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	Students have completed a school climate survey where the results indicate a need for social-emotional learning, coping strategies, and access to resources.
Professional Development for Social and Emotional Learning	LEA employees have not had appropriate professional development related to social emotional needs of students which has now been exacerbated due to the COVID-19 pandemic as indicated via staff climate survey.
Reading Remediation and Improvement for Students	We compared 2019 Acadience data to spring 2021 data for reading and iReady diagnostic data. We provided the data to our board and community and hosted data meetings by grade level with our teachers. The data indicated deficiencies in reading. ARP funds will be used to address this learning loss.
Other Learning Loss	We will utilize a reading diagnostic tool to target and measure student improvement in math and reading. As a result of professional observations, staff have witnessed a decline in social interactions, collaboration efforts, and problem solving skills due to the COVID-19 pandemic. Additionally, students have not met proficiency due to learning losses and are in need of an alternative graduation pathway.

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	Social and Emotional Learning	Students from low income families will have access to social emotional resources, destressing activities and strategies, and an increase in access to school and community resources. The impact will be measured by increased attendance, participation, and engagement.
Children from Low-Income Families	Reading Remediation and Improvement	Students from low inclome families will receive targeted instruction based on the diagnostic results. The impact will be measured by data review with ongoing progress monitoring.
Children from Low-Income Families	Other Areas of Learning Loss	Students from low income families will have equitable opportunities to building problem solving skills, colloboration and social skills with peers. The impact will be measured by completion of hands on learning prjects and observations made by teachers related to social interaction.

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	134,463	30%	40,339

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.

Data will be collected from Satchel Pulse SEL software, where students will complete a self-assessment survey. The LEA will also evaluate SAP referrals, input from Mental Health Counselors, and our community outreach partners who work within students to assist in identification of student concerns with their learning environment.

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
Fitness Room access for students	Children from Low-Income Families	Universal	400
Mental Health Awareness Presentations	Children from Low-Income Families	Universal	1,200
SEL Diagnostic Tool	Children from Low-Income Families	Universal	600

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
Fitness Room Participation Tracker	daily	Students experiencing stress and mental health related concerns will have access to the fitness room and be supervised. Students will de-stress and reduce mental health fatique through the use of this safe space.
Evaluation Survey	as needed	Students will complete a survey based upon the 'new learning' obtained from the Mental Health Awareness Presentations and will be able to identify therapeutic resources available within our school and community. We expect to see a decline in discipline and an improvement in behavior as well as an increase in utilization of services.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Satchel Pulse Diagnostic Assessment	as needed	Students will become knowledgeable of the mental health resources available within our school and community. Students who meet a level of need can be referred for mental health consultation.

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 Requirement	134,463	10%	13,446

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	90	Teacher	Social Worker	Internal Staff	Our district social worker, who is a certified YMHFA trainer, will train 30 employees per year, for 3 years, for a total of 90 employees. The YMHFA training is an 8 hour training to increase mental health literacy, reduce stigma, and connect students and families to mental health services.
c. Motivating students that have been disengaged;	25	Teacher	Cerified Trainer	Internal Staff	Trainer will provide evidence-based strategies to assist in teachers re-engaging students, and prevent, minimize, and manage behavioral challenges through the use of QBS de-escalation strategies.

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;	15	Support Staff	Certified Trainer	Internal Staff	Trainer will provide evidence-based strategies to assist in support staff re-engaging students, and prevent, minimize, and manage behavioral challenges through the use of QBS de-escalation strategies.
e. Self-care and mindfulness strategies for teachers;	120	Teacher	External Contractor	External Contractor	External contractor will provide teachers with strategies to increase well-being and self-regulation, and combat issues such as burn-out, anxiety, and stress.

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
		Employees will show increased

Tool Used to Evaluate Success	Frequency of Use	Expected Results
pretest/posttest	beginning and end of training	knowledge, confidence, and preparedness to support social-emotional learning. We expect to see a decline in discipline referrals and potentially an increase in mental health support needs.

