

Virginia Department of Education
School Division Spending Plan and Division Superintendent Certification (for the
Division's Allocation of the Per Pupil Funding Supporting the ALL In Virginia Initiative (Item 138.10 C., Chapter 1, 2023 Sp. Session I)

Please note : School divisions must complete, and the division superintendent must certify, this use of funds spending plan for the division's per pupil funding allocation supporting the priority uses for ALL In VA. Upon submission to and approval by the Superintendent of Public Instruction, VDOE will begin paying the school division's funding allocation on a recurring, semi-monthly basis through June 30, 2024. School divisions do not need to request reimbursement. Approved spending plans will be posted on the ALL In VA webpage on the VDOE website. After each school year during which these funds are used, school divisions will report on the actual expenditure and obligation of funds based on the four use of funds categories below.

Enter Your School Division Number Here or Use Drop-down Box:	103
School Division Name Will Populate:	BUENA VISTA

School Division FY24 Funding Allocation Will Populate:	515,760	
Remaining Funding Allocation to Budget Below:	-	FY24 Funding Allocation Fully Budgeted Below

Enter Information below by Spending Plan Category:
Category 1: Tutoring/Learning Acceleration w/ Focus on Grades 3-8 (Goal 70% of funding)

BVCPS will use these funds to pay teachers and tutors to conduct high impact tutoring with all students grades 3-8. High-impact small group tutoring is an effective strategy to address and improve performance in reading and mathematics for students, particularly those who may be struggling or in need of additional support. Small group tutoring will allow educators to focus on the specific needs of each student. Tutors will identify individual strengths and weaknesses in reading and mathematics and tailor instruction accordingly. Tutors will also provide differentiated instruction to meet the diverse learning needs of students. They will adapt the pace and content to match each student's skill level, ensuring that no one is left behind or held back. Small group settings will enable tutors to provide immediate and personalized feedback to students. This feedback will help students understand their mistakes, correct misconceptions, and make rapid progress. Tutors will create individualized learning plans for each student, setting clear goals and tracking progress. These plans can be adjusted as students make progress or encounter new challenges. Small group tutoring will foster a more engaging and interactive learning environment. Students often feel more comfortable asking questions and participating actively in smaller groups. Small group settings will also allow students to learn from their peers. Students will benefit from observing how others approach problems, which can enhance their own problem-solving skills. Regular and consistent small group tutoring sessions will help reinforce learning and build on previously covered material. This can be especially valuable in addressing long-term performance gains. Tutors will closely monitor students' progress and identify areas where additional support is needed. This proactive approach will ensure that students receive the help they need when they need it. Tutors will use data and assessments to inform their instruction. They will track student performance, identify trends, and adjust their teaching methods accordingly. Through the supportive and non-threatening environment of small group tutoring, students will build confidence in their reading and math abilities, which will positively impact their overall performance. Tutors will build strong, positive relationships with students, fostering a sense of trust and a more conducive learning environment. High-impact small group tutoring is designed to accelerate learning. Students often make significant progress in a relatively short amount of time, addressing performance-related issues quickly and effectively. Tutors will work closely with classroom teachers to ensure that the tutoring sessions align with what is being taught in the regular curriculum, reinforcing classroom learning. Overall, high-impact small group tutoring is a powerful intervention that will make a significant difference in addressing performance-related challenges in reading and mathematics. It will provide the individualized attention, targeted instruction, and support that many students need to excel in these critical subjects.

Budgeted Line-item Expenditures	Enter FY24 Budgeted Amount	Enter FY25 Budgeted Amount	Enter FY26 Budgeted Amount	Enter Required Explanation:
1000 - Personnel Services	214000	87000		For 2023/2024 BVCPS plans to pay 38 teachers \$3,000.00 per year for tutoring to take place during the school day. We also plan on paying 12 support staff currently employed by our school division \$1500.00 per year for tutoring support for tutoring to place during the school day. In addition, we plan on paying 2 tutors from outside of the school division \$25.00 per hour for 4 hours a day to meet the needs of our students. We have also budgeted \$10,000.00 for Enderly Elementary, Parry McCluer Middle School, and Parry McCluer High School to conduct tutoring before and after school at 25.00/hr. 6 teachers will be paid \$4,000.00 for tutoring during their regularly scheduled planning time. Also included is \$2,000 for 6 administrators tasked with monitoring attendance, implementation, documentation, and finances. For the 2024/2025 school year, BVCPS plans to pay 25 teachers at \$3,000.00 per year for tutoring to take place during the school year, and 12 support personnel at \$1,500.00 for tutoring to take place during the school year. All tutors will be trained to ensure they are implementing approved content using best practices in instruction.
2000 - Employee Benefits	16371	6732		

FICA will be paid for all employees receiving these funds at a rate of 7.65%.

3000 - Purchased/Contracted Services				
4000 - Internal Services				
5000 - Other Charges				
6000 - Materials and Supplies				
Total =	230371	93732	0	

Category 2: Preparation for and Implementation of the Virginia Literacy Act (Goal 20% of funding)

Funds in this category will be utilized to purchase K-8 reading curriculum, materials, and supplies that includes the science of reading from the VDOE approved list. A curriculum that includes the science of reading is designed to address performance gains or losses related to reading by incorporating evidence-based practices that align with our current understanding of how reading skills are developed and acquired. The science of reading is a research-based framework that draws on insights from cognitive psychology, linguistics, and neuroscience to inform reading instruction. The science of reading emphasizes the importance of systematic phonics instruction, teaching students the relationship between letters and sounds. This will help struggling readers by providing them with the foundational skills necessary for decoding words and improving reading fluency. The curriculum will include activities to develop phonological awareness, which is crucial for recognizing and manipulating sounds in spoken language. Strengthening these skills will help struggling readers become more proficient in decoding and spelling. The science of reading recognizes the importance of vocabulary and comprehension instruction. A robust vocabulary and strong comprehension strategies are essential for understanding and interpreting text. The curriculum will include strategies for building vocabulary and enhancing comprehension skills. This type of curriculum provides explicit, systematic, and structured instruction. It breaks down reading skills into manageable components and provides clear explanations and practice opportunities. This will help struggling readers who may benefit from more direct and structured instruction. Overall, a curriculum that incorporates the science of reading is designed to improve reading outcomes by providing students with a solid foundation in the key components of reading and by offering targeted support for struggling readers. It focuses on evidence-based practices to address performance gains and losses related to reading, ultimately promoting better literacy skills for all students.

