

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	Social-emotional learning was examined through the following: Student Assistance Program referrals, instructional support team referrals, parent conferences with teachers and administrators, IEP team meetings, and guidance counselor reports. Students were also interviewed, and they indicated the loss of social connections with their peers, including collaboration with peers on learning projects.
Professional Development for Social and Emotional Learning	A survey was sent to the staff to request information regarding what needs they had in regards to professional development for social and emotional learning. The special education coordinator provided information on what training was needed for staff in regards to social/emotional needs.
Reading Remediation and Improvement for Students	COVID-19 pandemic impact on academics and lost instructional time were reviewed through the following methods: Data from PSSAs, Keystones, Measures of Academic Progress (MAP), aimsweb, and local assessments. Additionally, information was collected via reports and feedback from teachers, student services coordinators, the special education coordinator, the guidance counselor, principals, and parent/teacher conferences, and parent requests for assistance.
Other Learning Loss	In relation to the arts and special subjects, teachers of the arts were asked what impact school closures had on students. Their feedback indicated the loss of a significant amount of learning associated with playing an instrument, physical education, STEM skills, team building, career exploration/development, the visual arts, and creativity. Students were also interviewed, and they indicated the loss of connectedness with peers and staff due to school closures, isolations, and quarantines.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide

specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	The teachers will use leveled readers/Reader's Theater to practice fluency skills; phonics instruction and practice forreceptive and expressive vocabulary through listening, speaking, reading, and writing; comprehension will be addressed through discussion and practice of what good readers ask themselves as they read.
Children from Low-Income Families	Social and Emotional Learning	Small group and individual music and art lessons, building 21st-century skills, small group social activities, physical education activities
Children with Disabilities	Social and Emotional Learning	The teacher is going to the student's home to provide face-to-face instruction. Additional options will be put into place for summer learning to provide the social and emotional connections needed for this student.
Children from Low-Income Families	Social and Emotional Learning	Students will work together using cloud-based Computer-Aided Drafting, hands-on Instruction, direct instruction and project-based learning, graphic design software package and tutorial reviews as well as teacher-made materials, and problem-solving strategies.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
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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	99,017	30%	29,705

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.

Social-emotional well-being was examined through the following: Student Assistance Program referrals, instructional support team referrals, parent conferences with teachers and administrators, IEP team meetings, guidance counselor reports, in addition to PAYS survey information that will be available Spring of 2022. Some of the areas of strength include the partnership with an outside agency to provide small group support for students experiencing trauma and purchasing NODE chairs that encourage collaboration among students. Areas of concern are the lack of engagement in student learning, collaboration between students and/or students and teachers, as well as engagement with families.

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
Family Engagement	Children from Low-Income Families	Universal	200
Transition activities	Children with Disabilities	Targeted	20
Attendance Mentors	Children from Low-Income Families	Targeted	50
Principals' Attendance Awards	Children from Low-Income Families	Targeted	425
Musical instrument direct instruction	Children from Low-Income Families	Targeted	20
21st Century Technology Course	Children from Low-Income Families	Universal	20
Adventure Club	Children from Low-Income Families	Universal	20
Historical Trip	Children from Low-Income Families	Universal	20

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
Attendance	weekly	Students and families will be more engaged in school and support daily attendance.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Completion of transition activities	six times	Students will complete activities associated with transitioning from high school to post-high school (i.e. job/career searches, completion of job applications, college/tech school applications) leading to purposeful post-graduation engagement.
Attendance	daily	Attendance will increase.
Pre/Post tests	at the completion of each activity	The goal is to see the students' level of mental health improve with the use of comradery and physical activity.

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	99,017	10%	9,902

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
e. Self-care and mindfulness strategies for teachers;	25	Other	Certified Wellness Coach	Internal Staff	Afterschool physical activities including Zumba, yoga, etc.
c. Motivating students that have been disengaged;	430	Teacher	PBIS staff	External Contractor	Training with PBIS staff

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
Survey	2	Staff will record stress level before and after activities.

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	99,017	8%	7,921

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?

Students are identified for assistance for reading learning loss based on grades, teacher recommendation, and/or Measures of Academic Progress (MAP) scores. Additionally, they are also identified by the instructional support teacher, special education coordinator, principals, and/or parents who request specific reading assistance.

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:

After reviewing our MAP data projections, the majority of students did not make a year's growth.

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

No

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Vocabulary program	Children from Low-Income Families	250	The Flocabulary program will be used to increase vocabulary and comprehension.
Read Naturally	Children from Low-Income Families	130	The Read Naturally program will be used to address the specific needs of students who have significant deficiencies in their reading skills.

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
MAP scores	3 times per year	MAP scores will increase
Progress monitoring	3-5 times per week	Reading comprehension and fluency will increase.

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	99,017	52%	51,489

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
Creation of collaborative learning spaces	Children from Low-Income Families	180	A learning space will be created to replace structured study halls that have been ineffective. The space will allow students to work alone and/or collaboratively on projects, etc.
Student Information System	Children from Low-Income Families	425	A new Student Information System will be purchased to provide the staff access to ALL student information from one source. This will assist in students' academic, behavioral, emotional, etc. needs being easily accessed and

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

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
Student Surveys	twice	Students' engagement based on the survey will be increased.
Reports from principals, instructional support teacher, guidance counselor, and special education coordinators.	4	Staff interaction with student data to identify students at risk will increase.
Student survey	twice	Students' engagement, sense of well-being, and physical activity will increase.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
 \$99,017.00
Allocation
 \$99,017.00

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)

29,705

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$19,600.00	Salaries for staff to facilitate programs
1000 - Instruction	600 - Supplies	\$3,350.00	Supplies for facilitating programs
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$4,301.00	Purchase of PBIS for 3 years
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$6,500.00	Support and rewards to support PBIS
		\$33,751.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$99,017.00

Allocation

\$99,017.00

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)

9,902

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$900.00	The hourly wage for a fitness instructor
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$1,000.00	Professional Development for PBIS
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$4,000.00	Team Leaders to be trained in PBIS
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$2,400.00	SAP training for 8 elementary staff members.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,800.00	Substitute for teachers to be SAP trained

		\$10,100.00	
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Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget
 \$99,017.00
Allocation
 \$99,017.00

Budget Over(Under) Allocation
 \$0.00

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

7,921

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,400.00	Flocabulary software program to increase vocabulary and comprehension
1000 - Instruction	300 - Purchased Professional and Technical Services	\$2,527.00	Read Naturally program for at-risk students
		\$7,927.00	

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	99,017	29,705	9,902	7,921	51,489

Learning Loss Expenditures

Budget

\$99,017.00

Allocation

\$99,017.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$16,480.00	Purchase of Student Information System
1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	\$20,000.00	Purchase of supplies for high school learning engagement

Function	Object	Amount	Description
SECONDARY			center
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,759.00	Purchase of supplies for STEM lab
		\$47,239.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget
 \$99,017.00
Allocation
 \$99,017.00

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	\$19,600.00	\$0.00	\$7,927.00	\$0.00	\$0.00	\$3,350.00	\$0.00	\$30,877.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,759.00	\$0.00	\$30,759.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00
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	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
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	\$16,480.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,480.00
2100 SUPPORT SERVICES – STUDENTS	\$1,800.00	\$0.00	\$6,701.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$15,001.00
2200 Staff Support Services	\$900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00
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
	\$26,300.00	\$0.00	\$32,108.00	\$0.00	\$0.00	\$40,609.00	\$0.00	\$99,017.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$99,017.00