

**Section: Narratives - Building Information**

**School Building Name**

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

<b>School Building Name</b>	<b>4 Digit Building Number</b>
Isaac Tripp Elementary	2481
West Scranton Intermediate School	6791
Scranton High School	6413
West Scranton High School	2489

## **Section: Narratives - Assessing Impacts and Needs**

### **SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

**Academic Impact of Lost Instructional Time**

School Building Name	Methods Used to Understand Each Type of Impact
Scranton High School	<p>From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The SHS A-TSI plan has identified a need for differentiated instruction in academic content areas. The A-TSI plan specifically targets students with disabilities who will be progress monitored, using AIMSWEB, throughout the school year to achieve a 3.7% increase in Math/Algebra proficiency based on school-specific exit criteria.</p>
West Scranton High School	<p>From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The WSHS A-TSI plan has identified a challenge with academic achievement, growth, and the graduation rate for students with disabilities. The graduation rate for students with disabilities. The A-TSI plan specifically targets students with disabilities and calls for teachers to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.</p>
	<p>From March 2020 through Spring 2021, SSD</p>

School Building Name	Methods Used to Understand Each Type of Impact
West Scranton Intermediate School	instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The WSIS A-TSI plan identifies that 42.9% of students with disabilities did not meet improvement/target goals in math. The A-TSI plan calls for greater parent and family engagement and recognizes the need to create programs inviting parents to be at the school more often; create welcoming environments that sustain familial needs.
Isaac Tripp Elementary	From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. In addition, as part of the SSD Financial Recovery Plan George Bancroft Elementary School was closed. Isaac Tripp absorbed the nearly 300 students from Bancroft when hybrid instruction began in the spring of 2021. Bancroft had been the school with the most economically disadvantaged students. The Isaac Tripp A-TSI plan has identified challenges with parent and family engagement and that the all student group did not meet the interim goal/improvement target in math.

**Chronic Absenteeism**

School Building Name	Methods Used to Understand Each Type of Impact
Scranton High School	Regular attendance is identified in the A-TSI Plan with the following strategy of using PBIS to promote schoolwide positive behavior. To address absenteeism, the district has utilized LEA ARP ESSER funding to offer transportation to secondary students who meet district guidelines. This was not offered in prior years and it is hoped that attendance rates will improve.

School Building Name	Methods Used to Understand Each Type of Impact
West Scranton High School	Regular attendance is identified in the A-TSI Plan with the following strategy of using PBIS to promote schoolwide positive behavior. To address absenteeism, the district has utilized LEA ARP ESSER funding to offer students a district-run Cyber school option that is taught by SSD teachers.
West Scranton Intermediate School	74.5 Percent of Students Did Not Meet the Performance Standard for Regular Attendance. The A-TSI plan identifies a lack of parental involvement and parenting/support skills and ineffective district truancy program.
Isaac Tripp Elementary	The Future Ready PA Index shows the interim/target goal for regular attendance was not met for the all student group. The A-TSI plan goal is to increase regular attendance among all student groups, especially students with disabilities.

**Social-emotional Well-being**

School Building Name	Method Used to Understand Each Type of Impact
Scranton High School	To measure the impact of the pandemic on the social-emotional health of students, the district utilized ARP ESSER funds to purchase an SEL benchmark assessment that provides research-backed surveys and actionable data reports. This will be administered in the fall and spring of 2021. The Safe2Say app is an anonymous way for students to report perceived threats. In 2020-2021 the top tips related to suicide ideation, depression/anxiety, drug possession, and cutting/self harm. Compared with the 2019-2020 data where the top tips were related to smoking, bullying, and school threats, this indicates a need for greater SEL supports. In the meantime, SHS is implementing an evidence-based system of schoolwide positive behavior interventions and supports. This process began in 2019 and was interrupted by the pandemic. Districtwide, the goal is engaging families and promoting a positive relationship between the district and parents through

