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	To identify and measure the impact of COVID-19 in the area of social-emotional learning, Boys' Latin of Philadelphia ("Boys' Latin" or "the school") conducts student, family, and employee surveys as well as leverages the school's Positive Behavioral Interventions and Supports ("PBIS") tool, Kickboard. The school furthermore tracks participation in supports provided by the school's student support office, such as virtual and in-person counseling.
Professional Development for Social and Emotional Learning	Professional Development for Social and Emotional Learning To identify and measure the impact of COVID-19 in the area of professional development for social and emotional learning, the school considered the following: (1) feedback from employees shared via surveys and meetings; (2) the fact that 40% of employees are new to education and/or Boys' Latin and for another 16% of employees, this is their first year in-person; (3) national research demonstrating the impact of COVID-19 on the social-emotional well-being of school students and employees; and (4) the approach of other local public charter schools and districts for training and developing their teams in the area of social and emotional learning.
Reading Remediation and Improvement for Students	To identify and measure of the impact of COVID-19 in the area of reading remediation and improvement for students, the school considered the following: (1) the fact that having been historically underserved in traditional school settings, the average student enters Boys' Latin three grade levels behind in reading; (2) a national study on the impact of COVID-19 which found that the average student is now an additional six months behind in reading following the 2020-21 school year; (3) the fact that the school operated a 100 percent virtual learning program in the final trimester of the 2019-20 school year and for the entire 2020-21 school year; (4) the reality that, in alignment with local public health guidance, students may face additional periods of virtual and hybrid learning in the event of a positive case or exposure; and (5) NWEA MAP Growth Reading, NWEA MAP Growth Language, and Star Reading data.

	Method used to Understand Each Type of Impact
Other Learning Loss	The identify and measure the impact of COVID-19 on other learning loss, the school utilizes a suite of formative and summative assessments. The NWEA MAP Growth is delivered at the beginning (September), middle (January), and end (June) of the school year to students in grades six through 10. Student is grades six through eight also participate in Star Reading and Math three times per year. Internal benchmarks aligned to state standards and designed by high-quality educators are administered at the end of each reporting period. The PSSA, Keystone, PSAT, and SAT are used to assess student mastery of state standards and national college-readiness standards. These data points are correlated with attendance and behavioral data and all historical data via the school's data warehouse.

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
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Major Racial or Ethnic GroupsOther Areas of Learning LossThe school serves an average 94 percent African American or Black, four percent Multiracial, and one percent Hispanic or Latino student population. All Boys' Latin students have been historically underserved. The school used the aforementioned strategies to identify and measure the impact of COVID-19 on social and emotional learning, reading remediation and improvement, and other areas of learning loss as it relates major racial or ethnic groups.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Gender	Reading Remediation and Improvement	The school serves a 100 percent male student population. In Philadelphia, boys, particularly boys of color, face the worst educational and quality of life outcomes in comparison to their peers of different genders, races, and ethnicities. All Boys' Latin students have been historically underserved. The school used the aforementioned strategies to identify and measure the impact of COVID-19 on social and emotional learning, reading remediation and improvement, and other areas of learning loss as it relates to gender.
Children from Low-Income Families	Other Areas of Learning Loss	Boys' Latin is a Title I school. More than 75 percent of students reside in zip codes areas with the highest levels of poverty and deep poverty in Philadelphia. All students receive free breakfast and lunch. The school used the aforementioned strategies to identify and measure the impact of COVID-19 on social and emotional learning, reading remediation and improvement, and other areas of learning loss as it relates to children from low-income families.
		Over the past five school years, the percentage of students receiving special education services doubled

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Other Areas of Learning Loss	from 12 percent in 2016-17 to 24 percent in 2020-21. The school used the aforementioned strategies to identify and measure the impact of COVID-19 on social and emotional learning, reading remediation and improvement, and other areas of learning loss as it relates to children with disabilities.

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	321,847	30%	96,554

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

The school uses attendance, culture, discipline, and engagement data as well as data from student, family, and educator feedback surveys to identify the social and emotional needs of students. The aforementioned data are also used to identify areas of strength and concerns in the learning environment

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
Kickboard	Major Racial and Ethnic Groups	Universal	800
We Do It for the Culture Curriculum	Major Racial and Ethnic Groups	Universal	800
Culturally Responsive Associates	Major Racial and Ethnic Groups	Targeted	475

