

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	Referrals to the SAP team and school counselors, data and information from the social worker, referrals to outside agencies and input from them, and teacher and parent input
Professional Development for Social and Emotional Learning	Act 48 Committee, referrals to the SAP team and school counselors, data and information from the social worker, teacher and parent input
Reading Remediation and Improvement for Students	iReady, DiBELS, CDTs, and other local assessment scores, grades, PSSA scores, teacher and parent input
Other Learning Loss	iReady, DiBELS, CDTs, and other local assessment scores, grades, PSSA scores, teacher and parent input

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
		DIBELS, iReady, CDTs, and other local assessments have been used throughout the

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	pandemic to identify and measure learning loss. These will continue to be used as we monitor progress and the success of remediation strategies.
Children from Low-Income Families	Social and Emotional Learning	Referrals to the SAP team and school counselors, data and information from the social worker, referrals to outside agencies and input from them, and teacher and parent input, grades, discipline data, and attendance

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	87,738	30%	26,321

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.

Our district is using SAP team referrals, SST referrals, data and input from the social worker, data and input from the school counselors and outside agencies affiliated with mental health services in the district, discipline data, attendance data, and teacher and parent input.

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
Additional counselor	Children from Low-Income Families	Universal	589

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
SAP and SST referrals	Monthly	We expect to see less SAP and SST referrals as well as decreased discipline referrals and decreased absenteeism with the help of the counselor to increase classroom guidance and small group work as needed

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	87,738	10%	8,774

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;	57	Teacher	Intermediate Units	External Contractor	Teachers will participate in independent courses relating to trauma
c. Motivating students that have been disengaged;	57	Teacher	Intermediate Units	External Contractor	Teachers will participate in independent courses relating to student engagement and motivation
e. Self-care and mindfulness strategies for teachers;	57	Teacher	TBD	External Contractor	Teachers will participate in activities related to mindfulness and self-care

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
Attendance	Daily	Student attendance will increase as teachers are equipped to help them through trauma-related response and engage them more in learning
Discipline data	Monthly	Students discipline data is expected to decrease as students can de-escalate with the help of their teachers and relationships are stronger with staff

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.

- 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	87,738	8%	7,019

- 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?

iReady, CDTs, and DIBELS are the assessments that we use to determine the need to address learning loss in the area of reading. Aside from the group of students from our low-income families, our current second grade class has shown the highest area of learning loss in reading since the beginning of the pandemic. There has been an increase in intensive students in DIBELS in this group compared to past years.

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:

Our at-risk readers have been some of those hardest hit by the pandemic. Due to lost, virtual, or interrupted instruction due to the district's covid response, poor attendance, and illness, our at-risk readers have struggled to make a year's worth of growth despite interventions. Limited connectivity, parental support, and mental health issues are also a large factor for slow progress within this group.

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
LETRS - Currently being trained	Varied	16
Lindamood Bell	Special Education	4
Barton	Varied	4
Heggerty	K-1	2

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
iReady	k-8	24

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
Lindamood Bell	Children with Disabilities	12	Lindamood Bell phonemic awareness, spelling, and reading program.
Read Naturally	Children from Low-Income Families	24	Read Naturally elementary and middle school supplemental reading program designed to improve reading fluency using repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves
REWARDS	Children from Low-Income Families	4	Reading and writing intervention materials created for young struggling learners
Heggerty	Children from Low-Income Families	95	Phonemic awareness intervention lessons to target instruction for students in 2nd grade and above who struggle to decode or

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			encode words in print.
iReady	Children from Low-Income Families	434	Online program that identifies students' strengths and weaknesses and provides customized differentiated instruction

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
iReady	Three times per year/ or as needed to progress monitor	The expected result is that students will begin to make a year's worth or more growth.
DIBELS	Three times per year/or as needed to progress monitor	The expected result is that students will begin to make a year's worth or more growth.

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
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	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	87,738	52%	45,624

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
Spring Math	Children from Low-Income Families	60	Classwide math intervention using peer tutoring
Build Better Fluency	Children from Low-Income Families	239	Helps students to understand the operations and fact fluency at the same time
iReady	Children from Low-Income Families	434	Online program that identifies students' strengths and weaknesses and provides customized differentiated instruction

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
iReady	Three times a year	Expected results include an increase in diagnostic scores in math and reading

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Grades	Progress report/report card - every 4.5 weeks	Expected results are an increase in passing grades in reading and math
CDTs	Three times a year	Expected results include an increase in scores

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
 \$87,738.00
Allocation
 \$87,738.00

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)

26,321

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$26,321.00	Salary for an additional K-12 counselor
		\$26,321.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget
 \$87,738.00
Allocation
 \$87,738.00

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)

8,774

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$8,774.00	Stipends for teachers to participate in after school and summer hours of professional development for social and emotional support
		\$8,774.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$87,738.00

Allocation

\$87,738.00

Budget Over(Under) Allocation

\$0.00

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

7,019

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,019.00	Remediation materials for the elementary and high school that include differing levels as students come with learning loss gaps
		\$7,019.00	

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	87,738	26,321	8,774	7,019	45,624

Learning Loss Expenditures

Budget

\$87,738.00

Allocation

\$87,738.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$22,119.00	EdInsight data warehouse for curriculum based measures that will provide details on the individual needs of students, as well as the class overall for

Function	Object	Amount	Description
			teachers
1000 - Instruction	600 - Supplies	\$13,905.00	Remediation and intervention instructional supplies as needed to support interventions during the school year, summer school, and after-school programs
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$9,600.00	District contribution of 1200 to 8 Americorps workers to tutor and aide instructional staff
		\$45,624.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$87,738.00

Allocation

\$87,738.00

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	\$8,774.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,905.00	\$0.00	\$22,679.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,019.00	\$0.00	\$7,019.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$22,119.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,119.00
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	\$26,321.00	\$0.00	\$0.00	\$0.00	\$9,600.00	\$0.00	\$0.00	\$35,921.00
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
	\$35,095.00	\$0.00	\$22,119.00	\$0.00	\$9,600.00	\$20,924.00	\$0.00	\$87,738.00
Approved Indirect Cost/Operational Rate: 0.0258								\$0.00
Final								\$87,738.00