

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	To identify the social and emotional learning needs of students, the District reviewed individual student and cohort achievement, behavior and attendance data and trends from the 19-20, 20-21 and start of the 21-22 school years to estimate the effect of the COVID-19 Pandemic on student learning and well-being. Staff PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 Districtwide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team. These practices will continue as we strive to identify and respond to the needs of our students in the area of Social and Emotional Learning.
Professional Development for Social and Emotional Learning	The aforementioned review of achievement, behavior and attendance data assisted staff in understanding the growing social and emotional needs of our students and effect of the COVID-19 Pandemic on student learning and well-being. Teachers were asked for input on their professional development needs related to supporting students' social and emotional needs and participated in a professional development survey at the beginning of the school year. The District SEL committee discussed professional development options in alignment with our SEL framework and staff responses to the survey. Teacher feedback on professional development sessions and personal reflections will evaluate programming and needs moving forward.
Reading Remediation and Improvement for Students	Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and Supervisor of Curriculum, Instruction and Assessment met in groups to review student reading achievement and skill proficiency data and discuss the effect of the COVID-19 Pandemic on student learning. Indicators used for grades K-6 included literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades,

	Method used to Understand Each Type of Impact
	attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms.
Other Learning Loss	Administrative and staff meetings to discuss the effect of the COVID-19 Pandemic on student learning and well-being are ongoing. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment met in groups to review student data. Indicators reviewed for students in grades K-6 include literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. Indicators reviewed for students in grades 7-12 include benchmark assessment data, student grades, course failure risks, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. These teams work to identify the learning loss of our students and possibilities to provide support to meet their needs.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	The Second Step, Rachel's Challenge and SWPBS programs will be implemented at various levels K-12. In addition, teachers will be provided with professional development to equip them with the tools to identify, understand and support student social and emotional well-being. Impact will be measured through review of staff and student survey responses and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		student behavior and achievement data.
Children from Low-Income Families	Reading Remediation and Improvement	Funds will be used to replenish outdated and lost books, increase the number of books available and ensure high quality and interest books are available, thus encouraging independent reading, student engagement and reading in the home. Impact will be measured through review of parent survey responses, student achievement data and book circulation reports.
Children from Low-Income Families	Other Areas of Learning Loss	Curriculum and instructional resources were purchased to support targeted instruction in Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher professional development in programs was provided as needed. In addition, math instructional time for grade 7 students was increased. Impact will be measured through review of student achievement data.
Children with Disabilities	Social and Emotional Learning	The Second Step, Rachel's Challenge and SWPBS programs will be implemented at various levels K-12. In addition, teachers will be provided with professional development to equip them with the tools to identify,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>understand and support student social and emotional well-being. Impact will be measured through review of staff and student survey responses and student behavior and achievement data.</p>
<p>Students Experiencing Homelessness</p>	<p>Social and Emotional Learning</p>	<p>The Second Step, Rachel's Challenge and SWPBS programs will be implemented at various levels K-12. In addition, teachers will be provided with professional development to equip them with the tools to identify, understand and support student social and emotional well-being. Impact will be measured through review of staff and student survey responses and student behavior and achievement data.</p>
<p>Students Experiencing Homelessness</p>	<p>Reading Remediation and Improvement</p>	<p>Funds will be used to replenish outdated and lost books, increase the number of books available and ensure high quality and interest books are available, thus encouraging independent reading, student engagement and reading in the home. Impact will be measured through review of parent survey responses, student achievement data and book circulation reports.</p>
		<p>Curriculum and instructional resources were purchased to support targeted instruction in</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Other Areas of Learning Loss	Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher professional development in programs was provided as needed. Impact will be measured through review of student achievement data.
Children with Disabilities	Reading Remediation and Improvement	Funds will be used to replenish outdated and lost books, increase the number of books available and ensure high quality and interest books are available, thus encouraging independent reading, student engagement and reading in the home. Impact will be measured through review of parent survey responses, student achievement data and book circulation reports.
Children with Disabilities	Other Areas of Learning Loss	Curriculum and instructional resources were purchased to support targeted instruction in Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher professional development in programs was provided as needed. Impact will be measured through review of student achievement data.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	591,959	30%	177,588

