

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	BHASD will use a compilation of reports to determine the impact of the pandemic on students' emotional learning. First, the beginning and end of year SEL assessment from Mosaic will be reviewed. Next, behavioral reports collected from teachers and other SABERS FastBridge data will be examined. Additionally, referrals from the SAT (Student Assistance Team) and SAP (Student Assistance Program) will be taken into account.
Professional Development for Social and Emotional Learning	BHASD will examine the results of the Social and Emotional Learning impact noted above to plan and select professional development necessary for our guidance counselors, educators and administrative staff to move forward with addressing the needs of the student population K -12. In addition, identified programmatic training to implement upcoming programs addressing SEL needs will be taken into account.
Reading Remediation and Improvement for Students	BHASD will hold quarterly meetings with our remediation team. The instructors and administrators will examine the benchmark data, student progress reports, and overall classroom performance data of identified students. This information will be used to modify and update the instructional design as well as delivery of lessons.
Other Learning Loss	BHASD will examine the benchmarking data from FastBridge and Imagine Math to identify instructional learning gaps in the areas of reading and mathematics.

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.

		Provide specific strategies
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Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	SEL Assessment and monthly reports from the SAT and SAP teams
Children with Disabilities	Social and Emotional Learning	SEL Assessment and monthly reports from the SAT and SAP teams
Children from Low-Income Families	Reading Remediation and Improvement	Tri-semester benchmark data from FastBridge and Imagine Math
Children with Disabilities	Reading Remediation and Improvement	Tri-semester benchmark data from FastBridge and Imagine Math

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	105,140	30%	31,542

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.

BHASD is using the Mosaic SEL Assessment administered twice a year to identify areas of need as well as areas of strengths among our students in grades K -12. In addition, behavior reports and survey information will be collected from instructors and counselors to identify additional areas of needs and strengths. As students are identified with specific behavioral needs, data is being tracked in our student information system. Our behavior interventionist will be working with these students.

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
Mosaic Curricular Lessons	Children from Low-Income Families	Universal	998
Mosaic Curricular Lessons	Children with Disabilities	Universal	297
Xello Extension Activities	Children from Low-Income Families	Universal	998
Xello Extension Activities	Children with Disabilities	Universal	297
Too Good for Drugs - Mendez Foundation - SEL and Bullying Prevention Activities	Children from Low-Income Families	Targeted	522
Too Good for Drugs - Mendez Foundation - SEL & Bullying Prevention Activities	Children with Disabilities	Targeted	101

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
Mosaic Data Reports	twice a year - Fall and Spring	Identification of areas of need and strength regarding social and emotional skill sets.
Xello Usage Reports	end of year	Completion report indicates content covered addressing SEL skills.

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	105,140	10%	10,514

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
e. Self-care and mindfulness strategies for	13	Admin	Choose People	External Contractor	Choose People provide training on SEL techniques and strategies to

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
teachers;					implement with staff and students.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	6	Counselor	QBS	External Contractor	QBS provides safety training to our counselors, administrative team and teachers in order to preventatively address disruptive and/or dangerous behaviors with students.

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
Completion of training sessions	yearly	Increased staff awareness of student needs and completion of training 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
Minimum 8% Reading Improvement Requirement	105,140	8%	8,411

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?

The local assessments used at BHASD to determine the need to address learning loss in the area of reading include: FastBridge Reading Comprehension and Early Reading, Auto Reading, CDT Language Arts, and the Student Reading Inventory and / or Phonics Inventory. First, the FastBridge benchmark assessments are administered in Fall, Winter and Spring. Additional assessments are used to monitor student progress depending on the need of the student. Next, the CDT data is administered in Fall, Winter and Spring. This provides further insight into specific skill areas relative to language arts content. Finally, if a student is in the System 44 or Read 180 program, the Student Reading Inventory or Phonics Inventory is administered three times per year. This tracks student growth and allows instructors to identify specific skill deficits in order to plan and differentiate instruction.

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:

FastBridge data indicates that most students are growing at least one year. However, there

are still several students that are not growing at the desired rate and require additional intervention.

