

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	Social and emotional learning needs of our students have been identified through observational data reported by teaching staff across the district, as well as behavioral data collected through our Positive Behavior Intervention System. The union leadership identified teacher needs for social and emotional learning through informal surveys of concerns brought to them by teaching professionals. Information was gathered from a focus group with the school counselors about the social emotional and mental health needs of students in grades K-12.
Professional Development for Social and Emotional Learning	The professional development needs to support SEL were identified through focus groups with teachers, both 1 on 1 and small groups. The district also used a comprehensive assessment tool to identify strengths and challenges about our Mental Health supports. This was completed in both school buildings by the Student Assistance Program team.
Reading Remediation and Improvement for Students	Reading Remediation and improvement needs were identified by analysis of both state achievement data and local data collected through the universal screening process at the start of the 21-22 school year.
Other Learning Loss	Other areas of learning loss were identified through informal surveys of the teaching professionals and administrators in the district, as well as benchmarking data collected through the district's Multi-Tiered System of Support process.

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.

	Provide specific strategies
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Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	<p>For social and emotional learning, our youngest learners (primary grades K-2) demonstrate large deficits. These deficits were identified through observational data collected at the classroom level. Behavioral concerns in Kindergarten, for example, have been documented by classroom teachers during the first nine weeks of the 2021-2022 school year. Many of these students had disrupted learning programs from Headstart programs going virtual for brief and extended periods of time. The socialization and behavioral goals that were typically met during these early programs were significantly impacted by the pandemic. The specific impact of this will be further measured and analyzed by partnering with our local intermediate unit. The intermediate unit will be providing a SEL teacher that will work in our district two days per week during the remainder of the 2021-2022 school year and throughout the 2022-2023 school year. The SEL teacher will work closely with our MTSS team, observe classroom behavior, receive and follow-up on referrals to the MTSS team for behavioral concerns, and provide SEL lessons in small and 1 on 1 groups. The SEL teacher will document the impact of SEL on our</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		elementary students through collection of data in the referral process.
Children from Low-Income Families	Reading Remediation and Improvement	Throughout the district, our student population from low-income families was impacted in regards to reading achievement. This can be identified by our most recent achievement data at the state level and our diagnostic testing data collected as part of the universal screening process. A large percentage of students from low-income families across all classrooms and grade levels have been identified as needing intensive intervention support in Reading based on the learning gaps identified through the first benchmark data.
Children from Low-Income Families	Other Areas of Learning Loss	Learning loss has also been identified in the area of Mathematics for children from low-income families. The universal screening tools given to students in K-11 document the extreme learning gaps found in our entire population.

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	359,437	30%	107,831

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.

The Student Assistance Program serves as one data source for the district to identify the social and emotional needs of students. The Student Assistance Program team members identify the following concerns in the primary learning environment: aggressive behaviors - throwing things (chairs, shoes, desks etc), destroying items in the classroom (either their own or things belonging to others), eloping, hitting other students. In the intermediate grades, concerns regarding student to student interaction have been noted. Concerns at the middle school and high school level are primarily self-management, responsible decision making, and relationship skills. There have been a high number of suspensions, chronic absenteeism, and

increased classroom disruptions. Strengths across K-12 are the School wide positive behavior system, our district’s live “blue and gold” theme, and an increased awareness by staff of the benefits and modeling behavior in social and emotional learning. Using the National Center for School Mental Health’s School Mental Health Quality Assessment - School Version - tool, the district has assessed the comprehensiveness of the district’s mental health system. The SMHQA-S has further assisted the district in prioritizing areas for improvement in regards to mental health supports. Areas of strength identified by this tool include having a multidisciplinary school mental health team that conducts regular meetings with staff roles and responsibilities clearly delineated, facilitating effective school-community partnerships, making mental health referrals to the school based and community based services, setting schoolwide expectations about positive behaviors, and implementing schoolwide positive reinforcement systems. Areas of concern include ensuring team structures address each tier of the multi-tiered system of support, promoting efficiency of the teams, using data for screening to determine mental health services and supports, collecting and sharing data among members of the school teams, assessing student mental health strengths, accessing a resource map, assessing school climate to make improvements, assessing teacher and staff well-being, increasing mental health literacy for all students and staff, increasing SEL skills for all students, and determining all levels of instruction are evidence-informed.

