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	A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. In the areas of Social and Emotional Learning, this process has been multi-faceted. Periodic surveys are issued to gather input from parents and families on the experiences and needs of their children. Student and parent cabinets have been developed at all levels across the district to increase communication and provide additional opportunities for student voice. These cabinets meet monthly with building and central office administration and are composed of a diverse group of participants that are representative of the district's demographic. The district has also initiated the PA Youth Survey with all students in grades 6, 8, 10 and 12. This information will be reviewed and analyzed to assess ongoing needs and student perceptions related to their school experience.
Professional Development for Social and Emotional Learning	A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. In the areas of Social and Emotional Learning, this process has been multi-faceted. Periodic surveys are issued to faculty and staff to gather input on their experiences and needs. Staff and faculty cabinets have been developed that include representation from all stakeholders across the district to increase communication and provide additional opportunities for input. This cabinet meets with building and central office administration and is composed of a diverse group of participants. Professional development has been provided in the areas of Diversity, Equity and Inclusion as a foundation to the district's commitment to increased inclusivity and awareness. Ongoing and intentional professional learning is planned for a number of topics related to social and emotional health including, de-escalation techniques, supportive strategies, SAP teams, and Crisis Planning. Additional mechanisms are in place to respond to potential concerns and needs using the Safe2Say protcol along with the development of a Threat Assessment Team. This team, will be trained in a Train the Trainer model.

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. Instructional improvement is at the forefront of district efforts. Through the implementation of a comprehensive assessment battery, Highlands will be able to use an array of data tools to identify deficit areas and to measure progress. The data tools; CDT, STAR 360 Acadience Reading (Dibels) will be used both formatively and summatively as the progess of students is monitored by teachers. Additional efforts will be taken to implement the Tiered Model of MTSS on a daily basis. Finally, the implementation of a Balanced Literacy Block of 80 minutes and 120 minutes at the secondary and elementary levels respectively will allow for targeted instruction and assessment aimed at closing the achievement gap and meeting the needs of struggling learners.
Other Learning Loss	A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. Instructional improvement is at the forefront of district efforts. Through the implementation of a comprehensive assessment battery, Highlands will be able to use an array of data tools to identify deficit areas and to measure progress. The data tools; CDT, STAR 360 Acadience Reading (Dibels) will be used both formatively and summatively as the progess of students is monitored by teachers. Additional efforts will be taken to implement the Tiered Model of MTSS on a daily basis. Finally, the implementation of a Balanced Instructional Blocks have been initiated across the district to increase and formalize leveld instruction. Math and Literacy Blocks of 80 minutes and 120 minutes at the secondary and elementary levels respectively will allow for targeted instruction and assessment aimed at closing the achievement gap and meeting the needs of struggling learners. Increased use of an incorporation of technology has made a significant impact on learning opportunities. Students who may have not been able to access instruction, will have that barrier removed.

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
		A number of tools and

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	strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. In the areas of Social and Emotional Learning, this process has been multi-faceted. Periodic surveys are issued to gather input from parents and families on the experiences and needs of their children. Student and parent cabinets have been developed at all levels across the district to increase communication and provide additional opportunities for student voice. These cabinets meet monthly with building and central office administration and are composed of a diverse group of participants that are representative of the district's demographic. The district has also initiated the PA Youth Survey with all students in grades 6, 8, 10 and 12. This information will be reviewed and analyzed to assess ongoing needs and student perceptions related to their school experience.
		A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. Instructional improvement is at the forefront

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	Reading Remediation and Improvement	of district efforts. Through the implementation of a comprehensive assessment battery, Highlands will be able to use an array of data tools to identify deficit areas and to measure progress. The data tools; CDT, STAR 360 Acadience Reading (Dibels) will be used both formatively and summatively as the progess of students is monitored by teachers. Additional efforts will be taken to implement the Tiered Model of MTSS on a daily basis. Finally, the implementation of a Balanced Literacy Block of 80 minutes and 120 minutes at the secondary and elementary levels respectively will allow for targeted instruction and assessment aimed at closing the achievement gap and meeting the needs of struggling learners.
		A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. In the areas of Social and Emotional Learning, this process has been multi-faceted. Periodic surveys are issued to gather input from parents and families on the experiences and needs of their children. Student and parent cabinets have been developed

