

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	Impact in this area determined by anecdotal information from school counselors and social workers, SAP referrals, classroom teacher feedback in our PLC structures, and direct interaction with students during remote instruction and upon return to school year
Professional Development for Social and Emotional Learning	Impact measured through our Title II PD needs survey conducted each spring, our faculty meetings and advisory group meetings with staff, the interactions with students/families in our school environment, and superintendent's focus group discussions
Reading Remediation and Improvement for Students	Impact here can be measured in benchmarks (DIBELS, STAR), progress monitoring instruments with our special education students, and classroom assessments/assignments
Other Learning Loss	Impact here crosses a number of areas: the number of students attempting/failing online learning courses, the struggles encountered this year with concepts in math and literacy, the hesitancy to return to school within some families, and teacher feedback regarding students' lack of focus and motivation

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
		These students attempted

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Other Areas of Learning Loss	online learning and struggled to succeed in remote education when overriding health/safety concerns interfered with learning opportunities.
Children from Low-Income Families	Social and Emotional Learning	Instability in home environment for basic needs complicates learning and adds challenge to remote learning. Students missed interaction with staff and other students during pandemic, balancing basic needs and effective instruction.
Children from Low-Income Families	Reading Remediation and Improvement	Literacy skills taught effectively with direct instruction impacted by pandemic, resulting in lower levels of literacy for youngest learners.
Children with Disabilities	Other Areas of Learning Loss	All areas of learning compromised with challenges to instruct and progress monitor through remote instruction. IEP goal attainment measurements indicate impact.
English Learners	Other Areas of Learning Loss	Language barriers complicate effective instruction and negatively impact peer group interactions in school settings. Many of these students' families remained out of school during the pandemic and learning loss occurred across academic and social/emotional learning.

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	115,708	30%	34,712

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 and emotional learning needs for students in our LEA are measured/understood through surveys, such as PAYS and parent/family surveys conducted within LEA. We also measure through SAP referrals, discipline referrals, and the interactions students have with school counselors, social workers, teachers, and administration. Our areas of strength include active parent engagement and general student well-being. Our challenges include reaching students with poor attendance, language barriers, unstable home environments.

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
Staffing - additional LSW	Major Racial and Ethnic Groups	Targeted	20
Staffing - additional LSW	Children from Low-Income Families	Targeted	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
Student Feedback/Survey	pre/post interventions	Results expected would include increased self-regulation, more positive peer interactions, increased use of problem solving skills and self-advocacy 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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	115,708	10%	11,571

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	145	Teacher	University of Pennsylvania	External Contractor	PD program on SEL and how teachers may provide support and encouragement for students in this key area

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
		Indicators of increased understanding, empathy, and

Tool Used to Evaluate Success	Frequency of Use	Expected Results
pre/post survey - done by PLN (PENN)	two surveys	willingness to incorporate effective strategies for interactions with students/families

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	115,708	8%	9,257

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?

Our review of DIBELS and STAR reading indicate the need for effective literacy instruction at the primary level in the science of reading. We began with the PaTTAN pilot study regarding dyslexia and became familiar with the Apple Group OG in 3D piece for use of Orton Gillingham strategies. We looked at our earliest learners (grades K-2) and have continued to train staff as well as reading specialists and special education teachers in the areas of phonemic awareness, phonics through direct, explicit instruction, and fluency as the precursor to

comprehension. We are using these resources and others with our regular education, special education, and ELL students.

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:

This age group does not have PVAAS data. This age group does show progress for many students with our interventions utilized to date. We are new to the total MTSS framework and in our second year of implementation of some of our resources. I indicated NO rather than say YES that all at-risk readers are making a year's growth. Many of our students are indicating trend lines of growth and our end of year data will be a clearer indication of the impact of our efforts.

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
PaTTAN - Dyslexia Pilot	K-3 / and Special Education K-5	12

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
MTSS - Tier 2 - resources include APPLE OG, 95% Group, Visualizing and Verbalizing, Read Naturally	Major Racial and Ethnic Groups	15	These programs are used after determining skill weaknesses through benchmark assessments
MTSS - Tier 2 - resources include APPLE OG, 95% Group, Visualizing and Verbalizing, Read Naturally	Children from Low-Income Families	25	Various resources used in small group settings after determining target skills through benchmark assessments
MTSS - Tier 2 - resources include APPLE OG, 95% Group, Visualizing and Verbalizing, Read Naturally	Children with Disabilities	12	Resources used in individual or small group settings upon completion of benchmark assessments
MTSS - Tier 2 - resources include APPLE OG, 95% Group, Visualizing and Verbalizing, Read Naturally	English Learners	10	Resources used in small group sessions upon completion of benchmark assessments

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
Spring Benchmarks - DIBELS/STAR	end of academic year	growth across areas of early literacy; increase in student confidence as early readers

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	115,708	52%	60,168

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
Edgenuity online courses for grades 6-12	Major Racial and Ethnic Groups	15	Provision of online learning courses as an option for students/families for summer school remediation and to continue remote instruction during the current school year
Edgenuity online courses for grades 6-12	Children from Low-Income Families	12	Provision of online learning courses for summer school remediation and for students/families who remain in remote instruction this school year to date.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Edgenuity online courses for grades 6-12	Children with Disabilities	22	Students in LS/ES programs make use of online learning for summer remediation as well as blended schedules during the current school year

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
Completion of Courses Rate/Grades/Transcripts	Once	Students will complete the remediation/acceleration courses through this avenue of remote or blended education

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$115,708.00

Allocation

\$115,708.00

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)

34,712

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$34,712.00	Services of LSW for students in grades 4-8.
		\$34,712.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$115,708.00

Allocation

\$115,708.00

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)

11,571

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$11,571.00	PD training through PennGSE for social emotional learning session for teaching staff
		\$11,571.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$115,708.00

Allocation

\$115,708.00

Budget Over(Under) Allocation

\$0.00

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

9,257

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$9,257.00	Apple Group OG in 3D professional training in the science of reading instruction for elementary staff
		\$9,257.00	

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	115,708	34,712	11,571	9,257	60,168

Learning Loss Expenditures

Budget

\$115,708.00

Allocation

\$115,708.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$60,168.00	Purchase of online courses for students in grades 6-12 for summer school remediation and continuation of blended learning during current school

Function	Object	Amount	Description
			year
		\$60,168.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$115,708.00

Allocation

\$115,708.00

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	\$60,168.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,168.00
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	\$9,257.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,257.00
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	\$11,571.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,571.00
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	\$34,712.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,712.00
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
	\$0.00	\$0.00	\$115,708.00	\$0.00	\$0.00	\$0.00	\$0.00	\$115,708.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$115,708.00