School Building Name	Method Used to Understand Each Type of Impact
	<p>stronger communication in languages that all families can understand. Families of students with disabilities or who are identified as ELs will be targeted for programs that foster greater parental involvement.</p>
<p>West Scranton High School</p>	<p>To measure the impact of the pandemic on the social-emotional health of students, the district utilized ARP ESSER funds to purchase an SEL benchmark assessment that provides research-backed surveys and actionable data reports. This will be administered in the fall and spring of 2021. The Safe2Say app is an anonymous way for students to report perceived threats. In 2020-2021 the top tips related to suicide ideation, depression/anxiety, drug possession, and cutting/self harm. Compared with the 2019-2020 data where the top tips were related to smoking, bullying, and school threats, this indicates a need for greater SEL supports. West Scranton High School has a historically strong PBIS program and will continue to implement an evidence based system of school-wide positive behavior interventions and supports to improve attendance creating a positive school culture. Districtwide, the goal is engaging families and promoting a positive relationship between the district and parents through stronger communication in languages that all families can understand. Families of students with disabilities or who are identified as ELs will be targeted for programs that foster greater parental involvement.</p>
<p>West Scranton Intermediate School</p>	<p>To measure the impact of the pandemic on the social-emotional health of students, the district utilized ARP ESSER funds to purchase an SEL benchmark assessment that provides research-backed surveys and actionable data reports. This will be administered in the fall and spring of 2021. The Safe2Say app is an anonymous way for students to report perceived threats. In 2020-2021 the top tips related to suicide ideation, depression/anxiety, drug possession, and cutting/self harm. Compared with the 2019-2020 data where the top tips were related to smoking, bullying, and school threats, this indicates a need for greater SEL supports. West Scranton Intermediate School fosters and promotes an environment where all members feel welcomed and supported and</p>

School Building Name	Method Used to Understand Each Type of Impact
	students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance, math academic achievement, and increase parent and family engagement.
Isaac Tripp Elementary	To measure the impact of the pandemic on the social-emotional health of students, the district utilized ARP ESSER funds to purchase an SEL benchmark assessment that provides research-backed surveys and actionable data reports. This will be administered in the fall and spring of 2021. The Safe2Say app is an anonymous way for students to report perceived threats. In 2020-2021 the top tips related to suicide ideation, depression/anxiety, drug possession, and cutting/self harm. Compared with the 2019-2020 data where the top tips were related to smoking, bullying, and school threats, this indicates a need for greater SEL supports. Isaac Tripp Elementary School will work to improve student well-being by increasing parent and family engagement through communication, workshops, resources, and dissemination of student performance.

### Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Scranton High School	Student engagement is measured on the PA Youth Survey which gauges attitudes toward school and mental well-being in 6th, 8th, 10th, and 12th grade students. The 2019 survey demonstrates that in 6th grade 80% of students feel school is going to be important for their later life. This number drops to 47% by 12th grade. However, the overall response to this question is higher than the state average. Similarly more Scranton students feel that assigned work is meaningful and important than the state average. Overall, while close to 80% of student feel they have a chance to participate in class discussions and active learning, this is below the state average. 30% of students do not feel there is a chance to talk one-on-one with a teacher. Roughly 43% of high school students feel their teachers give them praise when they work hard in school.

School Building Name	Method Used to Understand Each Type of Impact
West Scranton High School	<p>Student engagement is measured on the PA Youth Survey which gauges attitudes toward school and mental well-being in 6th, 8th, 10th, and 12th grade students. The 2019 survey demonstrates that in 6th grade 80% of students feel school is going to be important for their later life. This number drops to 47% by 12th grade. However, the overall response to this question is higher than the state average. Similarly more Scranton students feel that assigned work is meaningful and important than the state average. Overall, while close to 80% of student feel they have a chance to participate in class discussions and active learning, this is below the state average. 30% of students do not feel there is a chance to talk one-on-one with a teacher. Roughly 43% of high school students feel their teachers give them praise when they work hard in school.</p>
West Scranton Intermediate School	<p>Student engagement is measured on the PA Youth Survey which gauges attitudes toward school and mental well-being in 6th, 8th, 10th, and 12th grade students. The 2019 survey demonstrates that a higher than average number of intermediate students feel school is going to be important for their later life. (81% of 6th graders and 58% of 8th graders). Similarly more Scranton students feel that assigned work is meaningful and important than the state average. Overall, while 78% of intermediate students feel they have a chance to participate in class discussions and active learning, this is below the state average. 31% of students do not feel there is a chance to talk one-on-one with a teacher. Roughly 51% of intermediate students feel their teachers give them praise when they work hard in school.</p>
Isaac Tripp Elementary	<p>PSSA scores are used to demonstrate the "All Student Group" did not meet interim goal/improvement targets in ELA or math. Engagement is measured through academics and attendance.</p>

