Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	TASD measured the impact of lost instructional time by monitoring our assessment data to understand learning loss. DIBELS data (BOY, MOY and EOY) for grades K - 5 was examined each year of the pandemic 2020-2022 and compared to historical data. PSSA & Keystone (Grades 3 - 11) data was examined for the 2020, 2021 and 2022 SY and compared to the historical data. Retentions within our elementary schools and Course Failures at the middle school and high school level were analyzed in the 2020-21 SY and compared to the four prior years. This data was discussed and presented within the administration team, at student instructional response team meetings (SIRS meetings), school board meetings, during cabinet meetings and Administrative meetings. Our administrative team will continue to monitor these data sets as time progresses in order to track any future shifts or trends that we may encounter.
Chronic Absenteeism	Chronic absenteeism is defined by PDE as a student having 18 or more days of absence from school in a given school year. TASD Monitors chronic absenteeism using various methods spearheaded by our Director of Student services. The student attendance improvement process is used to monitor absences. Building principals monitor attendance on a daily basis. On a monthly basis, TASD administrators meet with the intake workers from Crawford County Children and Youth services and Case workers from Youth Advocates in Crawford, venango and Warren counties. to review students with high absenteeism and work to connect the students and families with services. This team also communicates with CYS caseworkers if needed to rectify the attendance issue. Our district magistrate is engaged in the process as a last resort, fining students and families if needed. Identifying impacts of Chronic absenteeism is a task completed by the student assistance teams in each building. Students are monitored by the student assistance teams in the schools. The students academic performance and increased mental health needs would be assessed and monitored for all students that experience higher absenteeism. The Student Assistance (SAP) team is composed of teachers, administrators and counselors. If students are in need of external services to help improve attendance in our schools, the SAP team can connect students and families with the services needed.
	Approximately 10 - 15 years ago, the district commissioned The international Center for Leadership in Education, when Bill Daggett spoke to our faculty and administration about student engagement. Daggett's

	Methods Used to Understand Each Type of Impact
Student Engagement	team even conducted classroom walkthroughs at that time, the team's assessment revealed that many students were compliantly disengaged in the learning process. Disengaged, meaning that the student is neither cognitively nor emotionally engaged. Compliant, meaning that the student may participate in classroom routines, but is often less cognitively or emotionally engaged in the learning. Through informal meetings and discussions with teachers, administrators and department leaders, the prevalence of Compliantly Disengaged students has increased (especially at the Middle and High School Level) during the pandemic due to remote learning as well as other factors. We are actively seeking strategies to re-engage our students. The engagement of students is monitored in many different ways, student assignment completion rates, student grades, extracurricular participation, and various formal and informal discussions between administration, faculty, students and parents.
Social-emotional Well-being	Social - Emotional well being was assessed utilizing current and historical school climate surveys. School counselors, teachers, nurses and administrators were consulted regularly to understand the social and emotional climate of our students. Teacher well being and morale has also been monitored through the school climate surveys and regular meetings with department leaders, union leaders and principals. TASD keeps records of any time that students have a mention of suicidal (or homicidal) ideation, mental health hospitalization or a school professional is notified of a suicide attempt. TASD has historical data spanning back to the 2016-17 school year. There was a sharp decline in reports at the end of 2020 (because students were not in schools and communicating with school professionals) however at the start of 2021 this number drastically increased exceeding prior reported instances.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Students from low income backgrounds will be monitored and identified using our data warehouse tools and discussed at SIRS meetings, and grade level team meetings. Impacts will be measured by reveiewing data sets regularly with teachers and administrators.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities will be monitored and identified using our data warehouse tools and discussed at SIRS meetings, and grade level team meetings. Impacts will be measured by reveiewing data sets regularly with teachers and administrators.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students in 100% remote learning environments will be monitored and using our data warehouse tools and discussed at SIRS meetings, and grade level team meetings. Impacts will be measured by reveiewing data sets regularly with teachers and administrators.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Regular discussions at the administrative level about how to engage parents, and community supports in the battle agianst chronic absenteeism for specific students. Talking about students as a group with local community supports so that we all understand the startgies that work in different parts of our system.

   i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- ☐ **Academic impact of lost instructional time**
- ☑ **Chronic absenteeism**
- ☐ **Student engagement**
- ☐ **Social-emotional well-being**
- ☐ **Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☑ **Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here.**

Students in 100% remote learning settings

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Analyzing current data and comparing to historical data. Utilizing at least 3 data points (ex. CDT, DIBELS & IXL Diagnostic data) to triangulate where a student is acedemically on the spectrum of their grade/ age level.

