

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	May 2020 Parent/Guardian Online Learning Feedback Survey February 2021 Parent/Guardian and Teacher First Semester Feedback Survey March 2021 Apple Learning Technologies Teacher Survey September 2021 Online Student Survey October 2021 Pupil Attitudes to Self and School (PASS) Student Survey
Professional Development for Social and Emotional Learning	February 2021 Parent/Guardian and Teacher First Semester Feedback Survey October 2021 Teacher Professional Development Survey October 2021 PASS Survey Administration
Reading Remediation and Improvement for Students	Implementation of Multi-Tiered Systems of Support at elementary and middle levels. Review of local assessment data (DIBELS, ILL, ExactPath Reading/ELA)
Other Learning Loss	Imagine Math, ExactPath Math, Science and Other Local Assessment Data

Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Increased number of students meeting the DIBELS middle of year and end of year benchmark in comparison to

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	<p>the DIBELS beginning of year benchmark. Increased number of students meeting the Imagine Language and Literacy middle of year and end of year benchmark in comparison to the beginning of year benchmark. Increased number of students meeting the ExactPath middle of year and end of year benchmark in comparison to the beginning of year benchmark. High school reading remediation will be evaluated using the HS universal screener. Additionally, successful credit recovery course completion data will be utilized to measure impacts.</p>
Children with Disabilities	Reading Remediation and Improvement	<p>Increased number of students meeting the DIBELS middle of year and end of year benchmark in comparison to the DIBELS beginning of year benchmark. Increased number of students meeting the Imagine Language and Literacy middle of year and end of year benchmark in comparison to the beginning of year benchmark. Increased number of students meeting the ExactPath middle of year and end of year benchmark in comparison to the beginning of year benchmark. High school reading remediation will be evaluated using the HS universal screener. Additionally, successful credit</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		recovery course completion data will be utilized to measure impacts.
Children from Low-Income Families	Other Areas of Learning Loss	Increased number of students meeting the Imagine Math middle of year and end of year benchmark in comparison to the Imagine Math beginning of year benchmark. Increased number of students meeting the ExactPath middle of year and end of year benchmark in comparison to the beginning of year benchmark. Local and State Math and Science assessment data. Additionally, successful credit recovery course completion data will be utilized to measure impacts.
Children with Disabilities	Other Areas of Learning Loss	Increased number of students meeting the Imagine Math middle of year and end of year benchmark in comparison to the Imagine Math beginning of year benchmark. Increased number of students meeting the ExactPath middle of year and end of year benchmark in comparison to the beginning of year benchmark. Local and State Math and Science assessment data. Additionally, successful credit recovery course completion data will be utilized to measure impacts.
Children from Low-Income Families	Social and Emotional Learning	Review PASS survey data and analyze for improvements in SEL data by building and grade

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		levels.
Children with Disabilities	Social and Emotional Learning	Review PASS survey data and analyze for improvements in SEL data by building and grade levels.

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	233,197	30%	69,959

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.

In October/November 2021, the district conducted the Pupil Attitudes to Self and School (PASS) survey to K-12 students. PASS is a psychometric assessment specifically designed to spot attitudinal or emotional issues in children, and incorporates suggested interventions aligned to the results of the reports. The PASS survey system is designed to proactively identify student barriers to learning and the risk of chronic absence. The PASS survey will be administered in Spring 2022 to K-12 students. Administrators and counselors will review the reporting categories and provide interventions as needed to large groups, small groups and/or individuals.

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
Administer the PASS Survey	Children from Low-Income Families	Universal	1,500

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
PASS Survey	Fall and Spring Surveys	Interpret the survey results and proactively identify student barriers to learning and risk of chronic absence and provide interventions aligned to the results of the reports

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	233,197	10%	23,320

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

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
c. Motivating students that have been disengaged;	60	Other	External Contracted Service Provider	External Contractor	PBIS and SAP training for appropriate staff (teachers, counselors, support staff, and administrators)
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	60	Other	LEA Coord. of Student Services	Internal Staff	Training to staff in Crisis Prevention and Intervention practices
b. Identifying signs of					Professional development

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
possible mental health issues and providing culturally relevant support;	100	Other	External Contracted Service Provider	External Contractor	(workshops and conferences) for gifted and EL staff to provide culturally relevant support

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
Surveys	Beginning and End of Year	Satisfaction with provided training

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	233,197	8%	18,656

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?

