

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	Curricular Team Meeting Administrative Meetings Parent Meetings Faculty Meetings IU Meetings Community Group Meetings Family Conferences Counselor Discussions Nurse Discussions Linked in Services Agency Discussion
Professional Development for Social and Emotional Learning	Curricular Team Meeting Administrative Meetings Parent Meetings Faculty Meetings IU Meetings Community Group Meetings
Reading Remediation and Improvement for Students	Administrative Meetings MTSS Meetings Faculty Meetings Title I Meetings Family Conferences
Other Learning Loss	Counselor Discussions Administrative Team Meetings Faculty Meetings Linked in Services Agency Discussion

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
		Students who face economically impacted households require more

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	counseling time and more frequent communication with family from the staff. Too many times the feedback was non-existent and we needed to pivot to other county agencies.

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	118,858	30%	35,657

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

The district will utilize the following as data sources for identification of social and emotional needs: Student behavior, rewards through PBIS, Course Competition, Attendance, Referrals to Counselors and Nurses, Referrals from outside entities such as Safe2Say, Engagement in after school activities, PAYS Survey participation to determine if students feel valued by their teachers, friends and family, Family representation at Parent Teacher Conferences, Dialogue and support with family members and outside counseling agencies as well as county agencies.

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
Student Mentoring	Children from Low-Income Families	Universal	320
Student Mentoring	Gender	Universal	700
Academic/Health and Wellness Field Trips	Major Racial and Ethnic Groups	Universal	50
Academic/Health and Wellness Field Trips	Children from Low-Income Families	Universal	320
Academic/Health and Wellness Field Trips	Children with Disabilities	Universal	300
Academic/Health and Wellness Field Trips	English Learners	Universal	4
Academic/Health and Wellness Field Trips	Gender	Universal	700
Academic/Health and Wellness Field Trips	Students Experiencing Homelessness	Universal	4
Academic/Health and Wellness Field Trips	Youth in Foster Care	Universal	30
Student Mentoring	Major Racial and Ethnic Groups	Universal	50
Student Mentoring	English Learners	Universal	4
Student Mentoring	Students Experiencing Homelessness	Universal	4
Student Mentoring	Youth in Foster Care	Universal	30

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
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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
Check In with Mentor	Weekly	Mentors will provide goals and objectives based on what the student needs are and will create weekly assessments of progress.
Academic/Health and Wellness Field Trips	TBA	Trips will be provided as academic resources, positive behavior reinforcement and culminating experiences to ensure that students understand various cultures and diversity. Expected result will be class discussion and written documentation on the experience.

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
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	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	118,858	10%	11,886

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
e. Self-care and mindfulness strategies for teachers;	115	Teacher	TBA	External Contractor	Teaching staff how to recognize toxic stress and what can be done to identify triggers through Cognitive Behavioral Therapies.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	125	Teacher	TBA	External Contractor	Understanding the relationship between poverty and mental health.

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
Staff Survey	Once	Staff will be able to recognize their stress levels and be capable of implementing strategies to provide self care. The survey will ask them to recognize useful techniques and when they should be used.
Daily interaction/mentoring of students	Daily	Staff will be able to recognize poverty and/or ongoing poverty issues and utilize strategies to help the child. Staff will be able to collaborate with agencies and organizations to help the child. Staff will be able to recognize the child and treat them with respect and dignity.

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.

			Minimum Allocation
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	Total LEA Allocation	Multiply by 8% (.08)	for Reading Improvement
Minimum 8% Reading Improvement Requirement	118,858	8%	9,509

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?

Acadiance testing identifies those student with the least amount of gain. This testing is provided for grades 1-6. Grades 5 and 6 also used MAPP testing to identify those with the lowest reading scores. PVAAS scores supported the two assessment methods and found that of those who scored the lowest, they were not making a year's worth of growth in 5th and 6th grades.

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:

For those students who are in grades 1-4, the Acadiance data supports a year's worth of growth, however, the MAPP data for grades 5-6, pinpointed eight students with less than a year's worth of growth and below grade level reading skills.

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
Acadiance Testing	K-4	30

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Wilson Training	K-6	41
Haggerty Fluency Training	K-6	41
Wonders Training	K-6	41

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
Small group instruction	Major Racial and Ethnic Groups	50	Small group allows for personalized differentiation and reteaching.
Small group instruction	Children from Low-Income Families	320	Small group allows for personalized differentiation and reteaching.
MTSS	Children with Disabilities	300	Small group allows for personalized differentiation and reteaching of our Tier II students along with additional input from counselors, administration and families.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience Testing	Three times per year	Students are expected to show measurable growth relative to their grade level.

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	118,858	52%	61,806

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
Experiential Learning Programs	Major Racial and Ethnic Groups	50	Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural beliefs and recognize their positive contributions and draw on their strengths to build confidence in the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			student to help them be able to understand metacognition and use the tools to build their weaknesses.
Experiential Learning Programs	Children from Low-Income Families	320	Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural beliefs and recognize their positive contributions and draw on their strengths to build confidence in the student to help them be able to understand metacognition and use the tools to build their weaknesses.
Experiential Learning Programs	Children with Disabilities	300	Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural beliefs and recognize their positive contributions and draw on their strengths to build confidence in the student to help them be able to understand metacognition and use the tools to build their weaknesses.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Experiential Learning Programs	English Learners	4	Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural beliefs and recognize their positive contributions and draw on their strengths to build confidence in the student to help them be able to understand metacognition and use the tools to build their weaknesses.
Experiential Learning Programs	Gender	700	Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural beliefs and recognize their positive contributions and draw on their strengths to build confidence in the student to help them be able to understand metacognition and use the tools to build their weaknesses.
			Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Experiential Learning Programs	Students Experiencing Homelessness	4	beliefs and recognize their positive contributions and draw on their strengths to build confidence in the student to help them be able to understand metacognition and use the tools to build their weaknesses.
Experiential Learning Programs	Youth in Foster Care	30	Enroll students in additional inquiry based learning programs either on-site or with other agencies that can engage their cultural beliefs and recognize their positive contributions and draw on their strengths to build confidence in the student to help them be able to understand metacognition and use the tools to build their weaknesses.

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	Daily	By allowing students to experience programming that recognizes their talents, abilities and culture, we will see less absenteeism.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Course engagement	Daily	By allowing students to experience programming that recognizes their talents, abilities and culture, we will see more student engagement.
Behavior	Daily	By allowing students to experience programming that recognizes their talents, abilities and culture, we will see less destructive behaviors and more cognitive choice.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$118,858.00

Allocation

\$118,858.00

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)

35,657

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$35,657.00	Transportation for field trips.
		\$35,657.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$118,858.00

Allocation

\$118,858.00

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)

11,886

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$11,886.00	Training and support programs for staff.
		\$11,886.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$118,858.00

Allocation

\$118,858.00

Budget Over(Under) Allocation

\$0.00

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

9,509

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$4,500.00	Additional training
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,009.00	Reading supplies
		\$9,509.00	

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	118,858	35,657	11,886	9,509	61,806

Learning Loss Expenditures

Budget

\$118,858.00

Allocation

\$118,858.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,806.00	Professional staff services.
		\$61,806.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget
 \$118,858.00
Allocation
 \$118,858.00

Budget Over(Under) Allocation
 \$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$61,806.00	\$0.00	\$16,386.00	\$0.00	\$35,657.00	\$5,009.00	\$0.00	\$118,858.00
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
	\$61,806.00	\$0.00	\$16,386.00	\$0.00	\$35,657.00	\$5,009.00	\$0.00	\$118,858.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$118,858.00