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	The results of the 2019 PAYS (Pennsylvania Youth Survey) shall provide the basis for the design and use of our SEL funds. Additionally, data collected from student disciplinary, SAP, and IST referrals, behavioral reports, parent/family referrals will be utilized. Student and faculty input from a variety of sources such as social skills groups, individual counseling, the freshmen seminar and various health surveys shall be used over the next few years to design and implement programs.
Professional Development for Social and Emotional Learning	Staff professional development surveys and/or professional development feedback forms re used to identify staff progressional growth needs. Additionally, feedback from professional observations is utilized to help determine the most needed training programs for faculty.
Reading Remediation and Improvement for Students	Our school district was part of the Dyslexia Prevsntion Pilot program. We hope to expand the staff taining to include new special education faculty so they are more effective in the selection and delivery of multi-sensory instruciton to students at risk for reading difficulty. We utilize a variety of reading assessment tools to determine student needs. Assessments include: DIBELS, STAR Reading, Scholastic Reading Inventory, Weekly reading assessments. More detailed assessments such as a Qualitative Reading Inventory or Woodcock Johnson may be used for individual students.
Other Learning Loss	Students and families have indicated that additional progams for summer learning and afterschool programs that are a bit more innovative or creative would help engage more students in school activities. Also using a train the trainer model will be utilized to help design school cultures that ensure a postive school community for all learners. Departmental and grade level leaders will attend the PLC conference and bring back SEL/cultural/academic strategies and will design professional development programs for their collegues to address student learning and SEL needs. PSSA, Keystone and PVAAS data has indicated a slight decline in ELA scores and a more significant decline in mathematics. We hope to design

Method used to Understand Each Type of Impact
accelerated learning opportunities to address these concerns.

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 with Disabilities	Social and Emotional Learning	Design and implement the use of a sensory room for at-risk, special needs students. Add, additional social worker through ESSER II funds for elementary level students. Implement School Based outpatient mental health clinic in coordination with our intermediate unit and MHDS.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Provide key training for implementation of a train-the-trainer model to implement a "whole child" initiative to address SEL and academic learning needs for all students. Send key department and elementary teachers for PLC team training and have them develop key training sessions annually to address student learning and SEL needs.
Children from Low-Income Families	Other Areas of Learning Loss	Train/retrain/condinuous training teachers in utilization of data to impact classroom instruction. Hold regular PLC meetings to addres common assessments, data analysis,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		norming practices and design of content specific remendiation.
Children with Disabilities	Reading Remediation and Improvement	Provide explicit training to special education and early childhood teachers in the areas of Orton Gillingham, use of DIBELS/STAR data, LIPS training and LETRS training. Provide training for MTSS beginning at the elementary level to formalize our processes.
Children with Disabilities	Social and Emotional Learning	Continue to implement research-based programs that address social skills for students experiencing social emotional learning concerns.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Research and implement foundational mathematics supports for K-8 students.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Additional resources to expand summer learning programs for SEL/academics and credit recovery.

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	261,003	30%	78,301

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.

We utilize a variety of resources to identify the mental health, social emotional and learning loss needs of our students. The 2019 PAYS (Pennsylvania Youth Survey) shall be a primarily data source until additional surveys are conducted in subsequent school year. Other data sources include SAP referrals, direct feedback from students/families to school counselors, social workers, faculty, as well as county and local social service agencies. We utilize data attendance and discipline data. This is analyzed by our counseling department on a routine basis and this information is used to determine individual and group counseling. Additionally, we use Safe To Say feedback to investigate any areas of concern. Over the past 6 months all

school buildings have been trained in the CSTAG Threat Assessment process to determine where additional concerns lie. In addition to discipline and attendance data, student grades, standardized test scores, student participation in co-curricular and athletic activities and anecdotal data is used for evaluating the strengths and concerns of the learning environment. Overall, we have noted a dramatic increase in secondary student use of vaping devices, decreased ability to problem solve or socialization. There are social and behavioral concerns related to grit (student drive for completion of tasks, assignments) investment in academics or co-curricular activities. Developing a coherent MTSS system would be extremely beneficial to address the social, emotional concerns our children are facing.

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
Sensory Room	Children with Disabilities	Intensive	50
Implement More Efficient Data Collection Tool for Student Assistance Program (SAP)	Major Racial and Ethnic Groups	Targeted	300
Site-Based Mental Health Services	Major Racial and Ethnic Groups	Intensive	200
Implement Multiple Tiered System Suport (MTSS) On All Levels	Major Racial and Ethnic Groups	Targeted	4,200

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
Superintendent's Report- Data Collection Tool	Annually	Increase in the number of services provided. Baseline data will be collected during the 2021-2022 school year.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP and IST	Annually	Increase in number of students receiving MTSS, SAP/IST interventions.
PAYS Survey	bi annually	Compare data results from 2019 to 2023.

