

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	Nearly all Wissahickon students come from minority populations and low-income families. These two groups have been disproportionately affected by the pandemic, exacerbating pre-existing inequalities. Last school year, school leadership regularly heard from teachers and guidance counselors that students were experiencing greater social-emotional challenges than past years. Likewise, in consultation with medical professionals in the community and leaders at other local schools, we heard that increased social-emotional effects were widespread and expected to continue for months, if not years. Therefore, in preparation for the 2021-22 school year, we created several new positions at WCS specifically designed to address increased student needs over the next few years, including the addition of two new guidance counselors at each campus. These individuals will support students as they return from remote learning and position them for future academic success. In order to ensure the sustainability of the social-emotional services that these ESSER-funded positions provide to our students, WCS will use the Learning Loss set-aside funds to support staff expenses for one of these counselors in FY24.
Professional Development for Social and Emotional Learning	Due to the extensive social-emotional focus of WCS's educational model, including work by a Director of Culture and two Deans of Culture, a behavioral support team, and guidance classes for all students as well as an integrated "Subject of Self" social-emotional learning curriculum for all grades, professional development for new staff members is focused heavily on social-emotional learning strategies. In SY21-22, data in the form of student observations and notes gathered by all of these staff members during the previous school year were used to determine that our students had experienced an increased level of trauma during the pandemic that would require additional support and techniques from our staff. Therefore, the SY22-23 professional developments for all staff in particular will include training in restorative practices, peer mediation, and de-escalation techniques. Wissahickon also offers professional development to all staff throughout the school year, at least 20% of which

	Method used to Understand Each Type of Impact
	<p>is focused on Social Emotional Learning. Trainings this fall included Responsive Classroom, Warm Demanders, and Dismantling White Supremacy: these additional trainings will also support the observed student needs by preparing our teachers to meet students where they are more effectively.</p>
Reading Remediation and Improvement for Students	<p>Data acquired from our online literacy platforms over the course of the 2020-2021 school year indicated that many of our students were falling behind academically. We also saw increased absenteeism and low-engagement from students during remote learning. These students were placed in our spring Remote Access Center and selected for participation in our Summer Learning Program, but we know that there are still gaps in learning to overcome. Earlier rounds of ESSER funds have supported our full-time Literacy Coordinator's salary. In order to ensure consistent achievement/address ongoing losses that students have experienced due to the pandemic and an extended period of remote learning, we will fund the Literacy Coordinator for an additional year in FY24. We have also implemented specific new strategies for reading improvement and assessment. We overhauled our approach to literacy from top to bottom to address some of the weaknesses we were seeing in reading across the board. We are continuing to use the Emerging Readers Workshop model and have added the Science of Reading for a more balanced approach, from literacy assessments to our instructional pedagogy to whole-class strategies like shared texts, which were really successful during remote instruction. We are taking our K & 1st instruction "back to basics" to focus on decoding first, focusing on phonologic/phonemic awareness and utilizing read-alouds to build anecdotal listening comprehension. Finally, we will use our WIN Blocks, which focus on small-group tier II instruction, to meet students where they are and provide needed differentiated instruction.</p>
Other Learning Loss	<p>Much like the measures used to address reading remediation, we determined that there was significant student learning loss in other areas based on internal screeners from online math platforms, by assessing student attendance and engagement, and through anecdotal teacher reports. To address this learning loss, we have added additional student-supporting staff. Staff has been added in the areas of literacy, math, and social-emotional learning. We have also hired two full-time building subs to ensure continuity of instruction even in the case of teacher absenteeism, of which we expect a greater degree due to stringent daily health screeners and quarantining. We will also use WIN blocks to address declines in executive functioning and learning loss in math. Finally, we have added additional professional development for staff that addresses students' increased needs as a result of learning loss over the course of the pandemic. In particular, our August 2023 professional development for all staff will focus specifically on age/grade-appropriate instructional strategies and evidence-based resources for addressing learning loss</p>

	Method used to Understand Each Type of Impact
	among the entire WCS student body.

