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	Student observations, review of attendance records, review of screeners, PATH data, social worker assessment data, teacher/administrator/service provider referrals.
Professional Development for Social and Emotional Learning	Teacher evaluation data, classroom based assessment review, teacher surveys, pre and post testing from previous professional development.
Reading Remediation and Improvement for Students	AIMS web data, PSSA/Keystone scores, local benchmark assessments administered on Study Island, Guided teacher data discussions, Child Study Team records
Other Learning Loss	Guidance files, transcript review, special education records (progress reports), COVID compensatory service review form, teacher and family referral

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	Student observations, review of attendance records, review of screeners, PATH data, social worker assessment data,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		teacher/administrator/service provider referrals.
Children from Low-Income Families	Reading Remediation and Improvement	AIMS web data, PSSA/Keystone scores, local benchmark assessments administered on Study Island, Guided teacher data discussions, Child Study Team records
Children from Low-Income Families	Other Areas of Learning Loss	Guidance files, transcript review, special education records (progress reports), COVID compensatory service review form, teacher and family referral
Children with Disabilities	Reading Remediation and Improvement	AIMS web data, PSSA/Keystone scores, local benchmark assessments administered on Study Island, Guided teacher data discussions, Child Study Team records
Children with Disabilities	Other Areas of Learning Loss	Guidance files, transcript review, special education records (progress reports), COVID compensatory service review form, teacher and family referral
Children with Disabilities	Social and Emotional Learning	Student observations, review of attendance records, review of screeners, PATH data, social worker assessment data, teacher/administrator/service provider referrals, progress report data, COVID compensatory service review

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		form.

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	96,327	30%	28,898

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.

The LEA is using a variety of means to determine social/ emotional needs of students, as well as areas of strength and concern in the learning environment. The LEA has established a child study team, in which students can self-refer for additional social-emotional or academic supports. The child study team also accepts referrals from parents, teachers and other service providers in order to capture and connect students for whom additional supports are necessary. The LEA has also implemented universal SEL instruction in grades K-8 to help students self-identify concerns and strengths. The LEA also participates in multi-stakeholder monitoring program of at-risk students consisting of building principals, school counselors, the

school psychologist, the school social worker, school resource officers and other district-level administrators.

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
SEL Instructions	Children from Low-Income Families	Universal	510
Tier 2 Family/Social Emotional/Support	Children from Low-Income Families	Targeted	70
Tier 2 Family/Social/Emotional/Support	Children from Low-Income Families	Intensive	35

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
Pre and post teacher survey and annual teacher survey (PATHS) and CST rosters	3 x per year	80% of students will receive Tier 1 support, 15% will receive Tier 2 support and 5% will receive Tier 3 SEL support

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	96,327	10%	9,633

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	85	Teacher	Vector Solutions	External Contractor	Managing difficult behaviors, sensitivity awareness.
b. Identifying signs of possible mental health issues and providing culturally relevant	85	Teacher	Vector Solutions	External Contractor	Recognize the signs and prevention of suicide, disruptive student behavior, student drug

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
support;					and alcohol abuse
d. Mentoring students who have attendance issues before it becomes a pattern;	85	Teacher	School Social work and School psychologist	Internal Staff	Student re-engagement and attendance
c. Motivating students that have been disengaged;	85	Teacher	School Social work and School psychologist	Internal Staff	Student re-engagement and attendance
e. Self-care and mindfulness strategies for teachers;	85	Teacher	TMSD Administration	Internal Staff	Various self-care workshop in accordance with scheduled professional development days
g. Working with community agencies to address non-academic needs.	85	Teacher	School Social work and School psychologist, and Administration	Internal Staff	Agency Fair for parents and 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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Vector Solutions/Safe Schools	5 x per year	Each professional staff member will score at least 80% on post-test to demonstrate knowledge of the professional development concepts presented.

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	96,327	8%	7,706

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 determine learning loss in the area of reading AIMSWeb data was used at the elementary level (K-4). At the middle/ high school level, the LEA used local benchmarks administered on Study Island. State standardized testing data was also used to determine reading loss during COVID-19. These findings indicate that over 50% of students in each grade level are not

grade-level standards.

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:

Current data indicates students placed in tier 2 reading supports at the elementary level are presenting with a rate of improvement (ROI) which is projected to help them meet grade-level expectations by the end of the year. This data suggests that at-risk readers are able to make more than year's worth of improvement in a year, but require targeted 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
Enhanced Core Reading Instruction	Grade 1 and Elementary Special Eduction/Specialists	8
Using IXL as a Tiered Support	Special Education	10
Regular Data Review with Tier 1, 2, 3 Implications (SIRF)	All Elmentary Teachers, Special Education, ELA Teachers in MS/HS	50

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
Enhanced Core Reading Instruction	Children from Low-Income Families	68	Multi-Tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.

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
AIMS Web	4 x per year	80% of students will receive Tier 1 support, 15% will receive Tier 2 support and 5% will receive Tier 3 MTSS support

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	96,327	52%	50,090

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
Enhanced Core Reading Instruction	Children from Low-Income Families	187	Multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.
Child Study Team	Children from Low-Income Families	60	Child study teams are a pre-referral process that connect families to key stakeholders in the educational process such as classroom teachers, school counselors, the School Psychologist, District Social Worker, Director of Education and building principal(s) to identify specific strategies and resources to meet a child's academic goals
MTSS	Children from Low-Income Families	312	MTSS is currently being implemented at the Elementary School, for students who are not meeting academic benchmarks. MTSS is a building-wide approach that utilizes

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			and coordinates all building-level resources to address student need,

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
Standardized Testing Data	1 x per year	The LEA hopes to achieve 75% students proficient/advanced on next assessment
AIMS Web	4 x per year	The LEA hopes to achieve 80/15/5% for tier 1, 2 and 3 students
Local Assessments/Internal Benchmarking	4 x per year	The LEA hopes to achieve 80/15/5% for tier 1, 2 and 3 students and track similar percentages for each reading assessment anchor

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$96,327.00
Allocation
$96,327.00

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)

28,898

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$18,000.00	Wages for 10% of one teacher and 30% of one teacher for SEL
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$10,898.00	Fringes for 10% of one teacher and 30% of one teacher for SEL
		$28,898.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$96,327.00

Allocation

$96,327.00

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)

9,633

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$9,633.00	Vector Solutions and IU professional development
		$9,633.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$96,327.00

Allocation

$96,327.00

Budget Over(Under) Allocation

$0.00

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

7,706

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$6,300.00	Wages for 10% of one teacher for Reading Improvement
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,406.00	Fringes for 10% of one teacher for Reading Improvement
		$7,706.00	

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	96,327	28,898	9,633	7,706	50,090

Learning Loss Expenditures

Budget

$96,327.00
Allocation

$96,327.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	$38,000.00	Wages for 63% of School Social Worker
2000 - SUPPORT SERVICES	200 - Benefits	$12,090.00	Fringes for 6% of School Social Worker
		$50,090.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$96,327.00

Allocation

$96,327.00

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	$35,198.00	$1,406.00	$0.00	$0.00	$0.00	$0.00	$0.00	$36,604.00
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	$38,000.00	$12,090.00	$9,633.00	$0.00	$0.00	$0.00	$0.00	$59,723.00
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	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
	$73,198.00	$13,496.00	$9,633.00	$0.00	$0.00	$0.00	$0.00	$96,327.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$96,327.00