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
We Do It for the Culture Debrief and Extension Activities	Weekly	We Do It for the Culture Debrief and Extension Activities Weekly These tools will be used to assess if the lesson resonated with students. The expected result is to address the mental health needs of students in light of COVID-19 and support the social and emotional learning of students. More specifically, (1) lesson ideas and learnings are reinforced; (2) students think, express themselves, and seek opportunities to thrive; and (3) students leverage their strengths to build on areas of growth.
Culture, Discipline, and Suspension Data (Kickboard and PowerSchool Incident Management System)	Daily	Address the mental health needs of students in light of COVID-19 and support the social and emotional learning of students. More specifically, reduce the number of discipline

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		referrals, suspensions per student, and suspension days.
Student, Family, and Educator Surveys	Quarterly	Improvement in the social-emotional well-being of students and educators as reported by students, families, and educators.
Attendance Data (PowerSchool)	Daily	An increase in the number of students attending 90 percent or more of school days, and a decrease in the number of students attending less than 90 percent of school days
NWEA MAP Growth	September, January, and June	An increase in student growth as measured by the NWEA MAP Growth assessment administered in the beginning (September), middle (January), and end (June) of the school year.

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%			

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
SEL PD Requirement	321,847	10%	32,185

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic93 Teacher, Counselor, Support Staff, and Admin The Center for Black Educator Development Outside contractor The Center for Black Educator Development ("CBED") seeks

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	93	Other	The Center for the Black Educator Development	External Contractor	to ensure there will be equity in the recruiting, training, hiring, and retention of quality educators that reflect the cultural background and share common socio-political interests of the students they serve. More specifically, in the area of professional learning CBED seeks to help all educators – especially Black educators – excel by developing the skills, will, and mindset it takes to master the type of teaching that breaks cycles of social oppression for Black children and other disenfranchised students. CBED will foster growth along CBED's culturally competent

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
the COVID-19 pandemic;					continuum and continued learnership of Boys' Latin teachers by facilitating a series of monthly 90-minute workshops on culturally responsive pedagogy. The monthly workshops cover these topics: • Reflecting on one's cultural lens and individual cultural identity• Recognizing and redressing bias in the system/adjacent to our educational system• Drawing on students' culture to inform curriculum and instruction• Ensuring a global context and interconnectedness of curriculum• Modeling high

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
					expectations for all students• Promoting and embracing student differences• Communicating with humility and in linguistically and culturally responsive ways• Collaborating with families and the local community
c. Motivating students that have been disengaged;	93	Other	Kickboard	External Contractor	Kickboard is an online tool used to create a positive school culture and achieve equitable outcomes. It allows schools to measure the effectiveness of school-wide culture initiatives like PBIS and social-emotional learning. The training is for strategic planning for positive school

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
					culture, establishing consistent systems for schoolwide positive and corrective consequences, and empowering staff for success (mindsets, tools, and strategies for a positive school culture)
					b. Identifying signs of possible mental health issues and providing culturally relevant support93 Teacher, Counselor, Support Staff, and Admin We Do It for the Culture Outside contractor We Do It for the Culture is an online, subscription-based social emotional learning

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;	93	Other	We do it for the Culture	External Contractor	curriculum designed to help foster the authentic connections needed to support students in grades six through 12 in feeling seen, heard, and valued. This culturally responsive program is furthermore designed for educators who believe that all students can learn, especially when they are affirmed in their identity and culture. The program encourages educators to challenge students to think, express themselves, and seek opportunities to thrive. The program is for schools who understand the importance of culturally

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
					responsive pedagogy, teaching that acknowledges, responds to, and celebrates fundamental cultures while offering equitable access to education for all students. This is a half-day live virtual school-wide training on implementing the curriculum and using the lesson, training, and social-emotional learning resource libraries.

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
Culture, Discipline, and Suspension Data (Kickboard and PowerSchool Incident	Daily	Effectively train educators on how to address the mental health needs of students in light of COVID-19 and support the social and emotional learning of students. If the SEL professional development is

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Management System)		successful the school expects to see a reduction in the number of discipline referrals, suspensions per student, and suspension days.
Student, Family, and Educator Surveys	Quarterly	If the SEL professional development is successful, the school expects an improvement in the social-emotional well-being of students and educators as reported by students, families, and educators.
Attendance Data (PowerSchool)	Daily	If the SEL professional development is successful, the school expects an increase in the number of students attending 90 percent or more of school days, and a decrease in the number of students attending less than 90 percent of school days.
NWEA MAP Growth	September, January, and June	If the SEL professional development is successful, the school expects an increase in student growth as measured by the NWEA MAP Growth assessment administered in the beginning (September), middle (January), and end (June) of teh school year.

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	321,847	8%	25,748

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?