**Other Indicators**



School Building Name	Methods Used to Understand Each Type of Impact

**Documenting Disproportionate Impacts**

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Scranton High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities will be progress monitored, using AIMSWEB, throughout the school year to achieve a 3.7% increase in Math/Algebra proficiency based on school-specific exit criteria.
West Scranton High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities will be progress monitored, using AIMSWEB, Keystone assessments, and PASA scores.
West Scranton Intermediate School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Benchmarks, Basic math skills tests, PSSAs.
Isaac Tripp Elementary	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	PSSAs, Study Island benchmark assessment, Moby Max for progress monitoring, formative and summative assessments during instruction.
Scranton High School	English learners	WIDA ACCESS Scores and Keystone Algebra I and Literature assessments.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts

**Reflecting on Local Strategies**

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

**Strategy #1**

School Building Name	Strategy Description
Scranton High School	Keystone, WIDA ACCESS, and PASA scores will help to gauge student achievement. PVAAS results are most effective at demonstrating overall student growth and growth within specific assessments and students subgroups. The Panorama SEL benchmark assessment will assist with determining SEL needs moving forward. The PAYS survey in 2019 and results from 2021 will help to assess student engagement and social-emotional well-being. Students with disabilities will be progress monitored, using AIMSWEB, throughout the school year to achieve an increase in Math/Algebra proficiency based on school-specific exit criteria.
West Scranton High School	Keystone, WIDA ACCESS, and PASA scores will help to gauge student achievement. PVAAS results are most effective at demonstrating overall student growth and growth within specific assessments and students subgroups. The Panorama SEL benchmark assessment will assist with determining SEL needs moving forward. The PAYS survey in 2019 and results from 2021 will help to assess student engagement and social-emotional well-being. Students with disabilities will be progress monitored, using AIMSWEB, throughout the school year to achieve an increase in Math/Algebra proficiency based on school-specific exit criteria.
	Keystone, PSSA, WIDA ACCESS, and PASA scores will help to gauge student achievement. PVAAS results are most effective at demonstrating overall student growth and growth within specific

School Building Name	Strategy Description
West Scranton Intermediate School	assessments and students subgroups. The Panorama SEL benchmark assessment will assist with determining SEL needs moving forward. The PAYS survey in 2019 and results from 2021 will help to assess student engagement and social-emotional well-being. All students will be given the Study Island benchmark assessment and progress monitoring will be reported to families to encourage parent involvement.
Isaac Tripp Elementary	PSSA, WIDA ACCESS, and PASA scores will help to gauge student achievement. PVAAS results are most effective at demonstrating overall student growth and growth within specific assessments and students subgroups. The Panorama SEL benchmark assessment will assist with determining SEL needs moving forward. The PAYS survey in 2019 and results from 2021 will help to assess student engagement and social-emotional well-being. All students will be given the Study Island benchmark assessment and progress monitoring will be reported to families to encourage parent involvement. Students will use an online software called Moby Max with a diagnostic assessment and skills practice in math, ELA, and science that can inform instruction and also be used to report student growth to parents.

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Scranton High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
West Scranton High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
West Scranton Intermediate School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Isaac Tripp Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Scranton High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
West Scranton High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
West Scranton Intermediate School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Isaac Tripp Elementary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Scranton High School	Increased transportation for all secondary students, increased support for technology for teachers of EL and special education students, increased support for student technology for EL and Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs.
West Scranton High School	Increased transportation for all secondary students, increased support for technology for teachers of special education students, increased support for student technology for Special education students, Increased funding for supplemental student activities

School Building Name	Strategy Description
	and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs.
West Scranton Intermediate School	Increased transportation for all secondary students, increased support for technology for teachers of special education students, increased support for student technology for Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs.
Isaac Tripp Elementary	Increased support for technology for teachers of EL and special education students, increased support for student technology for EL and Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs.

i. **Impacts that Strategy #2 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Scranton High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
West Scranton High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
West Scranton Intermediate School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Isaac Tripp Elementary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

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School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Scranton High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
West Scranton High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
West Scranton Intermediate School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Isaac Tripp Elementary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Strategy #3** (this strategy is optional)

School Building Name	Strategy Description

**i. Impacts that Strategy #3 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**ii. Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'