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	at all levels across the district to increase communication and provide additional opportunities for student voice. These cabinets meet monthly with building and central office administration and are composed of a diverse group of participants that are representative of the district's demographic. The district has also initiated the PA Youth Survey with all students in grades 6, 8, 10 and 12. This information will be reviewed and analyzed to assess ongoing needs and student perceptions related to their school experience. The data will be reviewed with our Student Services Department to ensure that the needs of our students with disabilities are considered.
		A number of tools and strategies have been established by which the district will gather and monitor the impact of the COVID-19 Pandemic on the students in the district. Instructional improvement is at the forefront of district efforts. Through the implementation of a comprehensive assessment battery,m and in cooperation with our Student Services Department, Highlands will be able to use an array of data tools to identify deficit areas and to measure progress. The

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	data tools; CDT, STAR 360 Acadience Reading (Dibels) will be used both formatively and summatively as the progess of students is monitored by teachers. Additional efforts will be taken to implement the Tiered Model of MTSS on a daily basis. Finally, the implementation of a Balanced Literacy Block of 80 minutes and 120 minutes at the secondary and elementary levels respectively will allow for targeted instruction and assessment aimed at closing the achievement gap and meeting the needs of struggling learners.

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	340,766	30%	102,230

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.

Highlands School District will implement the PA Youth Survey in the 2021-22 school year. This tool will be used to establish the baseline for student perceptions and serve to guide the district efforts in this area. Additional data was collected through student interviews and class meetings. Universal screenings for behavior as part of our PBIS program are an additional layer of data that the district used to determine student needs. The district uses MTSS K-8, as well as SAP K-12 with parent and teacher referrals. PBIS data will also be used to track progress in this area. Attendance data and SAIP plan progress will be reviewed to determine how effective our processes are.

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	Major Racial and Ethnic Groups	Universal	400
Purpose Prep	Children with Disabilities	Targeted	200
PBIS	Children from Low-Income Families	Universal	1,200
Student Assistance Program	Major Racial and Ethnic Groups	Universal	100
Crisis Team Training	Children from Low-Income Families	Intensive	1,200
Second Step	Children from Low-Income Families	Universal	1,200
PBIS	Major Racial and Ethnic Groups	Universal	400

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
PA Youth Survey	Bi-Annually	The survery results will reflect increases in efficacy on the part of students. Safety and security indicators will also be improved.
		Academic and behavioral

Tool Used to Evaluate Success	Frequency of Use	Expected Results
MTSS Progress Monitoring Data	Reviewed monthly	improvement toward the accomplisment of established goals
Discipline Data	Reviewed daily/weekly	Reduction in discipline referrals to the office as well as the number of suspensions and expulsions
PBIS	Reviewed monthly	Improvement in schoolwide data trends as reported at each school
Attendance Data	Monthly	Improvement in schoolwide data trends as reported at each school

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	340,766	10%	34,077

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
d. Mentoring students who have attendance issues before it becomes a pattern;	7	Admin	Attendance Officer	Internal Staff	Ongoing information sharing will occur for faculty and staff relative to students experiencing homelessness. In addition to presentations and process sharing, specific guidance will be provided to staff in signs and look fors in homeless students. Additionally, both preventative measures and interventions will be provided through SAP.
d. Mentoring students who					Ongoing information sharing will occur for faculty

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
have attendance issues before it becomes a pattern;	5	Counselor	Attendance Officer	Internal Staff	and staff relative to students who have received notification of absences at the 3, and 6 day levels.
e. Self-care and mindfulness strategies for teachers;	171	Teacher	District administration	Internal Staff	Teachers will be provided with annual resources and supports to promote self care and wellness.
g. Working with community agencies to address non-academic needs.	171	Teacher	Building Principals	Internal Staff	Additional supports will be provided throughout the year to continue to address wellness and self care

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
Feedback survey	quarterly	The survery results will reflect increases in efficacy on the part of staff. Safety and security indicators will also be improved.