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

☑ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Instructional Rounds is a research based, system level approach to school improvement: This process is a type of self assessment focused on both what is taking place in our classrooms, as well as what may be absent. This collaborative process allows us to learn more about instructional practices within our district and builds our collective understanding of teaching and learning. This collective understanding will focus our change efforts, and our plans moving forward. Using Instructional Rounds, our administrative team has been able to better understand how instruction looks in our schools and what we need to focus on in order to change.

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

☑ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☑ **Migrant students**

☐ **Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here:**

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

> (Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

In order to determine the best uses of these funds, we consulted our stakeholders A Community Survey was Posted on Facebook (7/20/2021 & 7/26/2021), shared through our parent engagement portal via text, automated phone message, and email, and posted on our website (gorockets.org) as a pop-up from 7/20/21 to 8/1/2021. The results were analyzed and shared via our website, and during our August 2021 Administrative meeting. 831 responses were collected and analyzed. 84 participants identified as a Community Member/Resident, 22 participants identified as a community Business Owner, 5 identified as Local Government, 65 identified as Other School Staff, 495 identified as Parent/Guardian, 26 identified as School/District Administrator, 7 identified as a Student and 127 identified as a Teacher. The ESSER funding and needs were discussed at various Cabinet level meetings; monthly Administrative Meetings, and in 1:1 meetings. Our Cabinet meetings are informative district planning meetings between the school districts and the superintendents. During these different level meetings, various topics were discussed including but not limited to; data regarding learning loss; building ventilation assessment and needs; staffing assessment and needs; trends related to learning loss and benchmark assessments, external evaluation of learning; and sanitation protocols and needs related to the COVID pandemic. District administrators also participated in designing various surveys that gathered data and needs from different stakeholder groups. Department leads were solicited for information regarding classroom and department level needs related to professional learning, classroom behaviors and trends, and student learning data. Our District has a "Buildings and Grounds committee" which consists of Board Members, Administrators, faculty and staff and members of the public to assess the needs of the district for improvements to our facilities. A complete list of district needs was established to improve the safety, energy efficiency and security of our facilities.

Board Members, Department leaders, principals and teachers have discussed District Literacy needs and potential resources that could help address the elevated needs and exacerbated learning loss experienced by students across the district since the onset of the Pandemic. A group of select ELA Teachers and administrators (28 total) representing all grade levels and buildings was assembled to review ELA needs, establish non-negotiables when searching for a core curricular resource solution and systematically review Core Curricular Resources.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

