

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Elementary Center - School Counselor, ESAP Meeting Middle School - School Counselor, Certified Counselor, PBIS data, Graduation Coach, SAPHigh School - Graduation Coach, School Counselors, PBIS data, Graduation Coach, LSW, mentor committee, SAPSAP and Skyward data is collected and analyzed to identify and measure impacts in social and emotional learning. PA Youth Survey (PAYS) data has also been utilized.
<b>Professional Development for Social and Emotional Learning</b>	Pottsville will be implementing rethink Ed, which is a comprehensive, tiered, K-12 program that focuses on students and adults in the school community. rethink Ed promotes well-being and connectedness among everyone in the district. Counselors will train Pottsville's teachers in using this social emotional learning program with all students.
<b>Reading Remediation and Improvement for Students</b>	Elementary Center - Classroom teachers administer baseline and benchmark assessments and Title I Reading Teachers administer diagnostic assessments to determine students' needs. The results are analyzed and specific ELA intervention skill-based classrooms are assigned. Student data is analyzed to determine placement in the ELA intervention rooms. Students are instructed in the identified area for one 6-8 week intervention cycle. Students are progress monitored at the end of the cycle to determine where their next placement should be in order to meet their needs. Middle School - In fifth grade, classroom teachers administer baseline and benchmark assessments and Title I Reading Teachers administer diagnostic assessments to determine students' needs. The results are analyzed and specific ELA intervention skill-based classrooms are assigned. Student data is analyzed to determine placement in the ELA intervention rooms. Students are instructed in the identified area for one 6-8 week intervention cycle. Students are progress monitored at the end of the cycle to determine where their next placement should be in order to meet their needs. In grades 6-8, classroom teachers administer baseline and benchmark assessments. In-class interventions are designed based on students' assessment data. Title I provides a pull-

	<b>Method used to Understand Each Type of Impact</b>
	out program for struggling students based on the student data.High School - Special education teachers utilize Reading Plus, which is an adaptive literacy program, for special education students who need reading remediation. RTII literacy groups were formed for additional support. Each week, there are multiple homeroom/assembly periods that students can utilize to receive additional support in ELA.After school tutoring is available for extra reading remediation on Tuesdays and Thursdays.
<b>Other Learning Loss</b>	According to baseline, benchmark, and diagnostic assessments, math is an area where learning loss has occurred. Math teachers across the district have determined a need for students to focus on foundational skills and strengthen fact fluency.Elementary Center - First in Math will be used in grades K-4. It is a program designed to strengthen fact fluency and computational skills.Middle School - The math department is working on designing in-class math interventions to target learning loss.High school - The math department is focusing on foundational skills by conducting RTII math groups. The math department is utilizing SRA Math with special education students.

**Documenting Disproportionate Impacts**

- 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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
		In the elementary and middle schools, the ELA intervention programs were re-designed to address learning loss and provide more individualized services to address students' needs. The following assessments were given to students (depending on grade levels) at the beginning of the school year: DIBELS, MAZE, phonics screeners, QPAS, Pearson baseline tests, and Study Island baseline/diagnostic tests.

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>Classroom teachers and the Title I Team analyzed the assessment data and grouped students based on need. Specific ELA skills were assigned to intervention rooms. Students were assigned to an intervention room based on student data and need. Classroom teachers were trained by reading specialists and intervention consultants in the skill they are teaching for the intervention cycle. Progress monitoring occurs every 6-8 weeks and the results are analyzed. Groups are adjusted based on student data and need for the next intervention cycle. In-class interventions are also designed based on baseline, benchmark and classroom assessments. This funding source will provide students with research-based intervention programs and supplies that can be utilized in the intervention classrooms to address learning loss.</p>
		<p>Skyward, Pottsville's student information system, tracks discipline infractions throughout the school year. When comparing building data to previous years, Pottsville is experiencing a dramatic increase in discipline infractions for this school year. An additional high school guidance counselor is needed to build individualized</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	<p>relationships with the most at-risk students on a regular basis. Routine support for students based on a trusted and predictable relationship will help assess and address mental health and substance abuse which should decrease the amount of hospitalizations students are experiencing. Rethink Ed is a program that will provide all students and teachers with a social and emotional learning component in the curriculum. Rethink Ed is a comprehensive, tiered, K-12 program that focuses on students and adults in the school community. Counselors will receive training on the program and then train Pottsville's teachers in using this social emotional learning program with all students. Rethink Ed has built in assessments and incident data tracking that will enable effective monitoring of student progress and outcomes. Though this funding source, Pottsville will focus on social and emotional learning by purchasing rethink Ed and adding a guidance counselor which should decrease discipline infractions and SAP referrals.</p>
		<p>According to baseline, benchmark, and diagnostic assessments, math is an area</p>