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	340,766	8%	27,261

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?

Classroom Diagnostic Tools and STAR 360, along with curriculum-based assessments were used to determine levels of learning loss in students as groups and as individuals. Losses were evident in students as a whole, however, specific deficit areas were observed in student subgroups including those from low-income families and those belonging to major racial and ethnic subgroups. Additionally, student with disabilities also show increased evidence of learning loss in the area of reading.

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 PVAAS data indicates that our most at-risk students are not consistently making at least a year's worth of growth in reading. Local assessments of early readers indicate inconsistent data in this area. In some cases, our students have shown significant regression in both specific skills, and in achievement overall.

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
Balanced Literacy	K-8	50

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
Read 180	Children with Disabilities	15	The READ 180 program targets and addresses specific reading needs. Assessment at regular intervals on target skills help students and teachers track and analyze performance, and allow adjustments to instruction as required. The goal of READ 180 is to help students develop reading skills at grade

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			level.
Systems 44	Children with Disabilities	10	System 44 was designed specifically to meet the needs of older, struggling readers with learning disabilities. Students with reading and language disabilities may struggle with foundational literacy skills, including phonemic awareness, phonics, and decoding fluency.
Wilson Reading	Children with Disabilities	5	Based on the Wilson Reading System® principles, Wilson Fundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

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
Classroom Diagnostic Tools	Minimum of 3 times per year	Despite being used primarily as a diagnostic tool, it is expected that the results will show demonstrated growth in the skill areas that are included in the after-school program instruction.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
STAR 360	Minimum of 3 times per year	This benchmark assessment can also be used as progress monitoring tool and wil be used by both after-school providers and classroom teachers to measure gains and make recommendations for future instruction.
PSSA/Keystone/PVAAS	Annually	Increase overall achievement in reading at each tested grade level to the state average. Maintain the PVAAS growth levels from the 2019 school year and increase the growth increase for all students, especially those who are well-below grade-level.
Dibels	Minimum of 3 times per year	Increase the overall achievment at each grade level and ensure that all students who scored well below benchmark are making the gains necessary to close the gap and respond to grade level instruction.

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)

			Maximum Allocation

	Total LEA Allocation	Multiply by 52% (.52)	for Other Learning Loss Activities
52% Other Learning Loss Activities	340,766	52%	177,198

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
MTSS Supports	Children from Low-Income Families	500	MTSS facilitators will work with students what are not functioning within the grade level parameters. They will use targeted instructional tools and strategies to address skill deficits and conceptual weaknesses.
Virtual Instruction	Major Racial and Ethnic Groups	400	Student devices will be provided as a means to providing multi-modal instruction both onsite and at home. Targeted assessment data will be used to ensure that students overall and by defined subgroups are participating in virtual instructional opportunities as appropriate.
			Student devices will be provided as a means to providing multi-modal instruction both

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Virtual Instruction	Children from Low-Income Families	1,200	onsite and at home. Targeted assessment data will be used to ensure that students overall and by defined subgroups are participating in virtual instructional opportunities as appropriate. Internet access points and connectivity devices will be provided to those families that need them. Teachers will be using multi-modal instruction to reach a diverse array of learners.
Student Services Personnel	Children with Disabilities	200	School psychologists will be working with classroom teachers and building administrators to identify those students who are struggling and may need more supportive or restrictive programming to succeed.

