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	School climate surveys, SAP referral data, student discipline data, and teacher surveys.
Professional Development for Social and Emotional Learning	Teacher surveys
Reading Remediation and Improvement for Students	Independent analysis of DIBELS assessment data by a 3rd party, Independent analysis of instructional strategies and instructional time. Collecting and analyzing local assessment data (CDT's, DIBELS & other diagnostics and screeners). Classroom observations
Other Learning Loss	Collecting and analyzing local assessment data (CDT's, DIBELS & other diagnostics and screeners) and information from teacher/parent/student surveys. Classroom observations

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
Children from Low-Income Families	Reading Remediation and Improvement	DIBELSIXL CDT Other universal screeners & diagnostics

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	School Climate surveySAP Referal
Children from Low-Income Families	Other Areas of Learning Loss	Math and technology literacy deficits.
Children with Disabilities	Reading Remediation and Improvement	IEP Goals, DIBELS, IXL, CDT, other universal screeners and diagnostics.

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	416,874	30%	125,062

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

Social & Emotional strengths and needs will be assessed using School Climate surveys and SAP referral data throughout the district. Further data collection tools may be explored if needed.

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
SEL lessons and community building activities	Children from Low-Income Families	Universal	1,000

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 referrals	weekly	SAP referrals will decrease over time.
Discipline Referrals	Monthly	Discipline referrals will decrease.
School Climate Survey	Annually	Student and parent climate survey results will improve over time.

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	416,874	10%	41,687

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	160	Teacher	External Organization	External Contractor	Goals to be determined
b. Identifying signs of possible mental health issues and providing culturally relevant support;	8	Counselor	External Organization	External Contractor	Goals to be determined
b. Identifying signs of possible mental health issues and providing	15	Admin	External Organization	External Contractor	Goals to be determined

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
culturally relevant support;					
c. Motivating students that have been disengaged;	160	Teacher	External Organization	External Contractor	Goals to be determined
c. Motivating students that have been disengaged;	8	Counselor	External Organization	External Contractor	Goals to be determined
c. Motivating students that have been disengaged;	15	Teacher	External Organization	External Contractor	Goals to be determined
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	160	Teacher	External Organization	External Contractor	Goals to be determined
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	8	Counselor	External Organization	External Contractor	Goals to be determined

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;	15	Admin	External Organization	External Contractor	Goals to be determined

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
Climate Surveys	Annually	Teacher, Student & Parent climate survey results will improve over time
Student Assistance Program Referrals	Weekly	Quality of SAP referrals will improve. Awareness will potentially increase the amount of referrals at the onset of the professional development
Pre/post Professional Development Surveys	2-3 times per year	Teacher knowledge and understanding of SEL will improve.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan LINK

NEEDED

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	416,874	8%	33,350

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?

Learning loss in the area of reading was measured using DIBELS results at the K-5 grade level. DIBELS scores were evaluated over the last 5 years to determine trends, identify program strengths and weaknesses prior to the pandemic as compared to strengths and weaknesses within our system currently.After reviewing DIBELS composite scores across the district, student academic risk is identified throughout the district. This risk is greatest in thebeginning of first grade (66% at risk district-wide in 2020), however, the risk continues throughout the elementary grades. The Acadience® data, by measure, presents a number of concerning data points worth mentioning. The data reveals that 62% of the first grade students across the district are at risk in ORF-WCPM (Oral Reading Fluency-Words Correct Per Minute) and 63% of the first graders across the district are at risk for ORF-ACC (Oral Reading Fluency- Accuracy) on the Middle of the Year (MOY) Assessment. A large percentage of first grade students are experiencing accuracy issues and not reading with fluency. This indicates that many of these at-risk students are not able to engage with grade level content, as more skill gaps are identified and in many instances widen. A compounding effect occurs as grade level standards and content is taught, while many students require intervention to get "caught up." The risk remains visible, because it is often not appropriately identified and addressed.This fluency and accuracy issue persists into second grade as 56% of second grade students were at risk on ORF-WCPM on the MOY Assessment and 50% of second grade students were at-risk on ORF-ACC on the MOY Assessment. Identifying the root cause of these risks is crucial toaddressing the skill deficits and filling the gaps in learning. When these targeted skill deficits are not addressed then they will not only persist, but in many

instances widen. As stated earlier in this document, the FSF (First Sound Fluency) risk that is present in the kindergarten data is a contributing factor to the first and second grade risk.

