

Assurances

Sussex Montessori (LEA) (961400) Charter 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.

Mental Health and Reading Program Allocations

Sussex Montessori (LEA) (961400) Charter District - FY 2025 - Opportunity Funding - Rev 0 - Mental Health and Reading - Sussex Montessori School (961400-614) -

Organization ID	Grant Applicant	Proposed Allocations
961400-614	Sussex Montessori School	\$59,390.00

Program Details

Sussex Montessori (LEA) (961400) Charter District - FY 2025 - Opportunity Funding - Rev 0 - Mental Health and Reading - Sussex Montessori School (961400-614) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Lisa Coldiron	* 302-404-5367	* lisa.coldiron@sussexms.k12.de.us
* Precious Benson	* 302-404-5367	* precious.benson@sussexms.k12.de.us

* Will 98% of mental health and/or reading funds remain allocated to this school?

Yes No

Investment and Goals

Mental Health and/or Reading (05311)	Cost	Expected Impact (Explain the expected impact of this investment on multilingual learners and/or students experiencing poverty.)
* Project Title: Holistic Support for Academic and Emotional Well-being of MLL and Low-Income Students Executive Summary: Our project seeks to provide comprehensive mental health support for Multilingual Learners (MLL) and Students Experiencing Poverty (SEP). By addressing both academic and emotional needs, we aim to foster a supportive learning environment that enhances language proficiency, reading skills, and overall well-being. This initiative will implement evidence-based interventions, professional development for educators, and community engagement activities. Problem Statement: Sussex Montessori School serves a significant number of students who are both Multilingual Learners and from low-income backgrounds. These students face unique challenges that hinder their academic progress and mental health, including language barriers, socio-economic stressors, and limited access to mental	* \$ 0.00	* Expected Outcomes: 1. Increased Reading Proficiency: Students will show significant improvement in reading skills, as measured by standardized reading assessments (Dibels and Star) and classroom performance. 2. Improved Mental Health: Students will demonstrate improved emotional well-being, evidenced by reduced behavioral incidents and positive self-reports on mental health surveys. (Aperture provides data support) 3. Enhanced Teacher Effectiveness: Educators will report increased confidence and effectiveness in supporting the academic and mental health needs of MLL and low-income students. 4. Stronger Family and Community Engagement: Families will feel more involved and supported, contributing to a cohesive and nurturing learning environment. Evaluation and Reporting: We will conduct a comprehensive evaluation to measure the effectiveness of our project. Key performance indicators will include reading proficiency test scores, mental health survey results, teacher feedback, and family engagement metrics.

stressors, and limited access to mental health resources. Data indicates that MLL and low-income students have lower reading proficiency and higher rates of emotional and behavioral issues compared to their peers. This dual challenge necessitates a holistic approach to support their academic and emotional needs.

Objectives: 1. Improve Reading Proficiency: Implement targeted reading interventions to enhance literacy skills among MLL and low-income students. 2. Enhance Mental Health Support: Provide accessible mental health resources and support services to address emotional and behavioral challenges by hiring PT support for coordination, training and intervention 3. Professional Development: Equip educators with the skills and knowledge to support the academic and mental health needs of MLL and low-income students. 4. Family and Community Engagement: Strengthen partnerships with families and the community to create a supportive network for students. Methodology: 1. Reading Support Program: (push-in academic support) o Implement evidence-based literacy programs and High Dosage Tutoring tailored to the needs of MLL and low-income students. (Student classroom support) o Utilize bilingual reading materials and technology-assisted learning tools. o Offer after-school and summer reading programs to provide additional practice and reinforcement. 2. Mental Health Support: o Hire an additional part-time student support coordinator to provide individual and group sessions to support learners struggling with behaviors due to a language barrier and/or socio-economic stressors. o Develop and implement social-emotional learning (SEL) curricula in classrooms. o Create a peer support system to foster a positive school climate and peer mentorship. 3. Professional Development: o Conduct training sessions for educators on trauma-informed teaching practices and strategies for supporting MLL and low-income students. o Provide

workshops on integrating mental health support into everyday teaching. o Establish a professional learning community for educators to share best practices and resources. 4. Family and Community Engagement: o Organize family workshops on supporting literacy at home and recognizing signs of mental health issues. o Develop multilingual resources and communication channels to engage families. o Partner with local mental health organizations to provide additional support and resources.		
* \$28,257 - Social Worker/Counselor	* \$ 28,257.00	* As a result of intensive one one-on-one counseling support partnered with paraprofessional academic support, MLL, and SEP students will have fewer reported interventions needed and see significant growth in literacy.
* \$31,133 - Reading Support paraprofessional (includes OEC's)	* \$ 31,133.00	* Increased Reading Proficiency: Students will show significant improvement in reading skills, as measured by standardized reading assessments (Dibels and Star) and classroom performance.
School Budget Total:	\$ 59,390.00	
School Allocation Total:	\$ 59,390.00	
Remaining:	\$ 0.00	