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
		Despite being used primarily as a diagnostic tool, it is expected

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Classroom Diagnostic Tools	Minimum of 3 times per year	that the results will show demonstrated growth in the skill areas that are included in the after-school program instruction.
STAR 360	Minimum of 3 times per year	This benchmark assessment can also be used as progress monitoring tool and wil be used by both after-school providers and classroom teachers to measure gains and make recommendations for future instruction.
PSSA/Keystone/PVAAS	Annually	Increase overall achievement in reading at each tested grade level to the state average. Maintain the PVAAS growth levels from the 2019 school year and increase the growth increase for all students, especially those who are well-below grade-level.
Dibels	Minimum of 3 times per year	Increase the overall achievment at each grade level and ensure that all students who scored well below benchmark are making the gains necessary to close the gap and respond to grade level instruction.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$340,766.00

Allocation

$340,766.00

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)

102,230

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	$10,000.00	Consortium for Public Education - membership included partnerships with areas districts. It also includes access to training including PBL, graduation planning and instructional pedagogy.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$59,200.00	Virtual Platform for Secondary, Edgenuity, annual site license for the 2021-22 through the 2023-24 school years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$32,230.00	Virtual Platform for Elementary Students, Accelerate, annual site license for the 2021-22 through the

Function	Object	Amount	Description
			2023-24 school years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$800.00	Teachers at the Middle School will attend Trauma Informed training during the 2021-22 school year. The training will focus on a variety of topics including racial issues, stress and background knowledge. They will serve as trainers as we scale the learning up for their colleagues.
		$102,230.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$340,766.00

Allocation

$340,766.00

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)

34,077

Budget Summary

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	$20,000.00	Appreciation and acknowledgement of faculty and staff is done annually through recognition, incentives, resources and supplies that encourage pride and commitment to the district. Staff awards and memorabilia will be provided to all faculty and staff during the 2022- 2023 and 2023-2024 school years.
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	$2,000.00	Social emotional well being of staff will be supported through wellness incentives and rewards during the 2022- 2023 and

Function	Object	Amount	Description
			2023-2024 school years
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,100.00	Crisis Training annually for the 2021-22 through the 2023-24 schoolyears. This training the trainer model allows us to ensure that all building teams are trained.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$5,000.00	SAP Training annually for the 2021-22 through the 2023-24 schoolyears. This training, is a trainer model and allows us to ensure that all building teams are trained.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$4,977.00	Threat Assessment Team training, materials and resources. This team will be responsible to assess the potential threats that arise at each builidng and respond with the appropriate measures.
		$34,077.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget
$340,766.00
Allocation
$340,766.00

Budget Over(Under) Allocation
$0.00

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

27,261

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	$27,261.00	Leveled Bookroom 5 - The complete K-6 Leveled Bookroom 5.0 includes over 6,000 books, 780 short reads, 24/7 access to instructional resources with the Accelerator, and professional books and services.
		$27,261.00	

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	340,766	102,230	34,077	27,261	177,198

Learning Loss Expenditures

Budget

$340,766.00
Allocation

$340,766.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$12,694.00	Funds will be used for the purchase and remaining balance of the Scholastic Leveled Library K-6 to be used to support students reading well below grade level.

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$19,704.00	Classroom technology will be provided in grades Pre-K -8 to ensure that students can be grouped into skill clusters and receive direct instruction and reinforcement in areas of learning loss.
1000 - Instruction	600 - Supplies	$4,800.00	Chargers and cases will be purchased for the classroom sets of ipads to protect the devices.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$140,000.00	In support of the additional needs demonstrated by our student population during the school closure, the district has hired an additional School Psychologist. This position will be supported with grant funds over the 2022-23 and the 2023-24 school years.
		$177,198.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$340,766.00

Allocation

$340,766.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$37,198.00	$0.00	$37,198.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$91,430.00	$27,261.00	$0.00	$0.00	$0.00	$118,691.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$800.00	$0.00	$0.00	$0.00	$0.00	$800.00
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	$10,000.00	$0.00	$0.00	$0.00	$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	$140,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$140,000.00
2200 Staff Support Services	$0.00	$0.00	$12,077.00	$0.00	$0.00	$0.00	$0.00	$12,077.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$22,000.00	$0.00	$22,000.00
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
	$140,000.00	$0.00	$114,307.00	$27,261.00	$0.00	$59,198.00	$0.00	$340,766.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$340,766.00