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
Children from Low-Income Families	Reading Remediation and Improvement	<p>A majority of Wissahickon students come from low-income families. Therefore, our school-wide tactics were designed to address these students' needs, particularly coming out of the pandemic, when family feedback and surveys indicated increased disruption in employment, housing, and impact from illness. This feedback, combined with student academic achievement data during remote learning, led WCS to increase the amount of student-facing staff for the start of the 2021-22 school year. In particular, we have focused on reading remediation and improvement by adding a literacy interventionist at each of our two school sites as well as a cross-site literacy coordinator. Likewise, our newly created "What I Need" (WIN) blocks will allow teachers, interventionists, specialists, and administrators to provide targeted small-group Tier II instruction to groups of students in need of literacy</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>support. Students will be grouped based on proficiency and provided with goals for improvements over the course of the school year. Evidence-based screeners will be administered several times throughout the school year to measure growth.</p>
Major Racial or Ethnic Groups	Social and Emotional Learning	<p>The majority of Wissahickon students are from a racial or ethnic minority group so we have held therefore held extensive professional development to help staff identify and address this student group's needs. Likewise, our school-wide tactics were designed to address these students' specific needs: we identified impacts on these particular student groups from family surveys and teacher/behavioral support staff student observations, where it has been determined that our students of color are experiencing increased negative impacts as a result of the pandemic, in line with current local and national statistics. At Wissahickon, we believe the social emotional learning in school is as important as the academic learning. Our comprehensive social-emotional curriculum has a heavy focus on identity-affirming practices that instill pride and confidence in</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>students' own racial and ethnic identity as well as provide them with "windows" into other identities. As part of our social-emotional curriculum, The Director of Culture has created monthly "Our Culture is Beautiful" celebrations in which students learn about different ethnic and racial groups, for example celebrating Hispanic Heritage in September and Asian American & Pacific Islander Heritage Month in May.</p>
Students Experiencing Homelessness	Other Areas of Learning Loss	<p>Using family surveys, we determined that students experiencing homelessness or home insecurity were more likely to have a technology gap that affected their ability to fully participate in remote instruction during the pandemic. WCS administrators worked to provide devices and internet access to increase their participation. Wissahickon is now a 1:1 device school so that all students can engage fully with the online resources that are now a core part of our curriculum. It will also ensure that no student loses instruction time if there is a need to return to remote learning.</p>
		<p>We identified impacts on various student groups from family surveys and teacher/behavioral support staff student observations,</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>where it has been determined that our students from low-income families are experiencing increased negative impacts as a result of the pandemic, in line with current local and national statistics. To identify and address students' increased needs for social-emotional well-being, we have hired one additional counselor at each site and we have added another member to each campus' Behavioral Support Team. We have also held extensive staff professional development to help staff identify and address this student group's needs.</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
Minimum 30% SEL Requirement	378,577	30%	113,573

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.

At WCS, we use two screeners to monitor emotional health and wellbeing. The first is the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) and is given by homeroom teachers 4x a year (September, November, March, June). The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) is a universal screening tool used to identify students who may be at risk for challenging, antisocial behavior. The SRSS-IE is conducted to better inform instruction. The second is through Closegap. Closegap is a program used through an app or web browser that allows students to self-report how they are feeling and why. The dashboard feature allows

teachers, counselors, and administrators to easily check in with students who are looking for someone to speak to or who are reporting high levels of negative emotions. Closegap will be used in grades 3-8 for the 2021-22 school year.