Imagine Language and Literacy Fall Benchmark for All Grade K-4 students
 Grade K - 33% performed on or above grade level
 Grade 1 - 29% performed on or above grade level
 Grade 2 - 25% performed on or above grade level
 Grade 3 - 39% performed on or above grade level
 Grade 4 - 35% performed on or above grade level
 DIBELS BOY Benchmark 2021 for all K-2 Students
 Grade K - 47% at or above benchmark
 Grade 1 - 27% at or above benchmark
 Grade 2 - 50% at or above benchmark
 ExactPath Reading - 2021 Fall Benchmark for all Grade 5-8 students
 5th Grade - 33% met or exceeded grade level proficiency
 6th Grade - 37% met or exceeded grade level proficiency
 7th Grade - 33% met or exceeded grade level proficiency
 8th Grade - 29% met or exceeded grade level proficiency

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

Yes

Please explain:

In Spring 2019 prior to the pandemic, Sheckler Elementary, Catasauqua Middle School, and Catasauqua High School students met the growth standard in ELA. In 2019, Sheckler IEP students did not meet the interim goal/improvement target in ELA with 38.2% proficiency. The Catasauqua Middle School all student group did not meet the achievement target in ELA. Also in 2019, the Sheckler Elementary School All Student group met the growth target in Reading. Additionally, Catasauqua Middle School IEP students met growth expectations in Reading. We have not received our PVAAS data for Spring 2021. We anticipate that due to the challenges associated with delivering instruction during the pandemic, the CASD 2021 PVAAS data for ELA will show our students have not met the growth standards.

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
LETRS Training (Modules K-2 staff)	K-2 Teachers/Title 1 Staff/Administrators	25
Science Training with an emphasis on literacy	K-8 Science Teachers	40
Text Dependent Analysis	Grade 3-8 ELA Teachers	15

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
High Dosage Tutoring	Children with Disabilities	50	High Dosage Tutoring was offered to All students needing additional support. Students participated in scheduled tutoring sessions during the school day.
High Dosage Tutoring	Children from Low-Income Families	50	High Dosage Tutoring was offered to All students needing additional support. Students participated in scheduled tutoring sessions during the school day.
			All students at the middle school engage in online instruction and learning activities

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
ExactPath	Children with Disabilities	450	within their personalized learning pathway created as a result of their performance on a diagnostic assessment.
Imagine Language & Literacy	Children from Low-Income Families	500	All students at the elementary school engage in online instruction and learning activities within their personalized learning pathway created as a result of their performance on a diagnostic assessment.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS	3 times per year (BOY, MOY, EOY)	Increased number of students meeting the middle of year and end of year benchmark in comparison to the beginning of year benchmark
Imagine Language and Literacy	3 times per year (BOY, MOY, EOY)	Increased number of students meeting the middle of year and end of year benchmark in comparison to the beginning of year benchmark
		Increased number of students

Tool Used to Evaluate Success	Frequency of Use	Expected Results
ExactPath	3 times per year (BOY, MOY, EOY)	meeting the middle of year and end of year benchmark in comparison to the beginning of year benchmark
PVAAS	End of Year	All Student Group meets or exceeds the PVAAS ELA Growth Standard. Additional the IEP and Economically Disadvantage subgroups meet or exceed the PVAAS Growth Standard.