**Section: Narratives - Engaging Stakeholders in Plan Development**

**Section II: Engaging Stakeholders in Plan Development**

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

**4. Stakeholder Engagement**

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Scranton High School	A-TSI Plan meeting was held in the 2020-2021 school year to submit the plan by June 30, 2021. Team members include: SHS principal, guidance counselor, ELD teacher, the EL Program Manager, Math Teacher, English Teacher, a professor from the University of Scranton, the Reach-Hei coordinator for the Geisinger Medical College, ELL Adult Literacy Coordinator from a local nonprofit United Neighborhood Centers, the executive director of another nonprofit the Educational Opportunity Center, 2 students, 2 parents, and the special education supervisor.
West Scranton High School	A-TSI Plan meeting was held in the 2020-2021 school year to submit the plan by June 30, 2021. Team members include: WSHS principal, North Scranton Intermediate principal, 2 special education teachers, 2 English teachers, a math teacher, 2 parents, a professor from The University of Scranton, 2 community members from the nonprofit United Neighborhood Centers and Scranton Fire Department, one student and the secondary special



School Building Name	Stakeholder Engagement
	education supervisor.
West Scranton Intermediate School	A-TSI Plan meeting was held in the 2020-2021 school year to submit the plan by June 30, 2021. Team members include: WSIS principal and assistant principal, McNichols Plaza Elementary School principal, 2 community members from The Wright Center and Scranton Counseling Center, a guidance counselor, special education teacher, math teacher, the director of secondary education, secondary special education supervisor, and 3 students.
Isaac Tripp Elementary	A-TSI Plan meeting was held in the 2020-2021 school year to submit the plan by June 30, 2021. Team members include: Isaac Tripp principal, Robert Morris Elementary School principal, 2 fifth grade teachers, a fourth grade teacher, 2 kindergarten teachers, 2 Title I reading specialists, a learning support teacher, the director of elementary education, elementary special education supervisor, and the attendance liaison for Lackawanna County Office of Youth and Family Services.

### 5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Scranton High School	SHS has three main goals in its A-TSI plan: to close the achievement gap for EL students, to support students with disabilities, and to improve overall student attendance. The A-TSI plan team recognizes the need to implement an evidence based system of schoolwide positive behavior interventions and supports to improve attendance creating a positive school environment. Updated promethean boards for EL and Special Education classrooms will allow for more student engagement in lessons. Professional development is needed to differentiate instruction in academic content areas.
	Technology for student and teacher use with instruction will create more active student

School Building Name	Use of Stakeholder Input
West Scranton High School	<p>engagement on grade level. When classrooms are equipped with working laptops for all teachers and up-to-date Promethean boards, students feel the classwork is meaningful and important. Technology creates opportunities for student interaction in the lesson through Kahoot, Jeopardy quizzes, or other review games. Students are actively part of the lesson discussion and activities when they answer the question on student Chromebook and that comes up on the Promethean board. Stakeholders feel that cutting edge technology helps kids want to be in school. A second concern is instructional support. Professional development that provides reading or math instructional strategies.</p>
West Scranton Intermediate School	<p>The A-TSI plan calls for support for special education students. Stakeholders would like to purchase technology for student use and special education classroom support including, but not limited to: headphones for Chromebooks/IPADS and 8 Promethean Boards for Special Education student use. In addition, absenteeism is addressed with the creation of a 21st Century Room where students can use this room as a reward for attendance and for special education incentives and family gaming nights. We would need at least two big-screened televisions and two gaming systems, games, controllers, and gaming chairs, and gaming PCs.</p>
Isaac Tripp Elementary	<p>The A-TSI plan for Isaac Tripp is aimed at supporting students with disabilities. The goals for all students are to improve attendance and demonstrate growth in math achievement. Funding will be used to update technology and Promethean boards for all classrooms prioritizing special education classrooms. Quarter data meetings and common planning times will provide opportunities for staff to meet and discuss local data to provide enrichment and remediation for all students. Funding may be necessary to pay teachers for after school staff development on utilizing student data to drive instruction. Student engagement and improved attendance are supported by implementing an evidence based PBIS system for schoolwide positive behavior.</p>

**6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Scranton High School	The SSD Plan for the Use of ARP ESSER Funds will be made publicly available on the district website and submitted to PDE within 90 days of receipt of ARP ESSER funding. The Plan will be translated into Spanish and Nepali.
West Scranton High School	The SSD Plan for the Use of ARP ESSER Funds will be made publicly available on the district website and submitted to PDE within 90 days of receipt of ARP ESSER funding. The Plan will be translated into Spanish and Nepali.
West Scranton Intermediate School	The SSD Plan for the Use of ARP ESSER Funds will be made publicly available on the district website and submitted to PDE within 90 days of receipt of ARP ESSER funding. The Plan will be translated into Spanish and Nepali.
Isaac Tripp Elementary	The SSD Plan for the Use of ARP ESSER Funds will be made publicly available on the district website and submitted to PDE within 90 days of receipt of ARP ESSER funding. The Plan will be translated into Spanish and Nepali.