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
1:1 and small group counseling	Major Racial and Ethnic Groups	Intensive	50
WIN Blocks- During these “What I Need” blocks both of the campus counselors work with small groups of students who were labeled “high risked” based on data collected from the SSRS-IE and Closegap scre	Major Racial and Ethnic Groups	Targeted	46
Guidance Class - Fifth through Eighth Grade students all have regular Guidance Class, led by one of our two school counselors. Topics covered in Guidance Class include High School Prep, Financial Lit	Major Racial and Ethnic Groups	Targeted	213
Classroom Visits - Guidance Counselors visit classrooms throughout the year to give students “Talk It Out” training, and hold self-harm and suicide	Major Racial and Ethnic Groups	Universal	974

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
prevention discussions.			

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
SRSS-IE screener results	4x a year (September, November, March, June)	We expect our screeners to indicate improvements in students' mental health after they have had access to our SEL programs
Closegap screener results	Weekly	We expect our screeners to indicate improvements in students' mental health after they have had access to our SEL programs

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	378,577	10%	37,858

	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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	160	Other	WCS Administration, Director of Culture, Principal, and Behavioral Support Teams	Internal Staff	Pre-School Year Professional Development to train staff in trauma-informed practices, restorative practices, new and returning Social-Emotional Learning curriculum
					This training is for the Culture Team members. Our Culture Team – Director of Culture, Deans and Assistant

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;	9	Other	Thrively	External Contractor	Deans of Culture, and our select Behavioral Support Team Members participated in a Science of Empathy webinar held by Thrively. This training provided staff members with techniques to practice empathy and taught them how to engage students in activities that help them recognize their own feelings and the feelings of others.
					This training is for the Culture Team members. Administrators held a series of professional development trainings with all members of our Culture Staff to teach them how to best

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;	16		Director of Culture	Internal Staff	<p>approach and engage with students, including sessions on “Building Rapport with Students,” “Warm Demanders,” and “Teacher Voice and Teacher Language: Reinforcing, Reminding, and Redirecting.” Our Culture Team frequently works with some of our most vulnerable students, in particular those with a history of behavioral issues and low engagement. These sessions showed how, with proper trust and communication, Culture staffers could increase engagement amongst their students.</p>

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
Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)	Administered by homeroom teachers 4x a year (September, November, March, June)	(SRSS-IE) is a universal screening tool used to identify students who may be at risk for challenging, antisocial behavior. The SRSS-IE is conducted to better inform instruction. Based on the professional development in social-emotional learning provided to WCS staff, we expect to increase staff's ability to respond to student trauma and allow them to develop superior relationships with these students. Therefore, we expect that fewer students will be identified on SRSS-IE screeners as "at-risk" on our March and June screenings than on the two previous screenings.
Closegap	Weekly	Closegap is a program used through an app or web browser that allows students to self-report how they are feeling and why. Closegap's dashboard feature allows teachers, counselors, and administrators to easily check in with students who are looking for someone to speak to or who are reporting high levels of negative emotions. Based on the professional development in social-emotional learning provided to WCS staff, we expect to see fewer students reporting negative emotions on their weekly Closegap screener

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		during the second half of the 2023-24 school year than we did at the start of the year as a result of improved responses from staff members due to the professional development training they received.

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	378,577	8%	30,286

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?

To assess learning loss in the area of reading, WCS uses the built-in assessment tools from evidence-based resources including Reading Horizons, Discovery, and Elevate for phonics, as well as Heggerty and Bridge the Gap for phonological awareness. Increased need to address

reading learning loss was most pronounced in grades K-4.

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:

Amongst grades K-4, 61% of all WCS students made a year of growth based on the reading level data we have, which was collected using local assessments. We currently do not have anything to point to in PVAAS.