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	Other Areas of Learning Loss	<p>where learning loss has occurred. Math teachers across the district have determined a need for students to focus on foundational skills and strengthen fact fluency. Through this funding, First in Math will be purchased for grades K-4. It is a program designed to strengthen fact fluency and computational skills. The middle school is currently utilizing ATSI funding for math professional development, programs, and supplies. The high school will purchase Get More Math which is a spiral math review program that will be utilized to address students' math deficits. USA Test Prep will also be purchased for benchmarking to determine areas of weakness. After data analysis, intervention materials and supplies will be purchased to help address the identified weaknesses.</p>
		<p>Pottsville tracks student hospitalizations each year. In 2021/2022, there have been 18 hospitalizations for mental health reasons resulting in 265 hospital days after one marking period. In 2020/2021, there were 37 total hospitalizations for mental health reasons resulting in 673 hospital days. In 2019/2020, Pottsville had 32 hospitalizations for mental</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	<p>health reasons resulting in 574 hospital days. This funding source will allow Pottsville to employ a crisis counselor in grades K-12. The crisis counselor will be able to provide students psychological first aid immediately. Hospitalizations should be reduced and students can continue receiving the support they need socially, emotionally, and academically in the school setting.</p>

**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
<b>Minimum 30% SEL Requirement</b>	306,421	30%	91,926

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.

Based on teacher, administrative, and SAP referrals, counselors meet with identified students. Student Risk Screening Scales and data from Office Disciplinary Reports are utilized to seek out students that are high-risk. High-risk students typically need more skills related to social and emotional learning to reduce their behavioral patterns. Counselors have the ability to go into classrooms to observe areas of strengths and concerns in the learning environment on an individual student basis. Currently, school counselors are experiencing very high numbers of students in need of services as well as high numbers of student referrals. Crisis situations take priority, which means counselors are not able to maintain their regularly scheduled sessions



when these situations occur. Social workers also have high caseload numbers with required contacts which leads to low availability for crisis assistance.

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
School counselor lessons in JSC	Children from Low-Income Families	Universal	764
Fifth grade counseling in Lengel	Children from Low-Income Families	Targeted	176
Individual student sessions	Children from Low-Income Families	Targeted	410

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
RTI Skyward module	As needed	The RTI Skyward module is a tool used to identify early warning signs for barriers to student achievement in various areas. Criteria can be set for early identification, which will allow teachers and counselors to provide interventions for specific students with the expectations of becoming more successful in the classroom-academically, socially, and emotionally.
Skyward discipline offenses	As needed	As interventions are put in place by counselors, social workers, and classroom teachers, Skyward discipline

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		offenses should decrease.