**Section: Narratives - Plan for ARP ESSER Funds**

**Section III: Plan for ARP ESSER Funds**

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**7. Plan for Funds**

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Scranton High School	Access to Instruction	Increased support for technology for teachers of EL and special education students, increased support for student technology for EL and Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs to improve engagement and attendance. SHS will work to improve student well-being by increasing parent and family engagement through communication, workshops,

School Building Name	Use of Funds	Plan for Funds
		resources, and dissemination of student performance data.
West Scranton High School	Access to Instruction	Increased support for technology for teachers of EL and special education students, increased support for student technology for EL and Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs to improve engagement and attendance. WSHS will work to improve student well-being by increasing parent and family engagement through communication, workshops, resources, and dissemination of student performance data.
West Scranton Intermediate School	Access to Instruction	Increased support for technology for teachers of EL and special education students, increased support for student technology for EL and Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs to improve engagement and attendance. West Scranton Intermediate School will work to improve student well-being by increasing parent and family engagement through communication, workshops, resources, and dissemination of student performance data.
		Increased support for technology for teachers of EL and special education students, increased support for student technology for

School Building Name	Use of Funds	Plan for Funds
Isaac Tripp Elementary	Access to Instruction	EL and Special education students. Increased funding for supplemental student activities and supports that generate interest in school. For example, field trips, assembly speakers, or STEM programs to improve engagement and attendance. Tripp Elementary School will work to improve student well-being by increasing parent and family engagement through communication, workshops, resources, and dissemination of student performance data.
Scranton High School	Staffing	Staff will hold common planning time to review student data and revise instruction. After school staff development meetings or off-site professional development sessions may be held to meet building A-TSI goals.
West Scranton High School	Staffing	Staff will hold common planning time to review student data and revise instruction. After school staff development meetings or off-site professional development sessions may be held to meet building A-TSI goals.
West Scranton Intermediate School	Staffing	Staff will hold common planning time to review student data and revise instruction. After school staff development meetings or off-site professional development sessions may be held to meet building A-TSI goals.
Isaac Tripp Elementary	Staffing	Staff will hold common planning time to review student data and revise instruction. After school staff development meetings or off-site professional development

School Building Name	Use of Funds	Plan for Funds
		sessions may be held to meet building A-TSI goals.

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**8. Capacity for Data Collection and Reporting**

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

**Student learning, including academic impact of lost instructional time during the COVID-19 pandemic**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Scranton High School	<p>From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The SHS A-TSI plan has identified a need for differentiated instruction in academic content areas. The A-TSI plan specifically targets students with disabilities who will be progress monitored, using AIMSWEB, throughout the school year to achieve a 3.7% increase in Math/Algebra proficiency based on school-specific exit criteria.</p>
West Scranton High School	<p>From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The WSHS A-TSI plan has identified a need for differentiated instruction in academic content areas. The A-TSI plan specifically targets students with disabilities who will be progress monitored, using AIMSWEB, throughout the school year to achieve a 3.7% increase in Math/Algebra proficiency based on</p>



School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	school-specific exit criteria.
West Scranton Intermediate School	<p>From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The WSIS A-TSI plan has identified a need for differentiated instruction in academic content areas. The A-TSI plan specifically targets students with disabilities who will be progress monitored, throughout the school year to achieve an increase in math skills in 6th grade students. Sixth grade students are expected to move from 50% proficiency (70% or higher) on basic math skills test to 85% proficiency.</p>
Isaac Tripp Elementary	<p>From March 2020 through Spring 2021, SSD instruction was completely virtual. The impact of learning loss is being identified through benchmark assessments administered in the fall of 2021 and academic growth will continue to be monitored through a winter and spring benchmark assessment to allow for reassessment of educational needs. The Isaac Tripp A-TSI plan has identified a need for differentiated instruction in academic content areas. The A-TSI plan specifically identifies math assessment scores for all student groups including those with disabilities. The school is using its Title I funds to increase the number of math interventionists working on small group instruction. Attendance will be monitored and improve by 2.2% annually.</p>