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	261,003	10%	26,100

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. 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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	52	Other	Colonial Intermediate Unit	External Contractor	Continue CSTAG trainingEach building and the central office administrative team had a team of multidisciplinary team members trained in this program. (teachers, counselors, administrators, SPO, Social Workers, nurses).
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	80	Support Staff	BCBA	Internal Staff	Trauma Informed Care - multiple training sessions
b. Identifying signs of possible mental health issues and providing culturally relevant support;	280	Teacher	Safe Schools	External Contractor	Programs offered for a variety of topics through Safe Schools:Pandemic Safety, Social Skills, Suicide prevention, Mental Health First Aid,Student

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
					Mental Health
b. Identifying signs of possible mental health issues and providing culturally relevant support;	60	Teacher	Colonial Inermediate Unit	External Contractor	Provide phase in MTSS training for classroom teachers/counselors/school psychologists/administrators. Begin the process with elementary then move training to middle and high school faculty.
e. Self-care and mindfulness strategies for teachers;	50	Support Staff	BCBA	Internal Staff	Self Care and Resiliency during and post pandemic
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	100	Support Staff	Safe Schools	External Contractor	Programs offered for a variety of topics through Safe Schools:Pandemic Safety, Social Skills, Suicide prevention, Mental Health First Aid,Student Mental Health
f. Engaging and communicating effectively with parents;	20	Teacher	District Directors	Internal Staff	New teachers programs for effective parent commuication.

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;	20	Teacher	Safe Schools or Edulink	External Contractor	Suicide prevention/intervention training for all new teachers and all teachers on 5 year cycle.

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
Professional Development Surveys	Following each session	Requests for addtional staff development.Feedback on teh appropriateness of session content
MTSS Data	Annual Analysis	Increase in the number of MTSS referrals/supports.Identified positive outcomes. Decrease in the number of students being identified for special education or 504 plans.

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	261,003	8%	20,880

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?

Our district was part of the Act 69 Dyslexia Prevention Pilot program. Pre-pandemic our early reading program was seeing significant improvement with our K-3 reading scores. With hybrid forms of instruction, cyber education and quarantines consistent instruction for all students has not been possible since March, 2020. We have seen a significant slide in our reading foundational sills (measured by DIBELS and STAR Reading). This two years of inconsistent instruction has jeopardized the foundational building blocks of reading. This has most significantly impacted students in K-5 who were taught via zoom, cyber education, or home schooled. As such our Title I reading goals which formerly were met annually have not been satisfactorily achieved. For example, prior to the pandemic our goal was for all students to achieve one year of growth (STAR). Students have not met that goal. For younger students we had letter naming or oral fluency goals that matched the University of Oregon DIBELS norms. Now higher percentages of our at-risk students are now unable to meet those end of year benchmarks. When all students were actively engaged in multisensory instruciton we had seed significant growth. This growth has been impeded or we have seen regression, due to inconsistent instruction and student participation in multi-sensory instruction.

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

No

Please explain:

Our annual data prior to the pandemic indicated that students were making a year's growth. Our PVAAS and local assessment data were improving for elementary, middle, and high school students. Now we have seen regression in our PSSA scores as well as a noted change in our local assessments for our primary aged students (K-2). Student attention spans, behaviors, and ability to focus on reading/literacy tasks has also been a challenge. Additionally, at-risk students (in many instances) do not appear to have the classroom management/deportment skills. Teachers have had to reteach basic social skills and classroom management skills prior to engaging students in the literacy instruction.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Orton Gillingham	K-3 Regular/Special Education/Reading	24
LETRS	K-5	56
LIPS	K-1	4
Sonday Reading	6-8	2

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
			Multisensory Language/Reading development program. All students K-2

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Orton Gillingham Targeted Support	Major Racial and Ethnic Groups	229	received this instruciton in their classroom. Targeted support small group K-2 students receive OG 4 times per week for 30-45 mintues per day.
LIPS	Major Racial and Ethnic Groups		Reading Specialists provided intensive, targeted reading support for K/1 students who are not meeting with success in OG program.
Read Live	Major Racial and Ethnic Groups		Students in grades 2-5 who need assistance with fluency and comprehension. Students participate in Hot/cold reads, complete repeated readings, track fluency and complete comprehension activites on a routine basis 4/week.
Orton Gillingham K-2 all students in classroom model	Major Racial and Ethnic Groups	875	All studnets received 30 minutes/day of OG multisensory reading/language instruciton
			Middle/High school special educaiton students receive blended learning

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read 180	Children with Disabilities	39	reading intervention program (assessment, reading comprehension, center rotation incorporating technology).
System 44	Children with Disabilities	20	Students start with foundational reading skills and move on to grade-level success. The teacher provides direct instruction for phonics and reading skills and students follow up with additonal practice on the computer.
Wonder Works	Major Racial and Ethnic Groups	126	Wonder Works (K-6 and used in grades 7-8) is the companion program with our reading series. It is a remedial reading program that works on the parrallel reading/writing/literacy skills with our reading series. Material is presented at incrementail indtructional levels up to two years below the chronological grade level of the general education material.
			Multisensory Languate/Reading

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Orton Gillingham Targeted Support	Children from Low-Income Families	91	development program. K-2 special educaiton students receive targeted support.