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:

DIBELS assessments indicate developmental readiness related to the elements of a successful reader. When a student is identified at risk, this means that they are not at the recommended developmental level. When reviewing the DIBELS report, Pathways to Progress Report, showing growth within the 20-21 school year DIBELS, 32% of Grade 1 students did not make at least a year's worth of growth, 26% of Grade 2 students did not make at least a year's worth of growth, 28% of grade 3 students did not make at least a year's worth of growth, 37% of grade 4 students did not make at least a year's worth of growth, and 22 % of grade 5 students did not make at least a year's worth of growth.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Hagerty	Children from Low-Income Families	300	Targeting Phenomic awareness skill development

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Sonday System	Children with Disabilities	50	Targeting severly struggling readers with explicit multimodal reading interventions based on Orton-Gillingham.

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
DIBELS	3 times a year	Increase in student growth as time progresses.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation **t**o 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	416,874	52%	216,774

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
Summer School	Children from Low-Income Families	300	Summer school program targeting academic & SEL skill development
Afterschool Program	Children from Low-Income Families	100	After school program targeting academic & SEL skill development
Summer school	Children with Disabilities	80	Targeting academic & SEL skill development and IEP Goals
Afterschool Program	Children with Disabilities	40	Targeting academic & SEL skill development and IEP Goals
Sonday System	Children from Low-Income Families	50	Targeting severly struggling readers with explicit multimodal reading interventions based on Orton-Gillingham.
Sonday System	Children with Disabilities	50	Targeting severly struggling readers with explicit multimodal reading interventions based on Orton-Gillingham.
Science of Reading Instructional Strategies	Children from Low-Income Families	900	A professional development series training K4-5 teachers on the science of reading and providing an understanding of instructional shifts needed in the classroom

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention

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
Summer Program Attendance	Daily	Attendance will be maintained throughout tthe program.
After school program Attendance	Weekly	Attendance will be maintained throughout tthe program.
CDT Results	3 times a year	Academic growth in Math & ELA
IXL Diagnostic	3 times a year	Ongoing or increased rate of student academic skill improvement

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$416,874.00

Allocation

$416,874.00

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)

125,062

Budget Summary

Function	Object	Amount	Description
3300 - Community Services	500 - Other Purchased Services	$25,000.00	Ready4K - SEL texts to parents Grades K-8
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$80,062.00	Curriculum Resources K-8
2200 - Staff Support Services	100 - Salaries	$13,000.00	Support afterschool and summer professional development
2200 - Staff Support Services	200 - Benefits	$7,000.00	Support afterschool and summer professional development
		$125,062.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$416,874.00

Allocation

$416,874.00

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)

41,687

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$26,687.00	Curriculum specific Profesional learning and on-going coaching
2200 - Staff Support Services	600 - Supplies	$5,000.00	Professional learning supplies, books, and other training materials to support professional learning
2200 - Staff Support Services	100 - Salaries	$7,000.00	Support afterschool or summer professional learning
2200 - Staff Support Services	200 - Benefits	$3,000.00	Support afterschool or summer professional learning
		$41,687.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget
$416,874.00
Allocation
$416,874.00

Budget Over(Under) Allocation
$0.00

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

33,350

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$33,350.00	SBS Training on Science of Reading
		$33,350.00	

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	416,874	125,062	41,687	33,350	216,775

Learning Loss Expenditures

Budget

$416,874.00
Allocation
$416,874.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$174,807.00	Step By Step Training on Science of Reading

2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$41,968.00	Step By Step Training to support Admin leading Literacy in buildings
		$216,775.00	

Function	Object	Amount	Description

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$416,874.00

Allocation

$416,874.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$80,062.00	$0.00	$80,062.00
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	$20,000.00	$10,000.00	$276,812.00	$0.00	$0.00	$5,000.00	$0.00	$311,812.00
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	$25,000.00	$0.00	$0.00	$25,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$20,000.00	**$10,000.00**	**$276,812.00**	**$0.00**	**$25,000.00**	**$85,062.00**	**$0.00**	**$416,874.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$416,874.00**