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	MTSS process, Social Work referrals, SAP referrals, ESS referrals, CIS referrals, Laurel Life referrals, Social Work Groups, Big Brother/Big Sister, Grief group through the Caring Place, CSG referrals
Professional Development for Social and Emotional Learning	MTSS process, Behavior Referrals, Special Education referrals
Reading Remediation and Improvement for Students	MTSS process, Special Education referrals, benchmark assessment (Acadience, Study Island, MAP)
Other Learning Loss	Summer Programming Tuition, MTSS process, Special Education referrals, benchmark assessment (Acadience, Study Island, MAP)

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	Social and Emotional Learning	MTSS referrals, CIS referrals, SAP Referrals Laurel Life referrals

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	ACCESS scores, MAP, Acadience, Imagine Learning, iLit
Children with Disabilities	Reading Remediation and Improvement	Progress Monitoring, MAP, Acadience, Sonday System, AIMS Web, IXL

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	312,908	30%	93,872

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.

Concerns: MTSS process, Social Work referrals, SAP referrals, ESS referrals, CIS referrals, Laurel Life referrals, Social Work Groups, Big Brother/Big Sister, Grief group through the Caring Place, CSG referralsStrengths: learners transitioning out of Laurel Life/ESS, decreasing number of SAP/ESS/CIS/Laurel Life referrals

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
Communities in School	Children from Low-Income Families	Universal	290
Counseling Services Group	Children from Low-Income Families	Universal	30
Effective School Solutions	Children from Low-Income Families	Intensive	20
Laurel Life Classrooms	Children from Low-Income Families	Intensive	20
School Counseling Groups	Children from Low-Income Families	Targeted	60
Olweus	Children from Low-Income Families	Universal	2,900
Student Assistance Program	Children from Low-Income Families	Universal	80

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
MTSS referral process	3-4 times a month	Decreased number of referrals to SEL programs listed above
DOJO/PBIS Rewards Apps (communication with families)	Daily	Positive behavior increased based on data provided through the apps to familiesIncreased communication with parents on positive behavior

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	312,908	10%	31,291

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	8	Teacher	Keystone Health Services	External Contractor	SAPNewly identified staff will go through SAP certification

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
relevant support;					
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	250	Teacher	SCM Trainers	Internal Staff	All school personnel will go through SCM theory training on de-escalation and behavior modification
d. Mentoring students who have attendance issues before it becomes a pattern;	125	Teacher	Effective School Solutions	External Contractor	Training on school avoidance and how to better engage students in school
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	125	Teacher	Laurel Life	External Contractor	Trauma informed instruction
e. Self-care and mindfulness strategies for teachers;	300	Other	staff and vendors	Internal Staff	Staff hosted events to address staff mindfulness and de-stressing activities

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
f. Engaging and communicating effectively with parents;	250	Teacher	Hosted by building administration	Internal Staff	Building hosts parent nights to engage parents based on their learner levels

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
MTSS referral process	3-4 times a month	Decreased number of referrals to SEL programs listed above
SOAR Survey	3 times a year	Increase number of positive results/satisfaction of staff, parents, and students
Parent Event Sign in sheets	Building dependent	Increase number of participants

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	312,908	8%	25,033

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?

Acadienceo All elementary, identified learners at middle schoolo Kids falling below 10th percentile and the need to look at core instructionMAP Testingo District wideo Kids falling below 10th percentile and the need to look at core instructioniLito English Language Learner Department secondary levelo Identifies learners levels for language readiness to base group instruction with ELD instructorImagine Learningo English Language Learner Department elementary levelo Identifies learners levels for language readiness to base group instruction with ELD instructorWork Keyso High schoolo Literacy evaluation (also include math evaluation and college readiness)95%o Elementary buildingso Diagnostic to determine grouping for phonic skills and phonological awareness

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:

- SLAC: did not meet growth standards - Thomas Holtzman: three categories identified, all met years worth of growth- Middle school: did not meet growth standards (special education met growth standards)- High school: did not meet growth standards

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
95% Training	K-5	115
MAP Training	K-12	250
ECRI training	K-2	22
iLit Training	ESL	3
Sonday System	Special Education K-8	13
Wilson Training	Middle School/High School 6-12	4