**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
<b>Minimum 10% SEL PD Requirement</b>	306,421	10%	30,642

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
  - a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
  - b. Identifying signs of possible mental health issues and providing culturally relevant support;
  - c. Motivating students that have been disengaged;
  - d. Mentoring students who have attendance issues before it becomes a pattern;
  - e. Self-care and mindfulness strategies for teachers;
  - f. Engaging and communicating effectively with parents;
  - g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					For the January

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;	183	Teacher	Chester County IU	External Contractor	17, 2021 in-service day, Chester County Intermediate Unit will be providing a professional development session to all teachers on engaging students (particularly post-pandemic). The session will include strategies and best practices for student motivation.
d. Mentoring students who have attendance issues before it becomes a pattern;	12	Other	Counselors, administration, support staff, and graduation coach	Internal Staff	Based on the attendance meetings, counselors, administration and the graduation coach mentor students who have attendance issues.
					Teachers will utilize rethink Ed. This is a program that "combines the

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	196	Other	Building administrators and counselors	Internal Staff	power of technology and research to deliver innovative, scalable and evidence-based tools and resources to support the whole school, whole community, and whole child." - rethink Ed
b. Identifying signs of possible mental health issues and providing culturally relevant support;	196	Other	Building administration	Internal Staff	Teachers will be trained on the RTI Skyward module which is a tool used to identify early warning signs for barriers to student achievement in various areas. Criteria can be set for early identification, which will allow teachers and counselors to identify signs of possible mental health issues. Counselors and/or social workers can provide

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
					culturally relevant support and/or interventions for the identified students.
f. Engaging and communicating effectively with parents;	183	Teacher	Building administration	Internal Staff	During the faculty meeting at the beginning of the school year, building administration discuss expectations for communicating with parents. Survey results for the preferred communication mode are shared with teachers. Ideas and suggestions are discussed for effective communication during the faculty meeting and throughout the year at grade level/department meetings when needed.
					During the October 11, 2021 in-service,

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
e. Self-care and mindfulness strategies for teachers;	74	Other	Catapult Health	External Contractor	teachers were afforded the opportunity to participate in a district sponsored health care screening provided by Catapult Health. During the visit with a medical professional, teachers and staff were given guidance toward fostering a healthy lifestyle.
g. Working with community agencies to address non-academic needs.	196	Other	Lehigh Valley Health Network	External Contractor	Pottsville is establishing a working relationship with Lehigh Valley Health Network and other local mental health professionals to provide additional support to our students and staff regarding social and emotional health.

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
rethink Ed	Bi-monthly	Teachers will utilize the rethink Ed program bi-monthly to help address social and emotional learning.
Google reflection form	After each planned professional development	Teachers and administrators will reflect on the the strategies and best practices provided in the planned professional development sessions.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	306,421	8%	24,514

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?

Assessments: End of the year assessments, baseline assessments, DIBELS testing, and diagnostic reading assessments All students were assessed. When analyzing the data, first and second grade at the elementary center were impacted the most due to the school closure in 19/20 and the hybrid instruction model in 20/21. Since the learning loss was extensive in these grade levels, a new intervention program was designed to reach more students who needed extra reading support. In the middle school, the same was done for fifth grade. In grades 3-4 and 6-8, classroom-based interventions are utilized based on student data.

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

No

Please explain:

The 2021/2022 school year has been the first year, post-pandemic, where all students have been receiving in-person student learning Monday through Friday. Last year, students were in a hybrid model and attended school in-person two out of five week days. All at-risk readers did not make at least a year's worth of growth or more in one school year.

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

No

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

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Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Phonics/Decoding	Children from Low-Income Families	145	<p>After analyzing EOY benchmark assessment results, specific interventions were planned for first, second, and fifth grades. Title I reading specialists and interventionists planned and trained teachers on phonics instruction at the start of the school year. Students needing extra support in this area spend their intervention block with the trained classroom teacher or a Title I interventionist to receive support in this skill.</p>
Fluency	Children from Low-Income Families	106	<p>After analyzing EOY benchmark assessment results, specific interventions were planned for first, second, and fifth grades. Title I reading specialists and interventionists planned and trained teachers on fluency instruction at the start of the school year. Students needing extra support in this area spend their intervention block with the trained classroom teacher or a Title I interventionist to</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			receive support in this skill.
Comprehension	Children from Low-Income Families	55	After analyzing EOY benchmark assessment results, specific interventions were planned for first, second, and fifth grades. Title I reading specialists and interventionists planned and trained teachers on comprehension instruction at the start of the school year. A Curriculum Associates trainer also provided professional development for the Cars and Stars (comprehension) series. Students needing extra support in this area spend their intervention block with the trained classroom teacher to receive support in this skill.
			After analyzing EOY benchmark assessment results, specific interventions were planned for first grade. Title I reading specialists and interventionists planned and trained

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Phonemic Awareness	Children from Low-Income Families	20	teachers on phonemic awareness instruction at the start of the school year. Students needing extra support in this area spend their intervention block with the trained classroom teacher or a Title I interventionist to receive support in this skill.