**Opportunity to learn measures (see help text)**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	Supplies to support the opportunity to learn and equity in instructional delivery. Technology such as Promethean boards or software licenses for use with

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Scranton High School	instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized. 100% of special education and ELD classrooms will have new Promethean boards or student technology upgrades by September 2024.
West Scranton High School	Supplies to support the opportunity to learn and equity in instructional delivery. Technology such as Promethean boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized. 100% of special education and ELD classrooms will have new Promethean boards or student technology upgrades by September 2024.
West Scranton Intermediate School	Supplies to support the opportunity to learn and equity in instructional delivery. Technology such as Promethean boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized. 100% of special education and ELD classrooms will have new Promethean boards or student technology upgrades by September 2024.
Isaac Tripp Elementary	Supplies to support the opportunity to learn and equity in instructional delivery. Technology such as Promethean boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized. 100% of special education and ELD classrooms will have new Promethean boards or student technology upgrades by September 2024.

**Jobs created and retained (by number of FTEs and position type) (see help text)**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Scranton High School	N/A
West Scranton High School	N/A
West Scranton Intermediate School	N/A

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Isaac Tripp Elementary	N/A

**Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Scranton High School	ARP ESSER Summer School and ARP ESSER After School set aside grants will be used to support students. ARP ESSER A-TSI funds will be used to increase the number of Parent and Family Engagement events and supplies with the goal of improving attendance. Each school will host at least one P&FE event annually. Keystone Algebra I data is disaggregated by student subgroups and will be monitored with the goal of improving math skills in ELD and special education students.
West Scranton High School	ARP ESSER Summer School and ARP ESSER After School set aside grants will be used to support students. ARP ESSER A-TSI funds will be used to increase the number of Parent and Family Engagement events and supplies with the goal of improving attendance. Each school will host at least one P&FE event annually. Keystone Algebra I data is disaggregated by student subgroups and will be monitored with the goal of improving math skills in ELD and special education students.
West Scranton Intermediate School	ARP ESSER Summer School and ARP ESSER After School set aside grants will be used to support students. ARP ESSER A-TSI funds will be used to increase the number of Parent and Family Engagement events and supplies with the goal of improving attendance. Each school will host at least one P&FE event annually. Keystone Algebra I data is disaggregated by student subgroups and will be monitored with the goal of improving math skills in ELD and special education students.
	ARP ESSER Summer School and ARP ESSER After School set aside grants will be used to support

<b>School Building Name</b>	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
Isaac Tripp Elementary	students. ARP ESSER A-TSI funds will be used to increase the number of Parent and Family Engagement events and supplies with the goal of improving attendance. Each school will host at least one P&FE event annually. Keystone Algebra I data is disaggregated by student subgroups and will be monitored with the goal of improving math skills in ELD and special education students.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$402,867.00

**Allocation**

\$402,867.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Salaries for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,000.00	Benefits for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
	1100 - REGULAR			Supplies to support the opportunity to learn and equity in instructional delivery. Technology such as Promethean

School Building Name	Function	Object	Amount	Description
Scranton High School	PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$97,000.00	boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized.
Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,714.00	Supplies to support schoolwide positive behavior events.
West Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$17,000.00	Salaries for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
West Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,600.00	Benefits for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
				Supplies to support the opportunity to learn and equity in instructional delivery. Technology such

School Building Name	Function	Object	Amount	Description
West Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$82,045.00	as Promethean boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized.
West Scranton High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,930.00	Supplies to support schoolwide positive behavior events.
West Scranton Intermediate School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,500.00	Salaries for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
West Scranton Intermediate School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,500.00	Benefits for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
				Supplies to support the opportunity to learn and equity in instructional delivery.