To solicit public insight a Community Survey was; Posted on Facebook (7/20/2021 & 7/26/2021); and Posted on our Website (gorockets.org) as a pop-up from 7/20/21 to 8/1/2021. The results were analyzed and shared on our website soliciting public feedback or corrections. Results were also shared by the Director of Learning during TASD's August 2021 Administrative meeting. 831 responses were collected and analyzed. 84 participants identified as a Community Member/Resident, 22 participants identified as a community Business Owner, 5 identified as Local Government, 65 identified as Other School Staff, 495 identified as Parent/Guardian, 26 identified as School/District Administrator, 7 identified as a Student and 127 identified as a Teacher. When asked how we could spend the funds of ARP ESSER in the most beneficial way, 40% replied with After school programming, 33% replied with summer programming, 18% replied Extended school year programmingThe ELA Curriculum Team, composed of 28 teachers and administrators from all grade levels and buildings, discussed/reviewed data and agreed upon their needs. These findings and recommendations were shared at the fall 2020, spring 2021, fall 2021 and & spring 2022 Instructional Services Committee meeting which is a public forum. In March 2022 this ELA Curriculum Team will make recommendations to the school board in a public forum to purchase these recommended curriculum resources and the supporting professional learning plan. The team shared progress at building grade level meetings, SIR meetings, and faculty meetings throughout the time. We have noticed considerably decreased literacy skills among our early learners. Our DIBELS composite scores at the 2022 MOY over 50 % of our 375 students in grades K - 2 were identified as needing strategic intervention or intensive intervention support. Principals, led by our Director of Learning, conducted Instructional Rounds in K-3 classrooms to better understand the instructional landscape of our district. Our Instructional Rounds team found that across the district we are not using a consistent common resource, common literacy strategies, common language nor are we following a common scope and sequence. This information drove the creation of an RFP for professional learning that targets the science of reading and instruction.Recommendations from the Buildings & Grounds Committee on the Guaranteed Energy Savings Agreement (GEZA) project for improving air quality in our schools was presented to the School Board with public comment available. Some items identified as health & safety needs were our HVAC systems including ionization for significant air quality improvement, included were upgrades to Controls, Bipolar Ionization, and Increased Filtering Capabilities of HVAC systems as well as new electric switchgear for safety and security. All of this was considered to provide a safe/clean and secure environment for our staff and students.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Development- The planning of this grant took place over the past, before TASD was even aware of the final funding announcement. Our leadership team recognized there would be deep impacts from the COVID Pandemic and school closures in regards to our learning system and our community. Brainstorming sessions were first conducted with our leadership team on how to best measure the impacts in order to better understand our needs. In regards to learning loss, our team used current internal diagnostic, benchmark and grade book data, comparing it to the last 5 years. We commissioned an external evaluation of our instructional system effectiveness prior to the COVID School closures (February & March 2020) and again by a different external evaluator in March 2021 and later in February 2022. All three evaluations pointed towards similar findings related to instructional consistency and professional learning needs. In regards to professional learning, our leadership team surveyed our teachers often to recognize immediate and long term training and learning needs. We even trained our principals to recognize what the science of reading looks like in the K-3 classroom, then collected district wide instructional data through instructional rounds to inform and confirm our professional learning needs. In regards to Buildings and Grounds, the process started with the already established buildings and grounds committee requesting an analysis of the buildings in regards to safety, health and energy efficiency. The administration is working to create formal RFP following our local Procurement process which is modeled after UGG guidance, we are also working with our solicitor to ensure all federal procurement procedures are followed. Approval - Titusville Area School Districts plan to spend the ARP-ESSER funds has been tentatively shared with the School board directors during regularly scheduled board meetings and will be formalized for approval in the near future. The plan will be voted on and approved following the regular board approval process. The approved plan for the use of ARP ESSER Funds will be summarized into parent friendly language and published on the school website at www.gorockets.org.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds , beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Titusville Area School District will utilize the funding from this grant to target the needs identified by our parent/teacher/student surveys. Funding will aid in the development and implementation of engaging project/challenge based summer and after school programs that focus on improving student Math & Literacy skill deficits as well as improve their social and emotional development. Our summer and after school programs will follow research and evidence based practices that have shown results, that is we will run summer programs that are 20 days in length with at least three hours of academic instruction per day. To increase program effectiveness and maximize return on investment of these programs, we will focus on ensuring strong student attendance (75% per student), productive use of instructional time by certified teachers. Lastly, we will make learning fun and anchored in real world problems. Studies show that these efforts applied strategically to summer and afterschool programs yield the best learning outcomes for students (RAND, 2020; Wallace Foundation; 2021)During the school year, we will also contract with a 24/7 virtual tutoring service that offers on-demand learning support through video, text and voice. This service will be available for all students. A 2021 Study conducted by Brown University revealed that tutoring is most likely to be effective when delivered in high doses through tutoring programs with three or more sessions per week. Purchasing a 24/7 tutoring service where students can access on demand assistance, will provide the support that students need at this time of egregious and prominent learning loss. This same study found that there is evidence that virtual tutoring can garner similar improvements in student achievement when compared to face to face tutoring when the tutors are well trained in their practice.Many students targeted for these programs are high poverty students, therefore transportation, and meal assistance will greatly improve our efforts to ensure consistent daily attendance. This funding will provide transportation, snacks, and meals (if needed) for students attending Summer programs and afterschool programs. There are multiple national studies that cite teacher content knowledge, and certification as a predictor of afterschool and summer school program success. Our programs will employ certified teachers and staff paid through this grant funding, and funding will be used to train teachers in project based/challenge based learning practices to ensure instructional effectiveness. Titusville Area School District will identify students for our summer and afterschool programs using data from a variety of sources including but not limited to, CDT assessment Data; DIBELS Assessment data; Attendance Data; SAP referrals; and IXL Diagnostic assessments. We will use these same data sources to monitor student success regularly at the classroom, building and district level.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.