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
SEL Program	Children from Low-Income Families	Universal	450
SEL Interactive Read-Aloud	Children from Low-Income Families	Universal	396
SEL After-School Program	Children from Low-Income Families	Targeted	30
SEL Tier 2 Intervention Teacher	Children from Low-Income Families	Intensive	30
Wellness Program for Staff	Children from Low-Income Families	Universal	685

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
Student Survey	Pre-test and post-test	This survey will measure the changes in skills and attitudes of students in the upper elementary and middle grades participating in the SEL Program. The targeted after-school program will also include a student survey. The surveys will provide an assessment of the impact on students' knowledge of social and emotional learning skills, anti-drug attitudes, as well as their attitudes about school culture. The expected results include increased positive student behaviors and increased conflict resolution skills amongst students.
PAYS Survey	Bi-annual	A longitudinal comparison of the Pennsylvania Youth Survey (PAYS) results will also serve as a tool to assess the success of the SEL program. The PAYS is administered every two years to 6th, 8th, 10th, and 12th graders. Expected results in the PAYS survey will be a decrease in youth's risk and problem behaviors.
SEL Student Screening Tool	Quarterly	Teachers will report higher social and emotional growth in students.
SEL Staff Self-Assessment	Annually	Staff will identify a higher understanding of personal strengths to strengthen personal social and emotional development and teaching practices for the classroom.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
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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	359,437	10%	35,944

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
					The train-the-trainer model

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;	100	Teacher	Train-the-trainer teachers	Internal Staff	for trauma-informed practices will allow teacher leaders to educate staff on types and causes of trauma, trauma’s impact on the brain and development, the body’s stress response system, educator and student wellness, de-escalation techniques, and trauma-informed classroom practices. The professional development will provide numerous examples of best practices, and participants will have ample opportunity to apply their learning to their own practice. Using the train-the-trainer model will allow the professional

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
					development to be personalized to the various needs of the school and individual school staff.
					The Lion's quest training will include creating a classroom learning community through building community, creating student-generated shared agreements, and social and emotional learning. Lion's quest training will also include the promotion of a school-home-community approach to social, emotional, and academic learning. The professional development includes resources that help guide

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
<p>a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;</p>	<p>3</p>	<p>Teacher</p>	<p>Lion's Quest</p>	<p>External Contractor</p>	<p>families as partners, encouraging family involvement and involvement in the Lion's Quest program. The professional development also encourages school-wide implementation practices such as morning announcements with an action that staff and students can take to bring that skill to life in the home, school, and community. The professional development will include teacher resources that use Collaborative for Academic and Social Emotional Learning's (CASEL) five core competencies of social</p>

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
					emotional learning - self awareness, self-management, social awareness, relationship skills, and responsible decision making.
e. Self-care and mindfulness strategies for teachers;	100	Teacher	Opened-Eyes	External Contractor	OpenedEyes will provide training on mindfulness for our teachers. Strategies will be developed that can be used in the classroom with our students.

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
MTSS Referrals	Weekly	Referrals to the SEL teacher will be tracked through our MTSS program. The MTSS team meets monthly to review data, and the expectation will be that referrals will decrease over time.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Teacher Survey	Pre- and Post-Survey	Anecdotal data through surveys will also be collected prior to the professional development and after professional development to determine the teaching staff's understanding of trauma-informed practices and social emotional learning. It is expected that staff members will have an increased understanding of how to promote SEL within their own classrooms and infuse trauma-informed practices within their lessons. The LEA will also assess the success of the SEL PD through observational data collected through the evaluation process.
Observation	Weekly	Observational data will be collected throughout the school year to determine the implementation of the Lion's Quest program in grades K-7, as well as the use of trauma-informed practices. This observational data should indicate that SEL lessons and trauma-informed practices are implemented daily across classrooms in grades K-7.

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	359,437	8%	28,755

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?

The following local assessments were used to determine the need to address learning loss in the area of reading: Edmentum exact path diagnostic, Classroom Diagnostic Tools assessment, and Acadience Reading. The local assessment data for the first benchmark period of the 2021-2022 school year demonstrates that the majority of our students need targeted intervention for reading. The majority of students across all grade levels and classrooms scored below grade level in all 5 categories of the Edmentum exact path diagnostic test, below-grade level on the CDTs, and as needing intensive targeted intervention for Acadience 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:

Although some grade levels are meeting the growth standard, the PVAAS growth measure of the most at-risk readers is not exceeding the growth standard in any grade level. In order for these most at-risk readers to get to a proficient level of achievement, the PVAAS growth measure should have moderate or significant evidence of exceeding the growth standard. The

growth as indicated in PVAAS for the lowest performing 33% of students in 2019 was as follows: Elementary Overall: Moderate evidence that the school did not meet the growth standard
 4th Grade: Moderate evidence that the school did not meet the growth standard
 5th Grade: Evidence that the school met the growth standard
 6th Grade: Moderate evidence that the school did not meet the growth standard
 High School Overall: Evidence that the school met the growth standard
 7th Grade: Evidence that the school met the growth standard
 8th Grade: Evidence that the school met the growth standard
 The majority of students in the Fall of 2021 are identified as needing intensive targeted support in reading across many grade levels, as evidenced by our local assessment data.

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
Heggerty Phonemic Awareness	K-2	10

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
			Interactive read-alouds will be incorporated as another instructional intervention to develop background knowledge and vocabulary. These read-aloud opportunities will feature a variety of complex text above the grade-level of the students in the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Interactive Read-Aloud	Children from Low-Income Families	396	classroom, and instruction through a read-aloud will be intentionally tied to helping students make connections between new vocabulary and other prior but related knowledge. The simple view of reading indicates that decoding (word recognition) and language comprehension (background knowledge, vocabulary, etc) must be present for reading comprehension to occur.
Explicit Phonics	Children from Low-Income Families	200	A more explicit and direct phonics program will also be used as another evidence-based instructional intervention. The science of reading indicates that phonics instruction be taught explicitly with application through reading and writing. Teachers will use decodable texts matching the phonics elements taught through the program.
			Explicit instruction in phonemic awareness

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Phonemic Awareness	Children from Low-Income Families	200	will be implemented in grades K-2, with targeted groups receiving intervention in phonemic awareness in grades 3 and above.

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
PSSA scores and PVAAS data	Annual	The success of the literacy program will be assessed through the student achievement and growth results of students across the elementary grades. PSSA scores and PVAAS data will be used to determine grade-level achievement and growth of students as a whole and student sub-groups. Throughout the school year, the district will use diagnostic testing data through Edmentum to identify persistent gaps in learning. The district will expect increased percentages of students in the proficient/advanced range of the PSSAs across all grade levels, as well as green, blue, and dark blue growth measures in PVAAS.
		Another assessment of the literacy program will be teacher survey results indicating their

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Teacher Survey Results	Post-survey from training	understanding of structured literacy components. Anecdotal data will indicate an increased understanding of the reading process.

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	359,437	52%	186,907

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
			An evidence-based instructional intervention that addresses the reading needs of our students is the implementation of Heggerty's phonemic awareness program. The Reading League's Curriculum

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Heggerty phonemic awareness	Children from Low-Income Families	230	<p>Evaluation Tool lists instructional practices that align with the science of reading and feature components that align with Scarborough's Rope. The Heggerty program is being implemented across all classrooms grades K-2 and will be implemented through grade 3 in future school years. The Heggerty program includes instruction within all phoneme awareness tasks including advanced manipulation (isolating, blending, etc). The phoneme awareness tasks are explicit, direct and systematically taught throughout the primary grades. The Bridge program of Heggerty will be incorporated within the MTSS model of intervention, allowing students who require more intensive, small-group instruction to receive it. The Heggerty program also allows the teacher to assess and regularly monitor all levels of phonological and phonemic awareness.</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Literacy Institute - teacher training	Children from Low-Income Families	396	<p>The reading institute will provide our elementary teachers with training on these components of reading instruction. The reading institute will include time for teachers to write curriculum and plan instructional units centered around a clear and consistent instructional framework. Foundational skills will be planned and taught in an explicit way, while application of these taught skills will be taught through real reading and writing. Again, the reading institute across two summers will provide training to staff in these areas of structured literacy.</p>
			<p>Another area of great learning loss across the all student group is in math achievement. In order to provide intervention, the district will develop aligned curriculum, assessment and instruction across grade levels K-8. This will ensure that</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
<p>Rewrite of Math Curriculum K-5 and SS Curriculum K-6</p>	<p>Children from Low-Income Families</p>	<p>350</p>	<p>students have access to high-quality curriculum and instructional strategies focused on grade-level standards. With a focus on continued improvement of instruction, the curriculum teams will collaboratively plan instruction, develop standards-aligned assessments that monitor student learning, and identify specific instructional practices that will support and provide more formative feedback to teachers about student learning. Curriculum will also be developed for the Social Studies content area, as another means to improve reading and writing literacy in our elementary students. Instructional planning will be focused on the integration of reading and writing standards within the Social studies curriculum.</p>

