638) -

**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.)
* .50 Behavior Support Liaison	* \$ 47,037.58	* 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 (B.W. - Split with BTW)
<b>School Budget Total:</b>	\$ 47,037.58	
<b>School Allocation Total:</b>	\$ 47,037.58	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Hartly Elementary School (951300-640) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-640	Hartly Elementary School	\$150,051.64

Program Details

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Hartly Elementary School (951300-640) -**

**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.)
* FT LCSW	* \$ 87,475.83	* 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. (NQ)
* FT BSL	* \$ 62,575.81	* 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 (ST)
<b>School Budget Total:</b>	<b>\$ 150,051.64</b>	

<b>School Allocation Total:</b>	\$	150,051.64	
<b>Remaining:</b>	\$	0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Kent County Community School (951300-650) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-650	Kent County Community School	\$80,702.03

Program Details

Capital School District (951300) Public District - FY 2025 - 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	* (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.)
* FT LCSW	* \$ 80,702.03	* 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 (OPEN)
<b>School Budget Total:</b>	\$ 80,702.03	
<b>School Allocation Total:</b>	\$ 80,702.03	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Kent County Secondary ILC (951300-655) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-655	Kent County Secondary ILC	\$330,591.64

Program Details

Capital School District (951300) Public District - FY 2025 - 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	* (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.)
* FT BSL	* \$ 62,575.81	* 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 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.(JC)

* FT BSL	* \$ 62,070.37	* 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 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. . (SW)
* FT LCSW	* \$ 90,701.68	* 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. (JM)
* FT LCSW	* \$ 115,243.78	* 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)
<b>School Budget Total:</b>	\$ 330,591.64	
<b>School Allocation Total:</b>	\$ 330,591.64	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Middle School of Excellence (951300-633) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-633	Middle School of Excellence	\$146,372.16

Program Details

Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Middle School of Excellence (951300-633) -

**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.)
* Full time Behavior Liaison	* \$ 66,608.00	* 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 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)
* Restorative Ambassador	* \$ 40,000.00	* Restorative Ambassadors play a pivotal role in shaping a positive culture and climate, contributing significantly to students' mental health and wellness. These ambassadors foster a supportive and respectful environment by helping resolve conflicts peacefully and build trust among students. They serve as approachable figures who students can turn to, creating a safe and inclusive atmosphere that reduces feelings of isolation and anxiety. By emphasizing understanding, accountability, and empathy, Restorative Ambassadors not only uphold the school's behavioral expectations but also promote emotional well-being, helping students feel valued and connected. Their presence positively impacts the overall school climate, supporting a community where students are encouraged to thrive socially, emotionally, and academically.

* .50 School Counselor	* \$ 39,764.16	* he 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 (Open- .50 Balance to be covered by D1 Unit)
<b>School Budget Total:</b>	\$ 146,372.16	
<b>School Allocation Total:</b>	\$ 146,372.16	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Middle School of Innovation (951300-637) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-637	Middle School of Innovation	\$114,748.35

Program Details

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Middle School of Innovation (951300-637) -**

**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.)
* FT BSL	* \$ 74,748.35	* 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 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)
* FT Restorative Ambassador	* \$ 40,000.00	* Restorative Ambassadors play a pivotal role in shaping a positive culture and climate, contributing significantly to students' mental health and wellness. These ambassadors foster a supportive and respectful environment by helping resolve conflicts peacefully and build trust among students. They serve as approachable figures who students can turn to, creating a safe and inclusive atmosphere that reduces feelings of isolation and anxiety. By emphasizing understanding, accountability, and empathy, Restorative Ambassadors not only uphold the school's behavioral expectations but also promote emotional well-being, helping students feel valued and connected. Their presence positively impacts the overall school climate, supporting a community where students are encouraged to thrive socially, emotionally, and academically.

<b>School Budget Total:</b>	\$	114,748.35	
<b>School Allocation Total:</b>	\$	114,748.35	
<b>Remaining:</b>	\$	0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - North Dover Elementary School (951300-635) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-635	North Dover Elementary School	\$247,920.33

Program Details

Capital School District (951300) Public District - FY 2025 - 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	* (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.)
* FT LCSW ( apx .40)	* \$ 46,087.73	* 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)

* FT BSL	* \$ 91,553.72	* 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 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.(RG)
* FT MLL	* \$ 110,278.88	* 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. (AM)
<b>School Budget Total:</b>	\$ 247,920.33	
<b>School Allocation Total:</b>	\$ 247,920.33	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - South Dover Elementary School (951300-634) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-634	South Dover Elementary School	\$292,597.77

Program Details

Capital School District (951300) Public District - FY 2025 - 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	* (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.)
* FT Instructional Reading Coach	* \$ 90,000.00	* The instructional coach will focus on providing direct, job embedded coaching with a focus on early literacy. Research shows the impact of ongoing professional learning to support all teachers particularly novice teachers working in high needs areas. The needs assessment data from South Dover identified a need to support teachers with implementation of research-based literacy practices. This role will provide professional learning and coaching on such practices. (TBD)
* FT MLL teacher	* \$ 78,715.00	* 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)

* FT BSL	* \$ 62,041.77	* 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 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.(SS)
* FT Dean of Academics	* \$ 61,841.00	* the role of this will focus on providing onsite support for all staff in research-based practices around culturally responsive teaching practices. This includes the use of restorative approaches to addressing student behavioral concerns. Additionally, this position is key to supporting the work of the MTSS team to provide access, support, and resources to students and families as outlined in the MTSS framework. The person will provide direct support to at risk students by working with the classroom teacher, families, and mental health/SEL teams to ensure that students are making academic and social emotional progress. (JL)
<b>School Budget Total:</b>	\$ 292,597.77	
<b>School Allocation Total:</b>	\$ 292,597.77	
<b>Remaining:</b>	\$ 0.00	

Flexible Funding Program Allocations

**Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - Towne Point Elementary School (951300-642) -**

Organization ID	Grant Applicant	Proposed Allocations
951300-642	Towne Point Elementary School	\$220,407.97

Program Details

**Capital School District (951300) Public District - FY 2025 - 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	* (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.)
* Full Time Behavior Liaison	* \$ 119,761.03	* 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 (TB)
* Full Time Reading / Special Education Teacher	* \$ 89,391.82	* 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)
* Full Time MLL Teacher (.15)	* \$ 11,255.12	* 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. (GS)

<b>School Budget Total:</b>	\$	220,407.97	
<b>School Allocation Total:</b>	\$	220,407.97	
<b>Remaining:</b>	\$	0.00	

Flexible Funding Program Allocations

Capital School District (951300) Public District - FY 2025 - Opportunity Funding - Rev 0 - Flexible Funding - William Henry Middle School (951300-646)

Organization ID	Grant Applicant	Proposed Allocations
951300-646	William Henry Middle School	\$203,086.35

Program Details

Capital School District (951300) Public District - FY 2025 - 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@capital.k12.de.us	* (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.)
* FT BSL -	* \$ 114,754.13	* 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 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. (JB)
* FT MLL Teacher	* \$ 88,332.22	* 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.(JW)
<b>School Budget Total:</b>	\$ 203,086.35	
<b>School Allocation Total:</b>	\$ 203,086.35	

Remaining:

\$

0.00