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	134,463	8%	10,757

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?

Acadience testing results from May 2020 through September 2021 in grades K through 3 have been used to determine students' reading deficiencies. The need was evident for the bottom 10% of students in grade K-3. The findings were that our most struggling readers scored

below grade level in phonemic awareness, word completion, sentence writing, story reading and comprehension.

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:

Our data results indicate that our students proficiency level declined by 20% for grade 3 and 18% regression for grade 8 over the course of the 2 year pandemic time frame on PSSa reading assessments. On average a majority of our students are scoring well below grade level on reading assessments.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
LETRS	k-1	8

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
95% Group's Tune Up program	Children from Low-Income Families	250	This intervention has generated results related to phoenomic awareness, word completion, sentence writing, story reading

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			and comprehension.

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
Acadience data	three times per year	Students will show an increase in reading skills.

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

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

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

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	134,463	52%	69,921

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
			This intervention is an adapative personlized

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Successmaker Reading Program	Children from Low-Income Families	850	learning program that accelerates reading proficiency for all students.
Build Design Student Colloboration Program	Children from Low-Income Families	200	This intervention will allow students to think sequentionally about problem solving and design solutions which have been an area of weakness since the COVID-19 pandemic due to the online remote learning environments which fostered isolation and missed social skill development. Additionally, hands on problem solving skills will be incoporated as a neccessary skill for success in a post-pandemic world.
Alternative Pathway to Graduation	Children from Low-Income Families	100	This intervention will allow students a opportunity to access a pathway to graduation for those who have suffered from the impact of the COVID-19 pandemic and have not been able to access a pathway to graduation.

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
Successmaker Reading Diagnostic Data Tool	ongoing	Students will improve their readings to be on grade level.
Student and Teacher Feedback and Observation	ongoing	Students will improve their sequential thinking, problem solving skills, and social skill development.
Completion of a College Level Dual Enrollement Course or Service Based Learning project as per Act 158 guidelines	end of course	Students will achieve success through this opportunity by being able to access an Act 158 graduation pathway.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$134,463.00

Allocation

$134,463.00

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)

40,339

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$18,000.00	Satchel Pulse SEL Diagnostic yearly subscription
3200 - Student Activities	100 - Salaries	$17,339.00	Fitness Room Supervisor for destressing activities
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$5,000.00	Professional presentation related to student mental health awareness for students
		$40,339.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$134,463.00

Allocation

$134,463.00

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)

13,446

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,000.00	Youth Mental Health First Aide Training resources
2200 - Staff Support Services	100 - Salaries	$9,000.00	QBS- de-escallation mental health strategies
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,446.00	Professional presentation related to mental health awareness for staff
		$13,446.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$134,463.00

Allocation

$134,463.00

Budget Over(Under) Allocation

$0.00

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

10,757

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,757.00	95% Group's Phonics Booster Bundle: Tune-Up for Learning Loss Reading Improvement Program purchase
		$10,757.00	

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	134,463	51,000	13,446	20,757	49,260

Learning Loss Expenditures

Budget
$134,463.00
Allocation
$134,463.00

Budget Over(Under) Allocation
$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$22,000.00	Successmaker Reading Diagnostic Tool/Program
1100 - REGULAR			Design Build

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$30,000.00	Colloborative curriculum resources and materials
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$17,921.00	Graduation Pathway attainment through dual enrollment tuition enrollment
		$69,921.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$134,463.00

Allocation

$134,463.00

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	$62,757.00	$0.00	$62,757.00
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	$17,921.00	$0.00	$17,921.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$5,000.00	$0.00	$0.00	$18,000.00	$0.00	$23,000.00
2200 Staff Support Services	$9,000.00	$0.00	$4,446.00	$0.00	$0.00	$0.00	$0.00	$13,446.00
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	$17,339.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$17,339.00
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
	$26,339.00	$0.00	$9,446.00	$0.00	$0.00	$98,678.00	$0.00	$134,463.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$134,463.00