The NWEA MAP Growth: Reading assessment was used to determine the need to address learning loss in the area of reading. The assessment was administered to students in grades six through 10 in September 2021. The findings of the assessment are as follows: • Grade 6: The average RIT score of students in Grade 6 was 196.2, which is equivalent to reading at the Grade 4 level. In comparison, nationally, Grade 6 students earned an average RIT score of 209.9, which is equivalent to reading on grade level. • Grade 7: The average RIT score of students in Grade 7 was 199.4, which is equivalent to reading at the Grade 4 level. In comparison, nationally, Grade 7 students earned an average RIT score of 214, which is equivalent to reading on grade level.• Grade 8: The average RIT score of students in Grade 8 was 206.7, which is equivalent to reading at the Grade 5 level. In comparison, nationally, Grade 8 students earned an average RIT score of 224.7, which is equivalent to reading at the Grade 11 level. • Grade 9: The average RIT score of students in Grade 9 was 202.1, which is equivalent to reading at the Grade 4 level. In comparison, nationally, Grade 8 students earned an average RIT score of 218.8, which is equivalent to reading on grade level.• Grade 10: The average RIT score of students in Grade 10 was 205.4, which is equivalent to reading at the Grade 5 level. In comparison, nationally, Grade 10 students earned an average RIT score of 221.4, which is equivalent to reading on the Grade 10 level. The findings demonstrate the need for a universal intervention to address learning loss in the area of reading. Students scoring between the 11th and the 21st percentile were also identified for a Tier II intervention. Students scoring between the 1st and the 10th percentile were also identified for a Tier III intervention.

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:

The Pennsylvania Department of Education ("PDE") set the Average Growth Indexes ("AGI") standard for all schools. Based on the most recently available data from the 2018-19 school year, as measured by the PSSA ELA assessment, there is evidence that the school met the standard for PA Academic Growth for both all students and the lowest performing students. More specifically, the AGI for all students was -0.49 and the AGI for the lowest performing students was -0.10. Based on the most recently available data from the 2018-19 school year, as measured by the Keystone Literature assessment, there is moderate evidence that the school did not meet the standard for PA Academic Growth for both all students and the lowest performing students. More specifically, the AGI for all students was -1.10 and the AGI for the lowest performing students was -1.82. For the at-risk readers identified via the September 2021 NWEA MAP Growth: Reading administration, the school will measure the growth made in the 2021-22 school year via the January and June NWEA MAP Growth: Reading administrations.

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
Getting Started with READ 180, 6 1-hour live online sessions	Special Ed (grades 6-12)	15

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
READ 180 Stage B	Children with Disabilities	35	READ 180 is an evidence-based reading program designed for students reading two or more years below grade level. Stage B is delivered to middle school students via blended learning instruction in 45-minute sessions, five days a week that include whole-group instruction, student application, small-group learning, and independent reading. This intervention will be used in 2021-22, 2022-23, and 2023-24. Studies of this evidence-based intervention demonstrate that it yields an increase in reading, fluency, comprehension, and achievement.
			READ 180 is an evidence-based reading program designed for students reading two or more years below grade level. Stage C is delivered to high school students via blended learning instruction in 45-minute sessions, five days a week that

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
READ 180 Stage C	Children with Disabilities	20	include whole-group instruction, student application, small-group learning, and independent reading. This intervention will be used in 2021-22, 2022-23, and 2023-24. Studies of this evidence-based intervention demonstrate that it yields an increase in reading, fluency, comprehension, and achievement.

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
NWEA MAP Growth: Reading	September, January, and June	An increase in average RIT score and a minimum of one year of growth as measured by the NWEA MAP Growth: Reading assessment administered in the beginning (September), middle (January), and end (June) of the school year.

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	321,847	52%	167,360

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
NWEA MAP Growth	Major Racial and Ethnic Groups	600	MAP Growth is a best-practice, nationally-normed assessment for measuring achievement and growth in K-12 math and reading. It provides teachers with accurate, actionable data to target instruction for every student, whether they are below, at or above grade level. The assessment is administered at the beginning (September), middle (January), and end (June) of the school year. MAP Growth is a high-quality assessment that is valid, reliable, and accurately assesses students' academic progress and assists

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			educators in meeting students' academic needs, including through differentiating instruction.
			COVID-19 Response Coordinator Major Racial or Ethnic Groups800 In response to COVID-19, the school operated a virtual learning program for the final trimester of the 2019-20 school year and for the entire 2020-21 school year. The school returned to an in-person learning program in 2021-22. However, in accordance with the Philadelphia Department of Public Health ("PDPH") guidance, groups of students are required to complete periods of quarantine and isolation in the event of a close contact exposure or positive case. This presents the opportunity for continued periods of virtual and hybrid learning. Additionally, the vast majority of Boys' Latin students are African American and Economically Disadvantaged. The

