

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Clairton Elementary School	7371
Clairton Middle / High School	8094

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

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

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

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

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

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Clairton Middle / High School	<p>There was a dramatic increase in the K-12 failure rate. Almost 100% at the MS/HS level. This was determined by teacher grades and various assessments. State assessment data (PSSA and Keystone) was compared between 2019 and 2021. PVAAS growth measures will be analyzed, but are not available yet. NWEA is administered three times a year as a local assessment and measures growth in the content areas. It was initially implemented in 2019, but was put on hold during the pandemic due to the validity of taking it remotely. Implementation will continue in 2021. ILit and Acadience are also used to determine instructional level for reading. Assessments will be administered, data will be analyzed, instruction will be adjusted/ accelerated and students will be re-assessed to determined progress.</p>
Clairton Elementary School	<p>There was a dramatic increase in the K-12 failure rate. Almost 100% at the MS/HS level. This was determined by teacher grades and various assessments. State assessment data (PSSA and Keystone) was compared between 2019 and 2021. PVAAS growth measures will be analyzed, but are not available yet. NWEA is administered three times a year as a local assessment and measures growth in the content areas. It was initially implemented in 2019, but was put on hold during the pandemic due to the validity of taking it remotely. Implementation will continue in 2021. ILit and Acadience are also used to determine instructional level for reading.</p>

School Building Name	Methods Used to Understand Each Type of Impact
	Assessments will be administered, data will be analyzed, instruction will be adjusted/ accelerated and students will be re-assessed to determined progress.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Clairton Middle / High School	Collect and analyze attendance data for 2019, 2020, to present and identify student needs based on a tiered system of supports. Apply a continuum of strategies designed to improve attendance that include personal contact via text, phone, email and home visits, as well as generalized and personalized incentives and events. Educating and involving parents in this process when developing SAIP Plans and the AIUs Focus on Attendance Initiative.
Clairton Elementary School	Collect and analyze attendance data for 2019, 2020, to present and identify student needs based on a tiered system of supports. Apply a continuum of strategies designed to improve attendance that include personal contact via text, phone, email and home visits, as well as generalized and personalized incentives and events. Educating and involving parents in this process when developing SAIP Plans and the AIUs Focus on Attendance Initiative.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
	One-to-one conferences with teachers and counselors often identify students with SEL needs who may be referred to the SAP Team if/when needed. Referral to our multi-tiered system of supports if/when needed as deemed necessary by screening by SAP provider (TCV). The district has a multi-tiered system of mental health supports to meet the individualized needs of our students and families.

School Building Name	Method Used to Understand Each Type of Impact
Clairton Middle / High School	Agencies provide outpatient therapy in the school setting and medication management. Mobile therapists provide mental, emotional and behavioral health services along with in-home therapy. The district also provides intense school-based services as part of our onsite mental health program. The service is prescriptive to the individual needs of the student and family providing emergency services in the home, if/when needed.
Clairton Elementary School	One-to-one conferences with teachers and counselors often identify students with SEL needs who may be referred to the SAP Team if/when needed. Referral to our multi-tiered system of supports if/when needed as deemed necessary by screening by SAP provider (TCV). The district has a multi-tiered system of mental health supports to meet the individualized needs of our students and families. Agencies provide outpatient therapy in the school setting and medication management. Mobile therapists provide mental, emotional and behavioral health services along with in-home therapy. The district also provides intense school-based services as part of our onsite mental health program. The service is prescriptive to the individual needs of the student and family providing emergency services in the home, if/when needed.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Clairton Middle / High School	Data was analyzed for engagement based on students passing two or more of three core academic classes. The percentage of students not engaged, which increased during the pandemic, were failing at least two courses.
Clairton Elementary School	Data was analyzed for engagement based on students passing two or more of three core academic classes. The percentage of students not engaged, which increased during the pandemic, were failing at least two courses.

School Building Name	Method Used to Understand Each Type of Impact

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Clairton Middle / High School	Students from low-income families	Extended year nd extended day programs Local Student growth measures Credit recovery or course promotion
Clairton Middle / High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Implement diagnostic and prescriptive lesson through IReady to address student learning gaps Results are yet to be determined, but the goal will be to show individual growth
Clairton Middle / High School	Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Definition of other -students missing instruction, both remote and in-person Minfulness practices training Implemetation of Chill Room to address social emotional health
Clairton Elementary School	Students from low-income families	Extended year nd extended day programs Local Student growth measures Credit recovery or course promotion

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Clairton Elementary School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Implement diagnostic and prescriptive lesson through IReady to address student learning gaps Results are yet to be determined, but the goal will be to show individual growth
Clairton Elementary School	Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Definition of other -students missing instruction, both remote and in-person Minfulness practices training Implementation of Chill Room to address social emotional health