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
Student achievement results	Annual	Student achievement results of students across the elementary grades in mathematics and reading will be used as one measure. These results will be reported and analyzed annually. PSSA scores and PVAAS data will be used to determine grade-level achievement and growth of students as a whole and student sub-groups.
Diagnostic Testing Results	3 times per year	Throughout the school year, the district will use diagnostic testing data through Edmentum to identify persistent gaps in learning, specifically in mathematics and reading. This data will be collected three times per year. The district will expect increased percentages of students in the proficient/advanced range of the PSSAs across all grade levels, as well as green, blue, and dark blue growth measures in PVAAS. The district will expect continued growth in student's diagnostic testing results.
Teacher Survey	Pre- and Post-Survey	Another assessment of the success of our learning loss activities will be teacher survey results indicating their use of the curriculum developed for mathematics and social studies. Anecdotal data will indicate an increased understanding of the PA Core standards in Mathematics and English Language Arts.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$359,437.00

Allocation

\$359,437.00

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)

107,831

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$10,970.00	SEL student resources and teacher resources: SEL read-alouds
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$65,100.00	Salary and benefits of SEL Tier 2 teacher provided by the Midwestern IU4
2200 - Staff Support Services	600 - Supplies	\$7,191.00	Supplies for staff wellness in both school buildings
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$24,570.00	After school SEL program with Creative Business Solutions
		\$107,831.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$359,437.00

Allocation

\$359,437.00

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)

35,944

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$5,600.00	Salaries to pay teachers for train-the-trainer model of Trauma-informed practices
2200 - Staff Support Services	200 - Benefits	\$1,519.00	Benefits for teachers implementing train-the-trainer model of Trauma-informed practices
2200 - Staff Support Services	100 - Salaries	\$11,200.00	Salaries for teachers to attend Trauma-informed workshop
2200 - Staff Support Services	200 - Benefits	\$3,038.00	Benefits for teachers attending Trauma-informed workshop

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$11,584.00	Staff training for SEL implementation and Mindfulness Training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,003.00	SEL Assessment system - online system to progress monitor SEL.
		\$35,944.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$359,437.00

Allocation

\$359,437.00

Budget Over(Under) Allocation

\$0.00

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

28,755

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,250.00	Comprehensive Literacy Modules
2200 - Staff Support Services	600 - Supplies	\$2,505.00	Professional development literature for staff and administration
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$24,000.00	Trainers for Science of Literacy professional development
		\$28,755.00	

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	359,437	107,831	35,944	28,755	186,907

Learning Loss Expenditures

Budget

\$359,437.00

Allocation

\$359,437.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$1,620.00	Heggerty Primary Extension digital curriculum; Heggerty decodable books

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$16,000.00	Training for Literacy Summer Institute
2200 - Staff Support Services	600 - Supplies	\$10,000.00	Literacy Summer Institute Supplies
1000 - Instruction	600 - Supplies	\$44,157.00	Phonics student and teacher resources; K and 1 take home student books; Classroom libraries; SEL assessment system
2200 - Staff Support Services	100 - Salaries	\$12,800.00	Salaries for math and SS curriculum writing team
2200 - Staff Support Services	200 - Benefits	\$5,760.00	Benefits for math and SS curriculum writing team
2200 - Staff Support Services	100 - Salaries	\$16,200.00	Salaries for Literacy team to work outside the contractual time
2200 - Staff Support Services	200 - Benefits	\$7,290.00	Benefits for Literacy team to work outside the contractual time
2200 - Staff Support Services	100 - Salaries	\$50,400.00	Salaries for teachers to attend Summer Literacy Institute
2200 - Staff Support Services	200 - Benefits	\$22,680.00	Benefits for teachers to attend Summer Literacy Institute
		\$186,907.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$359,437.00

Allocation

\$359,437.00

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	\$56,747.00	\$0.00	\$56,747.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$96,200.00	\$40,287.00	\$146,507.00	\$0.00	\$0.00	\$19,696.00	\$0.00	\$302,690.00
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
	\$96,200.00	\$40,287.00	\$146,507.00	\$0.00	\$0.00	\$76,443.00	\$0.00	\$359,437.00
Approved Indirect Cost/Operational Rate: 0.0329								\$0.00
Final								\$359,437.00