

Assurances


Red Clay Consolidated School District (953200) Public District - FY 2025 - Opportunity Funding - Rev 1 - 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	 Waiver- Board Approval

Flexible Funding Program Allocations

Red Clay Consolidated School District (953200) Public District - FY 2025 - Opportunity Funding - Rev 1 - Flexible Funding - _District Office (With Board Approval) (953200-000) -

Organization ID	Grant Applicant	Proposed Allocations
953200-000	_District Office (With Board Approval)	\$6,811,912.96

Program Details

Red Clay Consolidated School District (953200) Public District - FY 2025 - Opportunity Funding - Rev 1 - Flexible Funding - _District Office (With Board Approval) (953200-000) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Carol Beck	* 302-552-3743	* carolina.beck@redclay.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.)
* 38 MLL Teachers	* \$ 4,607,793.70	* The Multilingual Learner teacher will support our multilingual learners and low SES students with targeted reading strategies to improve reading skills as well as target language instruction to increase English language proficiency. The MLL teacher will assist in reducing class size and engage every multilingual learner and low SES student in high-quality instruction and assessment designed to meet their individual needs. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. Schools: Baltz, Brandywine Springs (2), Cab Calloway, Conrad, Dickinson (3), AI High (2), AI Middle (3), HB Middle (2), Forest Oak (2), Heritage, Lewis (2), Linden Hill, Marbrook, McKean (4), Mote (2), North Star, Richardson Park, Richey, Shortlidge, Skyline (2), Stanton (3), Cooke
* 2 School Counselors	* \$ 112,866.05	* The School Counselor will support our multilingual learners and low SES students by enabling us to provide additional small group counseling intervention as a part of our Multi-Tiered System of Supports (MTSS). The school counselor will support students who are low SES and multilingual learners who have the need for Tier 2 counseling support aligned with the American School Counselor Association (ASCA) guidelines for short-term counseling and consultation. Red Clay counselors are part of the school's Problem Solving Team and use a data-based decision making process to determine interventions based on student needs. School: Conrad, AI High

* 1 Instructional Reading Coach/Support	* \$ 127,986.34	* The Instructional Reading Support/Coach will support our multilingual learners and low SES students by providing targeted professional learning and in-classroom support to all educators on the integration of content and language that will support our multilingual learners and low SES students in the content classrooms. With the use of current student data, a plan of instruction to assist students in the area of reading will be developed. All testing, progress monitoring, and recording of data will be done in accordance with RCCSD mandates. The expected impact would be a change in practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments and growth on the ACCESS test. School: Warner
* 1 MLL Instructional Coach/Support	* \$ 117,219.29	* The MLL Instructional Coach will support our multilingual learners and low SES students by providing targeted professional learning and in-classroom support to all educators on the integration of content and language that will support our multilingual learners and low SES students in the content classrooms. With the use of current student data, a plan of instruction to assist students in the area of reading, writing, listening, and speaking will be developed. All testing, progress monitoring, and recording of data will be done in accordance with RCCSD mandates. The expected impact would be a change in practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments and growth on the ACCESS test. School: Stanton
* 4 Contracted Services-Social Worker	* \$ 210,441.72	* The Social Worker will support multilingual learners and low SES students in the area of social emotional and mental health needs. The social worker is key in a school with disadvantaged students as they provide a focused reach with specific students in the area of social emotional and mental health needs. They are uniquely trained to integrate the school community and family context into interventions and resource referrals. The social worker will work with many outside community programs to connect students and families to services and needed items such as bedding, food, shelter, clothing, and more. Effectiveness will be measured by reviewing outside agency placements and risk assessment data. We would expect that having a full-time social worker will reduce the number of outside agency placements and the number of high or moderate risk assessments. We also measure effectiveness by reviewing discipline data. Schools: AI High, AI Middle, Early Years, Skyline
* 1 Contracted Services-Academic Support	* \$ 10,391.62	* The Academic Support Tutor will support our multilingual learners and low SES students with targeted reading and math strategies to improve reading/math skills. The academic support tutor will assist in reducing class size and engage every multilingual learner and low SES student in high quality instruction and assessment designed to meet their individual needs. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. School: First State
* 2 Contracted Services-BCBA	* \$ 133,101.79	* The BCBA will provide Tier 3 interventions for multilingual learners and low SES students who are referred through the Problem Solving Team process regardless of subgroup. These services will be provided using a data-based decision making process to determine the type of intervention needed. These services will be provided using a data-based decision making process to determine the type of intervention needed. Interventions include but are not limited to daily "check in/checkout", implementation of interventions detailed in IEPs, 1:1 mentoring and small group counseling. The BCBA will serve as a PBIS leader and a member of the truancy tracking team. They will strengthen the connection between the school and the MLL and low SES families by conducting home visits when students develop a pattern of chronic absenteeism. Schools: Meadowood, Shortlidge

* 1 Contracted Services-Registered Behavior Technician	* \$ 53,902.80	* The Registered Behavior Technician (RBT) will support our multilingual learners and low SES students to increase positive behavior and decrease negative behavior. The RBT is essential to schools with disadvantaged students as they specifically work under the supervision of a BCBA to collect behavior intervention data, implement interventions, conduct student observations, and work directly with students to increase positive behavior and decrease negative behavior. For many students that have been exposed to trauma, live in extreme poverty, or live with chronic stress can develop behaviors that make it very difficult to be successful in school. An RBT can work with specific students to help modify that behavior and increase the likelihood that they will advance in social emotional and academic learning. Effectiveness will be measured by reviewing students' Behavior Support Plan (BSP) data. With RBT support, we expect that data will indicate a reduction of negative behavior targeted through the BSP and an increase of positive replacement behavior. School: Shortlidge
* 9 Reading Support Teachers	* \$ 713,796.16	* The Reading Support teacher will support our multilingual learners and low SES students with targeted reading strategies to improve reading skills. With the use of current student data, the teacher will diagnose and prescribe a plan of instruction to assist students. All testing, progress monitoring, and recording of data will be done in accordance with RCCSD mandates. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. Schools: AI High, Baltz (2), Forest Oak, Marbrook, Richardson Park (2), Richey, Warner
* 7 Reading Support/Instructional Paraprofessionals	* \$ 538,867.78	* The Reading Support/Instructional Paraprofessional will be supporting multilingual learners and low SES students with targeted reading strategies during RTI to improve reading skills. With the use of current student data, the teacher will diagnose and prescribe a plan of instruction to assist students. The paraprofessional will work collaboratively with the students' reading teacher to ensure compatibility between regular instruction and RTI. All testing, progress monitoring, and recording of data will be done in accordance with RCCSD mandates. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. Schools: Baltz, Dickinson, AI High, Johnson, Lewis, McKean, Stanton
* 2 School Climate & Culture Student Advisor (teacher contract)	* \$ 185,545.71	* School Climate and Culture Student Advisor works directly with low-income students on proactive strategies to support social-emotional development, providing better opportunities for academic success. This individual works collaboratively with staff to improve development of classroom systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional learning as a Tier I practice. We will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall. School: AI High, Warner
School Budget Total:	\$ 6,811,912.96	
School Allocation Total:	\$ 6,811,912.96	
Remaining:	\$ 0.00	