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
COVID-19 Response Coordinator	Major Racial and Ethnic Groups	800	two zip code areas surrounding the school have the highest rates of COVID-19 illness and death, and lowest rates of vaccination. Boys' Latin students have been disproportionately impacted by COVID-19. To maximize in-person learning time for all students, the school hired a part-time COVID-19 Response Coordinator to develop and implement public health protocols, including policies in line with the 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. This includes ensuring adherence to the school's Health and Safety Plan, implementing COVID-19 mitigation strategies, and conducting contact tracing. Collectively, the efforts of the COVID-19 Coordinator minimize additional learning loss by maximizing the amount

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			of in-person learning time for all students.
			In response to COVID-19, the school operated a virtual learning program for the final trimester of the 2019-20 school year and for the entire 2020-21 school year. The school returned to an in-person learning program in 2021-22. However, in accordance with the Philadelphia Department of Public Health guidance, groups of students are required to complete periods of quarantine and isolation in the event of a close contact exposure or positive case. This presents the opportunity for continued periods of virtual and hybrid learning. Additionally, the vast majority of Boys' Latin students are African American and Economically Disadvantaged. The two zip code areas surrounding the school have the highest rates of COVID-19 illness and death, and lowest rates of vaccination.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
COVID-19 Testing Administrator	Major Racial and Ethnic Groups	800	Boys' Latin students have been disproportionately impacted by COVID-19. To maximize in-person learning time for all students, the school hired a part-time COVID-19 Testing Administrator to, in collaboration with the local public health department, prevent, prepare for, and respond to coronavirus. This includes administering the school's surveillance, symptomatic, and screening testing programs. All students and employees participate in surveillance testing weekly via a pooled PCR shallow nasal swab test. Students and employees who develop one or more COVID-19 symptoms while at school participate in symptomatic testing via a rapid antigen test. Students and employees who have been exposed to COVID-19 but who are not experiencing one or more COVID-19 symptoms participate in screening testing in alignment with the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			PDPH Test to Stay program via a rapid antigen test. Collectively, the actions of the COVID-19 Testing Administrator minimize additional learning loss due to COVID-19 and maximize in-person learning time.

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
NWEA MAP Growth	September, January, and June	An increase in the average RIT scores in reading and math and a minimum of one year of growth in reading and math. Ultimately, the results will demonstrate that the school successfully addressed learning loss among students, including low-income students, children with disabilities, and racial and ethnic minorities.
COVID-19 Case, Close Contact, and Attendance Data (PowerSchool)	Daily	A decrease in the number of students and employees who must quarantine due to COVID-19 positivity or close contact exposure. A decrease in excused absences for medical purposes related to COVID-19. An increase in the number of in-person learning days for all students. Ultimately, the results will demonstrate that the school

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		successfully address learning loss among students, including low-income students, children with disabilities, and racial and ethnic minorities.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$321,847.00

Allocation

$321,847.00

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)

96,554

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$27,000.00	Kickboard Licenses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$15,000.00	We do it fo rteh culture Curriculum licenses
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$108,000.00	Salaries for 2 student support staff for 3 years
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$13,662.00	Benefits for 2 student support staff for 3 years
		$163,662.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$321,847.00

Allocation

$321,847.00

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)

32,185

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$3,500.00	Kickboard training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,500.00	We do it for the culture training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$40,000.00	CBED Training on Culturally Responsive Pedagogy
		$46,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$321,847.00
Allocation

$321,847.00

Budget Over(Under) Allocation

$0.00

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

25,748

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$20,156.90	READ 180 Universal Stage B
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$13,157.15	READ 180 Universal Stage C
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,040.00	READ 180 Training
		$35,354.05	

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	321,847	96,554	32,185	25,748	167,360

Learning Loss Expenditures

Budget

$321,847.00
Allocation

$321,847.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$28,875.00	Salary for Student support staff
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$3,652.69	Benefits for Student support staff

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$22,500.00	NWEA MAP supplies for 3 years
2400 - Health Support Services	300 - Purchased Professional and Technical Services	$21,803.26	MACCS Health Aide for COVID-19 Testing
		$76,830.95	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$321,847.00

Allocation

$321,847.00

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	$42,000.00	$0.00	$0.00	$55,814.05	$0.00	$97,814.05
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	$136,875.00	$17,314.69	$0.00	$0.00	$0.00	$0.00	$0.00	$154,189.69
2200 Staff Support Services	$0.00	$0.00	$48,040.00	$0.00	$0.00	$0.00	$0.00	$48,040.00
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	$21,803.26	$0.00	$0.00	$0.00	$0.00	$21,803.26
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
	$136,875.00	$17,314.69	$111,843.26	$0.00	$0.00	$55,814.05	$0.00	$321,847.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$321,847.00