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

To identify the social and emotional learning needs of students, the District reviewed individual student and cohort achievement, behavior and attendance data and trends from the 19-20, 20-21 and start of the 21-22 school years to estimate the effect of the COVID-19 Pandemic on student learning and well-being. Staff PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 Districtwide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team. Students strengths include

resiliency and adaptability. Student needs identified include developmental delays, lack of coping skills, difficulty maintaining routines, regressed social skills, anxiety and self regulation.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Second Step	Children from Low-Income Families	Universal	1,100
Second Step	Students Experiencing Homelessness	Universal	100
Second Step	Children with Disabilities	Universal	450
Crisis Counselor	Children from Low-Income Families	Intensive	1,450
Crisis Counselor	Children with Disabilities	Intensive	575
Crisis Counselor	Students Experiencing Homelessness	Intensive	150
Rachels Challenge Program	Children from Low-Income Families	Universal	565
Rachels Challenge Program	Children with Disabilities	Universal	250
Rachels Challenge Program	Students Experiencing Homelessness	Universal	40
SWPBS	Children from Low-Income Families	Universal	1,450
SWPBS	Children with Disabilities	Universal	575

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
SWPBS	Students Experiencing Homelessness	Universal	150

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Staff surveys and reflections	Three times per year	Teachers will report an increase in positive student responses to challenging moments in school and a decrease in negative student responses to challenging moments in school.
Behavior referral data	Ongoing	There will be at least a 10% decrease in student behavior referrals.
Student Climate Surveys	One time per year	There will be at least a 10% increase in the number of students reporting favorably on positive school climate indicators.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	591,959	10%	59,196

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	230	Other	Dr. Laura Riffell	External Contractor	Instruction, support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	230	Other	Dr. Laura Riffell	External Contractor	Instruction, support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
c. Motivating students that have been disengaged;	230	Other	Dr. Laura Riffell	External Contractor	Instruction, support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
					Instruction,

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	230	Other	Dr. Laura Riffell	External Contractor	support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
d. Mentoring students who have attendance issues before it becomes a pattern;	230	Other	Dr. Laura Riffell	External Contractor	Instruction, support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
					Instruction, support and resources will

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
f. Engaging and communicating effectively with parents;	230	Other	Dr. Laura Riffell	External Contractor	be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
g. Working with community agencies to address non-academic needs.	230	Other	Dr. Laura Riffell	External Contractor	Instruction, support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
e. Self-care and mindfulness strategies for teachers;	230	Other	Mark Schumacher	External Contractor	Inservice day keynote address to "Reignite the Joys of

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					Teaching"

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Staff Surveys and Feedback	Three times per year	Teachers will report an increase in their level of comfort in supporting student social emotional needs.
Behavior Referrals	Ongoing	There will be at least a 10% decrease in student behavior referrals.
Administrative classroom walkthroughs	Ongoing	Administrators will observe teachers applying strategies learned during professional development sessions.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement

for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	591,959	8%	47,357

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and Supervisor of Curriculum, Instruction and Assessment met in groups to review student reading achievement and skill proficiency data and discuss the effect of the COVID-19 Pandemic on student learning. Indicators used for grades K-6 included literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. Student skill proficiency and achievement was below grade level in many instances.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

Yes

Please explain:

Traditionally, we see positive growth in our students in grades 3-6 in reading as evidenced by PVAAS data. However, that data is not currently available. In grades K-2, we have many students that do not make a year's worth of growth or more in one school year in the acquisition of early literacy skills.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Increased School Library Resources	Children from Low-Income Families	1,450	Funds will be used to replenish outdated and lost books, increase the number of books available and ensure high quality and interest books are available, thus encouraging independent reading, student engagement and reading in the home. Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement (Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that students tend to earn better standardized test scores in schools that