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
Sonday System	K - 12 Special Education	8
Heggerty Phonemic Awareness	K - 1	10
WonderWorks	K - 5	30
Read Naturally	K -12 Special Education	2
Wonders	K - 5	30
myPerspectives	6 -12	20

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
Sight Word Practice	Children from Low-Income Families	300	Routinely review of Fry's Instant Sight Words and Dolch list consistently.
Repeated Reading	Children from Low-Income Families	400	Students read the same passages at their reading level to

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			improve fluency.
Systematic and Sequential Phonics and Decoding	Children from Low-Income Families	300	Students receive 10 -15 minute lessons focused on phonics and decoding to address phonemic awareness and letter knowledge.
Independent Reading	Children with Disabilities	400	Incorporation of structured independent reading time.
Technology Assisted Reading	Children with Disabilities	100	Incorporation of online reading activities using the program dashboard.
Technology Assisted Reading	Children from Low-Income Families	300	Incorporation of online reading activities using the program dashboard.
Wonders Foundational Skills	Children from Low-Income Families	300	Structured remedial lessons focusing on explicit phonics instruction.
3-2-1 Drill Practice	Children from Low-Income Families	300	Practice focusing on letter sounds, sight words, blends and word parts.
WonderWorks	Children with Disabilities	50	Practice on remedial skills focused on comprehension, phonemic awareness, writing and grammar skills

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention

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
Dashboard Data Reports	Monitored monthly	Decrease in the percentages of students in Tier 2 and Approaching levels.
FastBridge Growth Report	Tri-semester	Decrease in the percentages of students identified as low risk.
Keystone Exams	yearly	Increase in the total number of students that pass the Keystone exam.
PSSA Exams	yearly	Increase in the total number of students that score proficient and advanced. Decrease in the total number of students that score below basic and basic.

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
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			Loss Activities
52% Other Learning Loss Activities	105,140	52%	54,673

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
Functional Analysis Assessments	Children with Disabilities	25	These assess how certain changes impact the occurrence of a problem behavior with identified students. These will determine the cause of the behavior as being: attention seeking, escape or avoidance; tangible; or sensory.
Functional Behavioral Assessments	Children with Disabilities	25	Review of existing behavioral data. Conducting interviews with parents, teachers, and students about behavior. Observe the behavior without testing anything directly prior to a formal analysis.
Behavior Intervention Plans	Children with Disabilities	25	Implements a formal, written plan that teaches and rewards good behavior. Reviews plan with teachers, parents, and student.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Positive Behavior Support Plans	Children with Disabilities	25	Outline of supports and strategies to be implemented by team members to reduce the occurrence of problem behavior through positive and proactive means.

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
Progress Reports	Quarterly	Decrease in problematic behavior as aligned to goals in the behavior plan.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$105,140.00

Allocation

\$105,140.00

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)

31,542

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$31,542.00	Behavioral support interventionist will work with students in grades K -12. The interventionist will provide consultation, coaching, one-to-one, group presentations, classroom support, instructional and behavioral strategies for regular education teachers, special education teachers, site personnel, and other providing instructional services to students K -12 with disabilities.
		\$31,542.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$105,140.00

Allocation

\$105,140.00

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)

10,514

Budget Summary

Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$3,750.00	Training on use of strategies and techniques to implement with staff to focus on improving mental health and wellness.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,764.00	Training on use of strategies and techniques to implement with students to focus on preventative measures addressing disruptive and/or dangerous behaviors.
		\$10,514.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$105,140.00

Allocation

\$105,140.00

Budget Over(Under) Allocation

\$0.00

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

8,411

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$8,411.00	Instructor salaries for summer learning program.
		\$8,411.00	

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	105,140	31,542	10,514	8,411	54,673

Learning Loss Expenditures

Budget

\$105,140.00

Allocation

\$105,140.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
			Behavioral support interventionist will work with students in grades K -12. The interventionist will provide consultation, coaching, one-to-one,

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,628.00	group presentations, classroom support, instructional and behavioral strategies for regular education teachers, special education teachers, site personnel, and other providing instructional services to students K -12 with disabilities.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$39,045.00	Instructor salaries for summer learning program.
		\$54,673.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$105,140.00

Allocation

\$105,140.00

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	\$47,170.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,170.00
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	\$47,456.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,456.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$6,764.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,764.00
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	\$3,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,750.00
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
	\$94,626.00	\$0.00	\$10,514.00	\$0.00	\$0.00	\$0.00	\$0.00	\$105,140.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$105,140.00