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	The district employs two social workers who collaborate with guidance counselors to address students' social emotional needs. Behavioral health screenings are administered to students K-12 to assist us in proactively addressing students' SEL needs. School Counselor, SAP, and discipline referrals are monitored.
Professional Development for Social and Emotional Learning	Focus groups consisting of principals, teachers, guidance counselors, and social workers collaborated to determine the professional development needs as it relates to social-emotional learning. Information gleaned from the universal screeners assist us in identifying the SEL needs of our students.,
Reading Remediation and Improvement for Students	Data from PSSA, Keystone, PVAAS, local assessments, and classroom achievement are analyzed to identify students in need of reading remediation
Other Learning Loss	Data from PSSA, Keystone, PVAAS, and local assessments, as well as achievement, attendance, and behavioral screeners, are monitored and analyzed.

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
		Universal screeners will be

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	purchased using both ESSER and 7% set aside to identify the social-emotional needs of our students. Social workers, school counselors, and SAP counselors will facilitate providing students with mental health supports.
Children from Low-Income Families	Reading Remediation and Improvement	In-school and after-school reading programs will be established K-12. The high school will participate in a school-wide reading initiative.
Students Experiencing Homelessness	Other Areas of Learning Loss	Opportunities for blended learning will be enhanced for students who may experience frequent absences through the purchase of technology that will increase access to classroom instruction remotely.

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	264,701	30%	79,410

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.

There has been an increase in serious mental health concerns among our students. There is an increase in referrals to our school counseling and social work departments. Our staff is experiencing challenges with obtaining resources from the community due to staffing shortages in our community. The district plans to continue to use DESSA, Satchel Pulse, and concerns identified by staff members to identify the social-emotional needs of our students. Each building conducts student concern meetings on a weekly basis, and Care Solace has been helpful in connecting students with community mental health resources. We believe that Satchel Pulse, DESSA and Care Solace are expenditures worthy of this grant.

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
Satchel Pulse Universal Behavioral Health Screener for grade 6-12	Children from Low-Income Families	Universal	1,839
DESSA Universal Screener for students grades 2-5	Children from Low-Income Families	Universal	1,440
Care Solace	Children from Low-Income Families	Targeted	3,271
Training and Coaching in SEL practices	Children from Low-Income Families	Universal	3,271

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
Satchel Pulse	Two times per year	We hope to see a decline in the number of students who are identified as experiencing severe mental health difficulties.
DESSA	Three times per year	We hope to see a decline in the number of students who are identified as experiencing severe mental health difficulties.
		We hope to see an increase in

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Care Solace	As needed	the number of students who are referred for services actually receive those services.
Surveys	yearly	Teachers will receive training on topics such as Responsive Classroom, trauma-informed instruction, Social and emotional learning, poverty, etc. Surveys will indicate that teachers found the professional development meaningful.

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	264,701	10%	26,470

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;	60	Teacher	Responsive Classroom	External Contractor	Teachers will recieve professional development in Responsive Classroom
c. Motivating students that have been disengaged;	192	Teacher	Instructional Coaches	Internal Staff	Instructional coaches will offer professional development in strategies to motivate students, and strategies to enage students in blended learning.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	192	Teacher	Social Workers	Internal Staff	Social workers will offer PD during summer and professional development days on trauma informed practices, restorative practices and SEL.

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

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	After every PD session	Surveys will indicate that teachers found the professional development to be meaningful.

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	264,701	8%	21,176

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Requirement			

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?

We use several assessments to determine reading skills and proficiencies. PSSAs, Acadience, Exact Path, Study Island, and local assessments are examined three times a year to identify students in need of Title 1 services for reading, and interventions for both reading and math. We have found that students who come from low socio-economic families, and students who did not consistently participate in instruction during the pandemic have experienced greater learning loss.

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:

While we have not received PVAAS data for 2021, scores from 2019, and the previous 3 years indicate that students who score basic and below basic consistently show moderate evidence that the group exceeded the growth standard. The one exception is in 7th grade, where students who were below basic were blue, however, students who scored basic were red.

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
Science of Reading	K-5	3

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Using Acadience Assessments	K-5	112
ELL training provided by LIU #12	K-12	4

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
Title 1 Reading support	Children from Low-Income Families		Students are identified through multiple data points to recieve support through Reading Specialists trained in Science of Reading.
Intervention specialists	Children from Low-Income Families	1,440	Students are identified through multiple data points to recieve support through interventionists. Students are identified through weekly student concerns meetings. The number of students who are served fluxuates based on students needs. Interventioninst use a skills deficit model to fill gaps in students reading and math skills using Science of Reading and Science of Math practices.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Science of Reading	Children from Low-Income Families	1,440	We are working towards introducing practices congruent with the Science of Reading in all classrooms. Training and materials will be purchased with grant funds.

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
PSSA	yearly	We hope to see an increase in the number of students coreing proficient,.
Acadience	3x/year	WE hope to see students showing growth between administrations, and performing at higher levels from year to year.

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	264,701	52%	137,645

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
After school tutoring through Center for Youth and Development	Children from Low-Income Families	25	Students recieve after school tutoring and activities to support classwork.

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
Attendance and class grades	18 weeks/year	Increase in attendance and course grades for students in the program.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
$264,701.00
Allocation
$264,701.00

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)

79,410

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$20,300.00	Purchase Satchel Pulse as a universal screener to identify students' social emotional health needs in grades 6-12
1000 - Instruction	600 - Supplies	$10,360.00	Purchase DESSA as a universal screener to identify students social emotional health needs, in grades 2-5
1000 - Instruction	300 - Purchased Professional and Technical Services	$24,000.00	Purchase services from Care Solace to connect students with community mental health resources
			Salaries for teachers and support staff to receive training and

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$24,750.30	coaching on trauma informed, restorative, and social emotional learning practices.
		$79,410.30	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$264,701.00

Allocation

$264,701.00

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)

26,470

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	$26,470.00	Training for teachers in trauma informed instruction, Social Emotional Learning, restorative practices, and Responsive Classroom.
		$26,470.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$264,701.00

Allocation

$264,701.00

Budget Over(Under) Allocation

$0.00

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

21,176

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	$4,176.08	After school program - Center for Youth and Development to provide after school tutoring and homework assistance.
1000 - Instruction	600 - Supplies	$17,000.00	Purchase of decodable readers and other supplies to support implementation of the Science of Reading in K-5 classrooms.
		$21,176.08	

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	264,701	79,410	26,470	21,176	137,645

Learning Loss Expenditures

Budget

$264,701.00
Allocation

$264,701.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$20,000.00	Books will be purchased for students to participate in the "One School, One Book" program

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	$20,000.00	After school tutoring program through the Center for Youth Development
1000 - Instruction	700 - Property	$48,000.00	Update Wireless Access Points to increase access to online resources.
1000 - Instruction	100 - Salaries	$49,644.62	Professional development for best practices in blended learning, literacy instruciton, math instruction and student engagement.
		$137,644.62	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$264,701.00

Allocation

$264,701.00

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	$74,394.92	$0.00	$74,646.08	$0.00	$0.00	$67,660.00	$48,000.00	$264,701.00
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	$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	$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	$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	$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
	$74,394.92	**$0.00**	**$74,646.08**	**$0.00**	**$0.00**	**$67,660.00**	**$48,000.00**	**$264,701.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$264,701.00**