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>have strong library programs. High-interest books help students improve reading stamina, comprehension, fluency, and attitudes toward reading. Researchers have often found that the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities.</p>
			<p>Funds will be used to replenish outdated and lost books, increase the number of books available and ensure high quality and interest books are available, thus encouraging independent reading, student engagement and reading in the home. Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Increased School Library Resources	Children with Disabilities	575	<p>(Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that students tend to earn better standardized test scores in schools that have strong library programs. High-interest books help students improve reading stamina, comprehension, fluency, and attitudes toward reading. Researchers have often found that the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities.</p>
			<p>Funds will be used to replenish outdated and lost books, increase the number of books available and ensure high quality and interest books are available, thus encouraging independent reading, student engagement and reading in the home. Since 1992, a growing body of</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Increased School Library Resources	Students Experiencing Homelessness	110	<p>research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement (Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that students tend to earn better standardized test scores in schools that have strong library programs. High-interest books help students improve reading stamina, comprehension, fluency, and attitudes toward reading. Researchers have often found that the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities.</p>

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Benchmark Assessments	Three times per year	Student achievement will increase by at least 10% on each administration.
Parent Surveys	Two times per year	Parents will report an increase in the percent of time a child spends reading in the home.
Book Circulation Data	Ongoing	The number of books checked out from the library will increase at least 10% from previous years.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	591,959	52%	307,819

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Adding a Math teacher to the Middle School

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Increased instructional time for 7th Grade Math	Children from Low-Income Families	175	math team allows for 90 minutes of daily math instruction for grade 7 students. This doubles the amount of instructional time in years past. Increased instructional time provides the opportunity to focus more in depth on concepts, target student skill deficits and accelerate learning.
Targeted Intervention	Children from Low-Income Families	1,000	Curriculum and instructional resources were purchased to support targeted instruction in Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher professional development in programs was provided as needed.
Targeted Intervention	Children with Disabilities	450	Curriculum and instructional resources were purchased to support targeted instruction in Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			professional development in programs was provided as needed.
Targeted Intervention	Students Experiencing Homelessness	150	Curriculum and instructional resources were purchased to support targeted instruction in Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher professional development in programs was provided as needed.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Benchmark Assessments	Three times per year	Student achievement will increase by at least 10% on each administration.
Curriculum Based Assessments	Ongoing	At least 70% of students will achieve 70% or greater on curriculum based assessments in Science.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$591,959.00

Allocation

\$591,959.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

177,588

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$125,588.00	Crisis Counselor
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$7,000.00	K-8 Second Step Program
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$3,000.00	Rachel's Challenge
1000 - Instruction	600 - Supplies	\$42,000.00	SWPBS
		\$177,588.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$591,959.00

Allocation

\$591,959.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

59,196

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	\$3,850.00	Inservice day keynote address to "Reignite the Joys of Teaching"
2200 - Staff Support Services	500 - Other Purchased Services	\$50,000.00	Instruction, support and resources will be provided to teachers to support students in this area. Teachers will have access to online seminars, self paced, whole group and small group learning and live video conferences.
2200 - Staff Support Services	100 - Salaries	\$5,761.00	Stipends for staff to attend professional development sessions
		\$59,611.00	



Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$591,959.00

Allocation

\$591,959.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

47,357

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$93,076.00	Elementary library resources
		\$93,076.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	591,959	177,588	59,196	47,357	307,818

Learning Loss Expenditures

Budget

\$591,959.00

Allocation

\$591,959.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$185,537.00	Curriculum and instructional resources
1000 - Instruction	700 - Property	\$7,155.00	Instructional technology for learning support class

Function	Object	Amount	Description
1000 - Instruction	700 - Property	\$3,798.00	Student headphones for use of elementary learning program
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,000.00	Professional Development to support learning intervention program
1000 - Instruction	100 - Salaries	\$57,973.00	Middle School Math Teacher
1000 - Instruction	200 - Benefits	\$6,221.00	Middle School Math Teacher
		\$261,684.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$591,959.00

Allocation

\$591,959.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$57,973.00	\$6,221.00	\$0.00	\$0.00	\$0.00	\$227,537.00	\$10,953.00	\$302,684.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$3,000.00	\$0.00	\$7,000.00	\$93,076.00	\$0.00	\$103,076.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$125,588.00	\$0.00	\$0.00	\$0.00	\$0.00	\$125,588.00
2200 Staff Support Services	\$5,761.00	\$0.00	\$1,000.00	\$0.00	\$53,850.00	\$0.00	\$0.00	\$60,611.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$63,734.00	\$6,221.00	\$129,588.00	\$0.00	\$60,850.00	\$320,613.00	\$10,953.00	\$591,959.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$591,959.00