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
95% Group	Children from Low-Income Families	1,500	All Kindergarteners receive enhanced core instruction at levels 1 and 2 (phonological awareness). All learners that have not met the benchmark criteria for phonological awareness or phonics receive small group targeted intervention (K-5)
			Learners are

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
iLit	English Learners	100	baselined for language acquisition levels and provided direct, individually based instruction
Imagine Learning	English Learners	100	Learners are baselined for language acquisition levels and provided direct, individually based instruction
ECRI Pre-Teach	Children from Low-Income Families	500	Pre-teach ECRI lesson in a small group setting.
ECRI Re-Teach	Children from Low-Income Families	500	Reading Specialists re-teaching ECRI lesson in small group setting
Sonday System	Children with Disabilities	140	Learners are baselined for reading level and then provided direct, intensive reading instruction
Wilson Reading	Children with Disabilities	50	Intensive reading intervention with Wilson Certified staff

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
Benchmarks (Acadience, PSSA, MAP, 95%)	Acadience: -Benchmark: 3 times a year -Progress Monitoring: weekly/biweekly/according to intervention cycle and learner deficit need 95% Progress Monitoring PSSA: annually MAP: 2-3 times per year	Rate of improvement calculated by student's level of need (determined at building level)95%: mastery of skills related to specific deficit targetAcadience/PSSA/MAP: students meeting or exceeding expected growth and proficiency levels

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	312,908	52%	162,712

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
Acadience Math	Children from Low-Income Families		Targeted intervention based on skill deficits identified each cycle
			Elementary: Targeted

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Summer School	Children from Low-Income Families	450	ELA and Math intervention for learners based on academic need, teacher recommendation, and parental concerns of learning loss due to COVID19.Secondary: Targeted instruction in content areas based on school year performance, academic need, and teacher recommendation.
Extended School Year	Children with Disabilities	50	Targeted ELA and Math intervention for special education learners that demonstrate a loss of skills over breaks in academic school year.
Word Gen	Children from Low-Income Families	411	Engage learners in meaningful academic language development work across all content areas
ELL Summer School Instruction	English Learners	50	Supplemental language acquisition instruction

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Word Gen Assessment	Assessment: 2 times per year Weekly writing scored by ELA staff	Students meeting or exceeding expected growth
Benchmarks (Acadience, MAP)	Acadience: -Benchmark: 3 times a year -Progress Monitoring: weekly/biweekly/according to intervention cycle and learner deficit need MAP: 2-3 times per year	Rate of improvement calculated by student's level of need (determined at building level)Acadience/MAP: students meeting or exceeding expected growth and proficiency levels

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$312,908.00
Allocation

$312,908.00

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)

93,872

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$93,872.00	Communities In Schools Services - Social and Emotional Learning
		$93,872.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$312,908.00
Allocation

$312,908.00

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)

31,291

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$29,446.00	Effective Schools Solutions - Social and Emotional Learning Professional Development
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$1,845.00	JKM Training - Social and Emotional Learning Professional Development
		$31,291.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$312,908.00

Allocation

$312,908.00

Budget Over(Under) Allocation

$0.00

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

25,033

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$22,030.00	Savvas Learning Company - Reading Improvement
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$3,003.00	Learning Techniques, LTD - Reading Improvement
		$25,033.00	

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	312,908	93,872	31,291	25,033	162,712

Learning Loss Expenditures

Budget

$312,908.00
Allocation
$312,908.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$162,712.00	Folium - Laurel Life Program - Other Learning Loss Expenditures
		$162,712.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$312,908.00

Allocation

$312,908.00

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	$162,712.00	$0.00	$0.00	$0.00	$0.00	$162,712.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$1,845.00	$0.00	$29,446.00	$22,030.00	$0.00	$53,321.00
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	$93,872.00	$0.00	$0.00	$0.00	$0.00	$93,872.00
2200 Staff Support Services	$0.00	$0.00	$3,003.00	$0.00	$0.00	$0.00	$0.00	$3,003.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	$0.00	$261,432.00	$0.00	$29,446.00	$22,030.00	$0.00	$312,908.00
					Approved Indirect Cost/Operational Rate: 0.0000			$0.00
							Final	$312,908.00