c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

Remaining Funding will be spent on (1) ongoing professional learning and coaching in literacy for our administrators, teachers and staff; (2) Common ELA Curriculum Resource Adoption grades K4 - 12; (3) Air handling and ventilation system upgrades to improve air quality in our schools. We have noticed a considerable decrease in literacy skills among our early learners due to the COVID Pandemic and school closures. That is, after reviewing our DIBELS composite scores at the 2022 MOY over 50 % of our 375 students in grades K - 2 were identified as needing strategic intervention or intensive intervention support. Advancing this issue, our district is not using a consistent common resource, common strategies, common language nor are we following a common scope and sequence. To address part of this issue, an ELA committee has led the review of multiple evidence based resources. This committee used templates designed by leaders in literacy research to choose materials & resources to review and ultimately adopt. The adoption process involved administrators, board members, teachers, students and parents in the review process. We have chosen a rigorous and intensive ELA Resource that will be adopted and used as the sole core resource in all K4-grade 12 classrooms starting in the 2022-23 school year. We know a curricular resource alone will not change our problem, but classroom instruction must change in order to see the learning results desired. We will be contracting with experienced educational training organizations to provide evidence based professional development, training and coaching for our teachers and administrators with the following goals: To provide…(1) Diagnostic assessment and intervention training/support for K-3, SpEd teachers, Reading Specialists and Paraprofessionals; (2) Professional Learning regarding the Science of Teaching Reading (3) Ongoing coaching and support for all teachers and administrators while implementing strategies and learning obtained during all professional learning; (4) Coaching and support for the administrative team in the development of a district wide comprehensive literacy plan; (5) Coaching support for administration in schedule design, data meeting protocols and implementation; and (6) Ongoing Leadership development & coaching in the Science of Teaching Reading. The COVID Pandemic has caused us to reevaluate our schools in regards to the way that we approach the daily health of our students and employees. This grant will fund the purchase of virtual learning equipment, and COVID mitigation supplies. Our building's HVAC and ventilation systems have never been equipped to sanitize the air for our employees or students. This grant funding will allow us to make essential health improvements to our schools environmental air quality. We will work with our local solicitor to ensure that all federal (UGG) and state and local district procurement procedures and policies are followed.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of

ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.
   *Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	7,509,077	20%	1,501,815

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Student learning and the impacts of the COVID pandemic will continue to be monitored through the various chanels and data sources established. Monthly building SAP meetings and SIRS meetings will ensure that student learning is always monitored and issues are reported and addressed quickly for any student struggling.
Opportunity to learn measures (see help text)	The oppertunity to learn will be increased by the purchasing of chromebooks and other technology to support distace learning and teaching. These improvements will be continually monitored by the Department of technology and the department of learning utilizing ROC enrollment data, teacher survey data and Technology inventory assignment data. The oppertunity for our teachers to learn will also increase because of this grant thanks to the contracts that will be entered that will provide ongoing coaching and professional learning for our educators and leaders. This increase in oppertunity will be monitored using sign in sheets, professional learning surveys, and professional learning calendars/agendas.
Jobs created and retained (by number of FTEs and position type) (see help text)	No New jobs were created using this funding.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Participation in Summer and afterschool programs will be monitored using daily attendance and the progress of student participants will be monitored using a variety of sources including but not limited to, CDT assessment Data; DIBELS Assessment data; Attendance Data; SAP referrals; and IXL Diagnostic assessments.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:

☑

The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).