Budgeted Line-item Expenditures	Enter FY24 Budgeted Amount	Enter FY25 Budgeted Amount	Enter FY26 Budgeted Amount	Enter Required Explanation:
1000 - Personnel Services				
2000 - Employee Benefits				
3000 - Purchased/Contracted Services				
4000 - Internal Services				
5000 - Other Charges				BVCPS will utilize these funds to purchase English curriculum, supplies, and materials from the
6000 - Materials and Supplies	40947			VDOE approved list to implement in conjunction with the VLA for the 2024/2025 school year. This
Total =	40947	0	0	will support teachers in the integration of the science of reading in all classrooms

Category 3: Student Attendance Recovery/Addressing Chronic Absenteeism (Goal 10% of funding)

BVCPS will utilize these funds to hire two attendance specialists (one at the elementary level, and one at the secondary level) for two years, as chronic absenteeism was identified as level 3 for schools within both levels. Attendance specialists play a critical role in addressing performance gains and losses related to reading and mathematics for students who are dealing with chronic absenteeism. Chronic absenteeism can have a significant negative impact on a student's academic performance. Attendance specialists will work closely with school staff to identify students who are chronically absent. They will identify the root causes of absenteeism, which could include health issues, family problems, or disengagement from school. Early identification will allow for targeted intervention strategies to be implemented promptly. Attendance specialists will work with families to understand the reasons behind chronic absenteeism. They will provide support and resources to families to address these issues, whether it's related to transportation, health, or other concerns that may contribute to poor attendance. Attendance specialists will also collaborate with educators to develop individualized attendance improvement plans for students struggling with chronic absenteeism. These plans may include incentives, counseling, mentorship, or other strategies to motivate and support students in attending school regularly. Attendance specialists will help students and families understand the direct link between regular attendance and academic success, particularly in subjects like reading and mathematics. They will emphasize how chronic absenteeism can hinder a student's ability to keep up with classwork and negatively impact their performance in these core subjects. Attendance specialists will work with schools to provide academic support and tutoring to students who have missed a significant amount of instruction. For students who have fallen behind in reading and mathematics due to absenteeism, targeted interventions will be implemented to help them catch up. Attendance specialists will collaborate closely with teachers to identify gaps in a student's learning due to absences. They will help design strategies and resources to support students in making up missed content and getting back on track with their studies. Attendance specialists will use data to monitor and evaluate the effectiveness of attendance improvement strategies. They will regularly track attendance patterns and academic progress to identify trends and make necessary adjustments to intervention plans. Attendance specialists will advocate for students by connecting them with community resources and services that may address the underlying causes of absenteeism. They will also work with social workers, counselors, and other support staff to provide a holistic approach to student well-being. Attendance specialists will maintain open and consistent communication with students, families, and school personnel to ensure everyone is informed and engaged in the effort to improve attendance and academic performance. By addressing the issue of chronic absenteeism in a comprehensive and student-centered manner, attendance specialists will help students stay engaged in their learning, thereby mitigating performance losses in reading and mathematics. Their work is vital in ensuring that all students have an opportunity to succeed academically.

Budgeted Line-item Expenditures	Enter FY24 Budgeted Amount	Enter FY25 Budgeted Amount	Enter FY26 Budgeted Amount	Enter Required Explanation:
1000 - Personnel Services	70000	70000		BVCPS will employ two attendance specialists (one elementary and one secondary)
2000 - Employee Benefits	5355	5355		to support the building administration in monitoring and addressing attendance related to chronic
3000 - Purchased/Contracted Services				absenteeism. The attendance specialists will make phone calls and home visits, as well as
4000 - Internal Services				supporting administration in attendance meetings, writing of letters, CHINS, FAPT, and monitoring
5000 - Other Charges				academic performance of students as it relates to attendance.
6000 - Materials and Supplies				2 attendance specialists @ 35,000 per year = 70,000
Total =	75355	75355	0	2 attendance specialists benefits @ 2,677.50 per year = 5,355

Category 4: Additional Operating and Infrastructure Support Expenditures

Budgeted Line-item Expenditures	Enter FY24 Budgeted Amount	Enter FY25 Budgeted Amount	Enter FY26 Budgeted Amount	Enter Required Explanation:
1000 - Personnel Services				
2000 - Employee Benefits				
3000 - Purchased/Contracted Services				
4000 - Internal Services				
5000 - Other Charges				
6000 - Materials and Supplies				
Total =	0	0	0	

Certification: "As division superintendent, I hereby certify that I have reviewed and approved this Use of Funds Spending Plan for the School Division."

Division Superintendent Name:

Division Superintendent Digital Signature:

Date:

Superintendent of Public Instruction Approval:

Date:

***Note: submit the completed and signed file to VDOE using the subject heading "ALL In Spending Plan and Certification" at doebudgetoffice@doe.virginia.gov.**