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
Literacy screener training: DIBELS 8th edition	K-8 & Special Education	75
Small group writing instructions	K-1	16
Building background knowledge through interactive read alouds	3-8 & special education	45

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
DIBELS 8th edition	Children from Low-Income Families	974	Data from the DIBELS Assessment will be entered into the school's data tracking doc. The information gathered will inform lead teachers' instruction in the regular classroom and will be used to create student groups for WIN Blocks. We expect to meet the meaningful academic goals set for each child after the beginning of the year screeners are done.
Reading Horizons	Children from Low-Income Families	974	Wissahickon uses Reading Horizons' Discovery for grades K-3 and Horizons for grades 4 and up. The Reading Horizons approach to reading instruction is aligned to the principles of reading science—it engages students in explicit and systematic phonics instruction. This approach simplifies and refines the skills needed for proper word decoding by minimizing the number of rules and skills that students are taught during explicit phonics instruction and connecting these skills to visual cues.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Heggerty	Children from Low-Income Families	974	<p>Our lessons are designed to provide daily instruction in eight phonological and phonemic awareness skills. Students practice blending, segmenting, and manipulating words, syllables, and phonemes each day. Most literacy curriculum currently available places minimal focus on phonemic awareness, only practicing one to two skills each day. Phonemic awareness is essential in teaching students to be automatic decoders of print. The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. Phonemic awareness is one of the best early predictors for reading success.</p>

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
Dynamic Indicators of Basic Literacy Achievement (DIBELS 8th Edition). DIBELS assesses student skill in five areas: letter naming fluency, phonological awareness, phonics, oral reading fluency, and co	3-4 times throughout the school year	Data from the DIBELS Assessment will be entered into the school's data tracking doc. The information gathered will inform lead teachers' instruction in the regular classroom and will be used to create student groups for WIN Blocks. We expect to meet the meaningful academic goals set for each child after the beginning of the year screeners are done.
Assessment tools from evidence-based intervention Reading Horizons	Students will use Reading Horizons continuously throughout the school year, but data will be gathered and analyzed 3-4 times a year.	Using data from Reading Horizons, an effective, aligned screening tool, we will know students' strengths and needs. We can then differentiate instruction within the classroom and during WIN blocks with appropriate interventions. We expect this will lead to more significant literacy growth.

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.

- 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	378,577	52%	196,860

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
Pre-school year professional development for all WCS staff	Major Racial and Ethnic Groups	974	August 2023 professional development for all staff will focus specifically on age/grade-appropriate instructional strategies and evidence-based resources for addressing learning loss among the entire WCS student body

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
DIBELS 8th Edition Subtests	3-4xs/year	Each child will have meaningful academic goals and growth that will be set after the beginning of the year screeners are done. It is expected that students will meet these individualized goals; Schoolwide, the percentage of students earning a D or F will be 10% or under
		Each child will have meaningful

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Ikan	3-4xs/year	academic goals and growth that will be set after the beginning of the year screeners are done. It is expected that students will meet these individualized goals; Schoolwide, the percentage of students earning a D or F will be 10% or under

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$378,577.00

Allocation

\$378,577.00

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)

113,574

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$124,848.00	Guidance Counselor Salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$40,699.00	Guidance Counselor Benefits
		\$165,547.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$378,577.00

Allocation

\$378,577.00

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)

37,858

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$11,000.00	New Staff SEL August Professional Development
2200 - Staff Support Services	100 - Salaries	\$21,000.00	All Staff SEL Professional Development (20% of All Staff August Professional Development)
2200 - Staff Support Services	600 - Supplies	\$6,000.00	SEL Professional Development Materials
		\$38,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$378,577.00

Allocation

\$378,577.00

Budget Over(Under) Allocation

\$0.00

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

30,287

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$78,030.00	Literacy Coordinator Salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$42,080.00	Literacy Coordinator Benefits
		\$120,110.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	378,577	165,547	38,000	120,110	54,920

Learning Loss Expenditures

Budget

\$378,577.00

Allocation

\$378,577.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$54,920.00	August All Staff Professional Development Addressing Instructional Strategies for Learning Loss

		\$54,920.00	
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Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$378,577.00

Allocation

\$378,577.00

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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$202,878.00	\$82,779.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$285,657.00
2200 Staff Support Services	\$86,920.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$92,920.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$289,798.00	\$82,779.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$378,577.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$378,577.00