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	233,197	52%	121,262

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
			All students at the elementary school

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Imagine Math	Children from Low-Income Families	500	engage in online instruction and learning activities within their personalized learning pathway created as a result of their performance on a diagnostic assessment.
ExactPath	Children with Disabilities	450	All students at the middle school engage in online instruction and learning activities within their personalized learning pathway created as a result of their performance on a diagnostic assessment.
High Dosage Tutoring	Children with Disabilities	50	High Dosage Tutoring was offered to All students needing additional support. Students participated in scheduled tutoring sessions during the school day.
High Dosage Tutoring	Children from Low-Income Families	50	High Dosage Tutoring was offered to All students needing additional support. Students participated in scheduled tutoring sessions during the school day.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Core Instructional Supports	Children from Low-Income Families	1,500	Purchase high quality standards aligned materials and write high quality standards aligned curricula
Contract with experts for professional development	Children from Low-Income Families	1,500	Professional development to address learning loss and Gifted and ELL student populations

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
ExactPath	3 times per year (BOY, MOY, EOY)	Increased number of students meeting the middle of year and end of year benchmark in comparison to the beginning of year benchmark
PVAAS	End of Year	All Student Group meets or exceeds the PVAAS ELA Growth Standard. Additionally the IEP and Economically Disadvantaged subgroups meet or exceed the PVAAS Growth Standard.
Tutor.Com Usage Reports	Ongoing	Increased number of students accessing the online tutoring support resources
		Increased number of students

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Imagine Language	3 times per year (BOY, MOY, EOY)	meeting the middle of year and end of year benchmark in comparison to the beginning of year benchmark
DIBELS	3 times per year (BOY, MOY, EOY)	Increased number of students meeting the middle of year and end of year benchmark in comparison to the beginning of year benchmark

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$233,197.00

Allocation

\$233,197.00

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)

69,959

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$41,959.10	The Catasauqua Area School District will be providing Mental Health services for the students of the school district in concert with Salisbury Behavioral Health, Inc. including identification and prevention of mental health associated activities, proactive treatment measures, group counseling, individual and family assessment, and more on a K-12 basis in all school buildings.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$12,000.00	Online Evaluation Assessment Library

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,000.00	PASS Survey Licenses for SEL and mental health
		\$69,959.10	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$233,197.00

Allocation

\$233,197.00

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)

23,320

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,500.00	Positive Behavioral Interventions and Supports and Student Assistance Program training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,500.00	Coaching and modeling
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$9,000.44	Crisis Prevention Institute training for staff members
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,500.00	EL and Gifted Support professional development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$4,000.00	Substitute salaries for teachers attending professional development

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$819.70	Substitute benefits for teachers attending professional development
		\$23,320.14	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$233,197.00

Allocation

\$233,197.00

Budget Over(Under) Allocation

\$0.00

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

18,656

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,500.00	LETRS training for K-2 staff, special education teachers, and academic coaches
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,000.00	Text Dependent Analysis Training
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$8,000.00	DIBELS Acadience Learning Universal Screener
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$4,000.00	High School Literacy Universal Screener
1100 - REGULAR			Substitute salaries for

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,800.00	teachers attending professional development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$355.76	Substitute benefits for teachers attending professional development
		\$18,655.76	

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	233,197	69,959	23,320	18,656	121,262

Learning Loss Expenditures

Budget

\$233,197.00

Allocation

\$233,197.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Imagine Math Licenses for K-4 grades

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,500.00	Imagine Language & Literacy Licences for K-4 grades
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$17,000.00	ExactPath Licenses for 5-8 grades
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$34,500.00	Online tutoring licenses for secondary students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	STEM modules
2200 - Staff Support Services	100 - Salaries	\$8,262.00	Teachers will develop high quality, standards-aligned curriculum by reviewing and updating planned courses of study to align with PDE standards and curriculum frameworks.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$4,000.00	High School Math Universal Screener
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$10,000.00	Credit recovery online licenses
		\$121,262.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$233,197.00

Allocation

\$233,197.00

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	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$5,800.00	\$1,175.46	\$22,000.00	\$0.00	\$0.00	\$64,500.00	\$0.00	\$93,475.46
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$16,000.00
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	\$80,459.10	\$0.00	\$0.00	\$12,000.00	\$0.00	\$92,459.10
2200 Staff Support Services	\$8,262.00	\$0.00	\$23,000.44	\$0.00	\$0.00	\$0.00	\$0.00	\$31,262.44
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
	\$14,062.00	\$1,175.46	\$125,459.54	\$0.00	\$0.00	\$92,500.00	\$0.00	\$233,197.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$233,197.00