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Clairton Middle / High School	<p>Extending learning time was provided in the summer of 2021 by implementing a Summer Camp for our most at-risk students in kindergarten through 12th grade. Teacher-created assessments were utilized to assess academic progress. In addition to core academic instruction, students engaged in daily social emotional learning by having scheduled brain breaks with Venture Outdoors. Additional opportunities were available on Fridays with a variety of outdoor activities. Students with disabilities participated and received instruction through Compensatory Education and Extended School Year as part of the Summer Camp. Extended time will be provided as intervention during the regular school year by extending the school day with Clairton Achieves, which is an after-school tutoring program. Teachers will meet with identified students twice per week for 30 minutes based on need determined by</p>

School Building Name	Strategy Description
	assessment data.
Clairton Elementary School	Extending learning time was provided in the summer of 2021 by implementing a Summer Camp for our most at-risk students in kindergarten through 12th grade. Teacher-created assessments were utilized to assess academic progress. In addition to core academic instruction, students engaged in daily social emotional learning by having scheduled brain breaks with Venture Outdoors. Additional opportunities were available on Fridays with a variety of outdoor activities. Students with disabilities participated and received instruction through Compensatory Education and Extended School Year as part of the Summer Camp. Extended time will be provided as intervention during the regular school year by extending the school day with Clairton Achieves, which is an after-school tutoring program. Teachers will meet with identified students twice per week for 30 minutes based on need determined by assessment data.

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Clairton Middle / High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Clairton Elementary School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial	Students from low-	Gender	English Learners	Children with	Students experiencing	Children and youth in	Migrant students	Other student	Please describe 'Other student groups'

	or ethnic group	income families			disabilities	homelessness	foster care		groups	
Clairton Middle / High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clairton Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Clairton Middle / High School	<p>Mindfulness practices for emotional regulation and resilience will be taught to all students and staff coupled with a specially designed “Chill Room” as a place where students and staff can decompress, and interact with a therapist within the school day. Throughout the pandemic there was a lack of 1-on-1 counseling which resulted in disengagement with students and ultimately a disconnect between students and counselors, as well as students and teachers and even students with students. This resulted in the highest failure rate in both Clairton Elementary and Clairton Middle/High School in many recent years. There was also a decline in college entry for seniors, as well as a sharp decrease in the number of families providing permission for SAP supports. Students were disengaged with instruction due to the increase in remote learning resulting from procrastination or students needing to meet the basic needs of the family. A loss of relationships and engagement in the learning process was the result. Carnegie Mellon University, AHN and Awaken Pittsburgh have collaborated to provide mindfulness training for students and staff, as well as assistance with the development of a Chill Room to be used by both. In addition, researchers from CMU will monitor and evaluate program progress and impact. Clairton Middle/High and Elementary in collaboration with the AIU is revamping secondary school practices in PBIS. Collaboration with Allegheny Health Network will allow for the opening of a Chill Room for students and staff. The Chill Room will provide monthly mindfulness lessons to all students and faculty, as well as a place to mentally and physically reset before returning to instruction to</p>

School Building Name	Strategy Description
	<p>increase student success. Second Step has been used in Clairton Elementary for several years. It is a social emotional learning program utilizing a holistic approach to building supportive communities for every child through social-emotional learning. The Elementary Counselor and the Character Education teacher provide classroom lessons on Skills for Learning, Empathy, Emotion Management and Problem Solving. Clairton Elementary School has all staff trained in the PAX Good Behavior Game which is a set of strategies to help students learn important self-regulation skills while collaborating to make their classroom a peaceful and productive learning environment. PAX is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. Centered on the Good Behavior Game, PAX is not a classroom management program, but it makes managing classrooms much easier. The PAX Good Behavior Game (GBG) contains the combined science from the youth violence prevention program called Peace Builders, the good behavior game, and other strategies.</p>
	<p>Mindfulness practices for emotional regulation and resilience will be taught to all students and staff coupled with a specially designed “Chill Room” as a place where students and staff can decompress, and interact with a therapist within the school day. Throughout the pandemic there was a lack of 1-on-1 counseling which resulted in disengagement with students and ultimately a disconnect between students and counselors, as well as students and teachers and even students with students. This resulted in the highest failure rate in both Clairton Elementary and Clairton Middle/High School in many recent years. There was also a decline in college entry for seniors, as well as a sharp decrease in the number of families providing permission for SAP supports. Students were disengaged with instruction due to the increase in remote learning resulting from procrastination or students needing to meet the basic needs of the family. A loss of relationships and engagement in the learning process was the result. Carnegie Mellon University, AHN</p>