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	6-8 weeks; BOY, MOY, and EOY	Every 6-8 weeks intervention groups are progress monitored. BOY, MOY, EOY assessments are given to all students. Students should show growth in targeted areas.
MAZE	6-8 weeks; BOY, MOY, and EOY	Every 6-8 weeks intervention groups in grades 2 and 5 are progress monitored. BOY, MOY, EOY assessments are given to all students in grades 2-5. Students should show growth in targeted areas.
Phonics screeners	6-8 weeks	Every 6-8 weeks intervention groups in 1st grade are progress monitored. BOY and MOY assessments are given to all intensive and strategic students. Students should show growth in targeted areas.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Benchmarks	Quarterly	All students are given benchmark assessments in Study Island. Students should show growth from previous benchmark scores.

**Section 3d - Other Learning Loss Activities:** LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

\*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
<b>52% Other Learning Loss Activities</b>	306,421	52%	159,339

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
Math Intervention	Children from Low-Income Families	800	First In Math is a program designed to strengthen fact fluency, automaticity, computational thinking and other critical skills by engaging students in math games. This

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			program provides one additional user ID for a family member to join their child in participating in First in Math.
Math Intervention	Children from Low-Income Families	200	Number Worlds is a math intervention program with built in differentiation that provides instruction for students who are not on grade level.
Readiness screener	Children from Low-Income Families	175	Universal screeners are valid and reliable data collection tools. Readiness screeners will allow the assessment of students' current level of performance and assist in identification of needed classroom supports and interventions.
iXL	Children from Low-Income Families	900	iXL is an online personalized learning program that provides access to a comprehensive curriculum in grades K-12 which is aligned to PA core standards.

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
First in Math	Weekly	Teachers will access student data in First in Math to monitor student growth. Students are expected to show growth and achievement.
Number Worlds	At the conclusion of each topic	Teachers will utilize built in assessments within the program to monitor student growth. Students are expected to show growth and achievement.
iXL	Daily	The analytics tool in iXL will allow teachers to make informed instructional decisions which will amplify student growth.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$306,421.00

**Allocation**

\$306,421.00

**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)

91,926

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$120,000.00	Guidance counselor's salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$70,000.00	Guidance counselor's benefits
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$40,000.00	Crisis counselor's salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$16,721.00	Crisis counselor's benefits
		<b>\$246,721.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$306,421.00

**Allocation**

\$306,421.00

**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)

30,642

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$30,700.00	rethink Ed- SEL program
		<b>\$30,700.00</b>	



**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$306,421.00

**Allocation**

\$306,421.00

**Budget Over(Under) Allocation**

\$0.00

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

24,514

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,000.00	SPIRE- Reading intervention program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,000.00	mCLASS DIBELS 8th Edition Annual Student Licenses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	Intervention supplies for reading
		<b>\$25,000.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	306,421	91,926	30,642	24,514	159,339

**Learning Loss Expenditures**

**Budget**

\$306,421.00

**Allocation**

\$306,421.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,000.00	Kindergarten readiness screener
		<b>\$4,000.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$306,421.00

**Allocation**

\$306,421.00

**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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$160,000.00	\$86,721.00	\$0.00	\$0.00	\$0.00	\$30,700.00	\$0.00	\$277,421.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<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>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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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>\$160,000.00</b>	<b>\$86,721.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$59,700.00</b>	<b>\$0.00</b>	<b>\$306,421.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$306,421.00</b>