☑

The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- **How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;**
- **Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;**
- **Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;**
- **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
- **LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;**
- **Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
- **Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
- **Requirements under the FFATA; and**
- **Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.**

☑

The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.

☑

Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.

☑

The LEA will maintain inventory records, purchase orders and receipts for equipment (over $5,000) purchased, all computing devices, and special purpose equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.

☑

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

☑

The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

[1]Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.

☑
The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.

☑
The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.

☑
The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.

☑

The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety   of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which   may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.

☑

The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.

☑

The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

☑

The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "*LEA Name*-Health and Safety Plan"

☑
CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$7,509,077.00

Allocation

$7,509,077.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$15,000.00	Summer Program Special Ed Services
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$10,000.00	Summer Program Special Ed Services
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$12,926.64	Trasportation - Special Ed Summer Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$12,320.68	Elementary Summer Program Supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$20,000.00	Pre-K Curriculum Materials and Resource ELA

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$200,000.00	Grade K - 2 Curriculum Materials and Resource ELA
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$200,000.00	Grade 3 - 5 Curriculum Materials and Resource ELA
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$125,000.00	Grade 6 - 8 Curriculum Materials and Resource ELA
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$150,000.00	Grade 9 - 12 Curriculum Materials and Resource ELA
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$500,000.00	Step By Step - Professional Learning & Coaching support for Literacy Instruction K-3 (3 year support)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$250,000.00	Tier II Intervention (Step By Step) Small Group Automation Tool with coaching (3 year support)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$150,000.00	24/7 On Demand tutoring services (3 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$90,000.00	(Summer School) Camp Invention Elementary (3 years) 30,000/yr (235/kid) Max 150 Kids

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$50,000.00	Elementary Afterschool program curriculum & Materials (Club Invention) 1.5 hours a day, 3 days a week, for 35 weeks, for 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$151,200.00	Afterschool program Teacher salaries Elementary & TMS - 6 teachers, 1.5 hours a day, 3 days a week, for 35 weeks, for 2.5 years (contracted rate of $32 / hour)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$80,000.00	Afterschool program Teacher Benifits Elementary & TMS - 6 teachers, 1.5 hours a day, 3 days a week, for 35 weeks, for 2.5 years (contracted rate of $32 / hour)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$80,000.00	Afterschool Transportation (3 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$117,877.00	Afterschool Meals & Snacks (2.5 years, 3 times a week, 35 weeks) 200 students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$15,000.00	Summer School Learning Materials & Curriculum (3 years)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$175,000.00	Summer School Instructor Salary (3 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$80,000.00	Summer School Instructor Benifits (3 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$24,752.68	Summer School Transportation (3 years)
		$2,509,077.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$7,509,077.00

Allocation

$7,509,077.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	$4,717,375.00	HVAC Upgrades - Controls, Bipolar Ionization and Increased Filtering Capabilities
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	$177,625.00	Architectural Engineering to support HVAC upgrades (Mecanical, Electrical, Energy & Structural)
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	$105,000.00	Construction Management, on-site supervision, Training and Mesurement verification to support HVAC Upgrades
		$5,000,000.00	

Section: Budget - Budget Summary

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	$326,200.00	$160,000.00	$894,752.68	$0.00	$250,000.00	$840,197.68	$0.00	$2,471,150.36
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$15,000.00	$10,000.00	$0.00	$0.00	$12,926.64	$0.00	$0.00	$37,926.64
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 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	$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
Services								
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
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	$5,000,000.00	$0.00	$0.00	$0.00	$0.00	$5,000,000.00

	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
	$341,200.00	$170,000.00	$5,894,752.68	$0.00	$262,926.64	$840,197.68	$0.00	$7,509,077.00

Approved Indirect Cost/Operational Rate: 0.0000	$0.00
Final	$7,509,077.00