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
DIBELS - (Assessment Plan)	Three - Five times per year	Increase in the number of student achieveing grade level benchmarks.K-5 assessment implemented
STAR Reading Assessment	Three - Five times per year	Increase in the number of students achieving 1 year of growth.Grades 2-8
PSSA/PVAAS	Annually	Improved assessment scores

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	261,003	52%	135,722

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
Orton Gillingham	Children with Disabilities	299	Multi-sensory Language instruciton provided using an in-class (all students) and small group targeted support. Intent is to train special education teachers as OG interventionists.
LETRS	Children from Low-Income Families	200	LETRS® (Language Essentials for Teachers of Reading and Spelling) is a flexible literacy professional learning solution for preK–5 educators. LETRS provides teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student.
			Intensive PLC training for key department and grade level leaders who intern

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Intesive Staff Development for Learning Loss	Major Racial and Ethnic Groups	4,200	shall utilize a train the trainer model for the next two years to utilize data to identify learning loss, modify curricula, assessments and pedogical practices, create norms and classroom procedures to improve student learning.
Math Intervention program (TBD)	Major Racial and Ethnic Groups	4,200	Currenlty we are researching mathematics interveniton programs. Our PSSA/PVASS and loca assessments all have indentified a significant need for imporvment in student mathematics skills, remediation, and enrichment. We have not yet determined a specific intervention program to address this need.
Reading Apprenticeship	Major Racial and Ethnic Groups	1,200	"A professional learning model that works for all teachers —improve college and career readiness by helping students become stronger readers and writers."

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
STAR Reading (Grades 2-8)	3x per year	Movement toward a minimum of 1 year of growth per year
STAR Mathematics (Grades 2-8)	3 x per year	Movement toward a minimum of 1 year of growth per year
PSSA ELA/Math (Grades 3-8) PVAAS	Annually	Increase in the number of proficieint/advanced students over baseling of 2020-2021 pandemic scores
Keystone Algebra/Literature	Annually	Increase in the number of proficieint/advanced students over baseling of 2020-2021 pandemic scores

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$261,003.00

Allocation

$261,003.00

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)

78,301

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$50,000.00	Implement after school program for special needs students. Provide services for students enrolled in the AEDY (Alternative Educaiton for Disruptive Youth) program.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$10,000.00	Supplies/materials for the operation of the after school program.
1000 - Instruction	100 - Salaries	$8,301.00	Salaries for social workers to provide counseling and intervention services during a vaiety of afterschool programs.

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,000.00	Supplies, materials, equipment sensory room.
		$78,301.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$261,003.00

Allocation

$261,003.00

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)

26,100

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$15,000.00	Regular Education teachers/substutute teacher salaires for training teams in MTSS
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$6,100.00	Special Education teachers/professional staff salaries/substitutes for training teams in MTSS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$5,000.00	Training fees for staff to attend PATTAN or IU20 SEL training programs (MTSS focus) or to send school counselors/social workers to training programs.

		$26,100.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$261,003.00
Allocation

$261,003.00

Budget Over(Under) Allocation

$0.00

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

20,880

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$20,880.00	Train elementary, middle, high school teachers in a variety of reading interventions: OG, LETRS, LIPS, Reading Apprenticeship.Salaries for teachers and/or subsitutes
		$20,880.00	

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	261,003	78,301	26,100	20,880	135,722

Learning Loss Expenditures

Budget

$261,003.00
Allocation
$261,003.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	$50,000.00	Training programs for grade level/department leaders to attend intensive PLC training to address student learning loss. Also bring in external

Function	Object	Amount	Description
			experts to provide training sessions on PD days.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$5,000.00	Training special education teachers in OG/LETRS/LIPS for implementation K-2
1000 - Instruction	600 - Supplies	$5,000.00	Materials/supplies for impmentation of supplimental programs (LETRS, Reading Appreticeship, LIPS)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,000.00	Implementation of mathematics intervention program K-8
1000 - Instruction	100 - Salaries	$40,722.00	Expanded summer learning programs DVACE/Credit recovery
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$15,000.00	Salaries for the implementation of a mathematics intervention program.
1000 - Instruction	100 - Salaries	$10,000.00	Salaries for instructional assistants to assist with after school programs, AEDY, special education and SEL afterschool activities.
		$135,722.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$261,003.00

Allocation

$261,003.00

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	$79,903.00	$0.00	$0.00	$0.00	$50,000.00	$5,000.00	$0.00	$134,903.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$30,000.00	$0.00	$5,000.00	$0.00	$0.00	$10,000.00	$0.00	$45,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$61,100.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$0.00	$71,100.00
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	$0.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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
	$171,003.00	$0.00	$5,000.00	$0.00	$50,000.00	$35,000.00	$0.00	$261,003.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$261,003.00