School Building Name	Function	Object	Amount	Description
West Scranton Intermediate School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$47,253.00	Technology such as Promethean boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized.
West Scranton Intermediate School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,688.00	Supplies to support schoolwide positive behavior events.
Isaac Tripp Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$11,441.00	Salaries for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
Isaac Tripp Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,800.00	Benefits for teachers and/or paraprofessionals who attend PBIS/Schoolwide Positive Behavior events outside of the contractual work day.
				Supplies to support the opportunity to learn and equity in instructional



School Building Name	Function	Object	Amount	Description
Isaac Tripp Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$55,609.00	delivery. Technology such as Promethean boards or software licenses for use with instruction that assists in reaching the A-TSI plan goals. EL and special education classrooms will be prioritized.
Isaac Tripp Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,986.00	Supplies to support schoolwide positive behavior events.
			<b>\$358,066.00</b>	

**Section: Budget - Support and Non-Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$402,867.00

**Allocation**

\$402,867.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
Scranton High School	2200 - Staff Support Services	100 - Salaries	\$10,000.00	Salaries for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
Scranton High School	2200 - Staff Support Services	200 - Benefits	\$1,600.00	Benefits for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
Scranton High School	3300 - Community Services	100 - Salaries	\$1,000.00	Salaries for teachers and/or paraprofessionals who attend parent and family engagement events outside of the contractual work day.

School Building Name	Function	Object	Amount	Description
Scranton High School	3300 - Community Services	200 - Benefits	\$400.00	Benefits for teachers and/or paraprofessionals who attend parent and family engagement events outside of the contractual work day.
Scranton High School	3300 - Community Services	600 - Supplies	\$3,000.00	Supplies that support parent and family engagement.
West Scranton High School	2200 - Staff Support Services	100 - Salaries	\$4,000.00	Salaries for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
West Scranton High School	2200 - Staff Support Services	200 - Benefits	\$600.00	Benefits for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
West Scranton High School	3300 - Community Services	100 - Salaries	\$4,300.00	Salaries for teachers and/or paraprofessionals who attend parent and family engagement events outside of the contractual work day.
				Benefits for teachers and/or

School Building Name	Function	Object	Amount	Description
West Scranton High School	3300 - Community Services	200 - Benefits	\$802.00	paraprofessionals who attend parent and family engagement events outside of the contractual work day.
West Scranton High School	3300 - Community Services	600 - Supplies	\$2,930.00	Supplies that support parent and family engagement.
West Scranton Intermediate School	2200 - Staff Support Services	100 - Salaries	\$2,476.00	Salaries for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
West Scranton Intermediate School	2200 - Staff Support Services	200 - Benefits	\$462.00	Benefits for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
West Scranton Intermediate School	3300 - Community Services	100 - Salaries	\$2,476.00	Salaries for teachers and/or paraprofessionals who attend parent and family engagement events outside of the contractual work day.
				Benefits for teachers and/or paraprofessionals

School Building Name	Function	Object	Amount	Description
West Scranton Intermediate School	3300 - Community Services	200 - Benefits	\$462.00	who attend parent and family engagement events outside of the contractual work day.
West Scranton Intermediate School	3300 - Community Services	600 - Supplies	\$1,687.00	Supplies that support parent and family engagement.
Isaac Tripp Elementary	2200 - Staff Support Services	100 - Salaries	\$3,000.00	Salaries for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
Isaac Tripp Elementary	2200 - Staff Support Services	200 - Benefits	\$310.00	Benefits for teachers and/or paraprofessionals who attend staff development outside of the contractual work day.
Isaac Tripp Elementary	3300 - Community Services	100 - Salaries	\$3,000.00	Salaries for teachers and/or paraprofessionals who attend parent and family engagement events outside of the contractual work day.
				Benefits for teachers and/or paraprofessionals

School Building Name	Function	Object	Amount	Description
Isaac Tripp Elementary	3300 - Community Services	200 - Benefits	\$310.00	who attend parent and family engagement events outside of the contractual work day.
Isaac Tripp Elementary	3300 - Community Services	600 - Supplies	\$1,986.00	Supplies that support parent and family engagement.
			<b>\$44,801.00</b>	

Section: Budget - Budget Summary  
**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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$57,941.00	\$8,900.00	\$0.00	\$0.00	\$0.00	\$291,225.00	\$0.00	\$358,066.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$19,476.00	\$2,972.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,448.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$10,776.00	\$1,974.00	\$0.00	\$0.00	\$0.00	\$9,603.00	\$0.00	\$22,353.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$88,193.00</b>	<b>\$13,846.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$300,828.00</b>	<b>\$0.00</b>	<b>\$402,867.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$402,867.00</b>