School Building Name	Strategy Description
Clairton Elementary School	<p>and Awaken Pittsburgh have collaborated to provide mindfulness training for students and staff, as well as assistance with the development of a Chill Room to be used by both. In addition, researchers from CMU will monitor and evaluate program progress and impact. Clairton Middle/High and Elementary in collaboration with the AIU is revamping secondary school practices in PBIS. Collaboration with Allegheny Health Network will allow for the opening of a Chill Room for students and staff. The Chill Room will provide monthly mindfulness lessons to all students and faculty, as well as a place to mentally and physically reset before returning to instruction to increase student success. Second Step has been used in Clairton Elementary for several years. It is a social emotional learning program utilizing a holistic approach to building supportive communities for every child through social-emotional learning. The Elementary Counselor and the Character Education teacher provide classroom lessons on Skills for Learning, Empathy, Emotion Management and Problem Solving. Clairton Elementary School has all staff trained in the PAX Good Behavior Game which is a set of strategies to help students learn important self-regulation skills while collaborating to make their classroom a peaceful and productive learning environment. PAX is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. Centered on the Good Behavior Game, PAX is not a classroom management program, but it makes managing classrooms much easier. The PAX Good Behavior Game (GBG) contains the combined science from the youth violence prevention program called Peace Builders, the good behavior game, and other strategies.</p>

i. **Impacts that Strategy #2 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Clairton Middle / High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Clairton Elementary School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Clairton Middle / High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students that have missed instruction time, both remote and in-person
Clairton Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students that have missed instruction time, both remote and in-person

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description
Clairton Middle / High School	We activate a report from our Student Information System that serves as an Early Warning Indicator. We use the report to group students into tiers for possible intervention based on severity of absences. Attendance PLC consisting of Principals, Counselors, and "Specials" teachers make person outreach via phone, email, text, postcard in attempt to engage, and reengage students and their families. When these methods are exhausted, home visits are made. We provide interventions and explore barriers to attendance, in an attempt to develop individual attendance plans. Finally we created a Covid

School Building Name	Strategy Description
	Tracker and posted it on our website to help parents make informed decisions about sending children back to school.
Clairton Elementary School	We activate a report from our Student Information System that serves as an Early Warning Indicator. We use the report to group students into tiers for possible intervention based on severity of absences. Attendance PLC consisting of Principals, Counselors, and "Specials" teachers make person outreach via phone, email, text, postcard in attempt to engage, and reengage students and their families. When these methods are exhausted, home visits are made. We provide interventions and explore barriers to attendance, in an attempt to develop individual attendance plans. Finally we created a Covid Tracker and posted it on our website to help parents make informed decisions about sending children back to school.

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Clairton Middle / High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Clairton Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial or ethnic	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'

	group									
Clairton Middle / High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students that have missed instruction time, both remote and in-person
Clairton Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students that have missed instruction time, both remote and in-person

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

School Building Name	Stakeholder Engagement
Clairton Middle / High School	In the early summer of 2021 Clairton City School District convened a meeting with district administrators, teachers, other educators, school staff, parents and members of our various bargaining units to discuss the use ARP ESSERS funds. At that meeting, we displayed our preliminary budget and the tool we developed to accumulate suggested uses of funds. We also began showing the tool at our monthly public board meeting. We also have expanded our treasurers report to include a budget report that will show projected and actual ARP ESSERS expenditures. Finally, at our annual "Information Day" we gave two presentations, open to the general public, detailing our ARP ESSERS budget as well as the internal procedure we used to rate, prioritize and ultimately select the final budgeted items.
	In the early summer of 2021 Clairton City School District convened a meeting with district administrators, teachers, other educators, school staff, parents and members of our various bargaining

School Building Name	Stakeholder Engagement
Clairton Elementary School	units to discuss the use ARP ESSERS funds. At that meeting, we displayed our preliminary budget and the tool we developed to accumulate suggested uses of funds. We also began showing the tool at our monthly public board meeting. We also have expanded our treasurers report to include a budget report that will show projected and actual ARP ESSERS expenditures. Finally, at our annual "Information Day" we gave two presentations, open to the general public, detailing our ARP ESSERS budget as well as the internal procedure we used to rate, prioritize and ultimately select the final budgeted items.

5. Use of Stakeholder Input

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

School Building Name	Use of Stakeholder Input
Clairton Middle / High School	We allowed stakeholders to input items directly into a Google Sheet for consideration for our Plan for the Use of ARP ESSER Funds. This is the tool that is mentioned above. We also conducted question and answer sessions after the engagements listed above, and we placed any appropriate expenditures on the list for consideration.
Clairton Elementary School	We allowed stakeholders to input items directly into a Google Sheet for consideration for our Plan for the Use of ARP ESSER Funds. This is the tool that is mentioned above. We also conducted question and answer sessions after the engagements listed above, and we placed any appropriate expenditures on the list for consideration.

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

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

School Building Name	Public Access
Clairton Middle / High School	<p>Our plan for use of ARP ESSERS Funds will be available on our website as a PDF. It will be a similar document to the one that that was presented at our "Information Day". Also, as our meetings are public. We will provide in alternate format upon request to the Business Office by a parent/caregiver who is an individual with a disability. Additionally, we have monthly public meetings and standing topic is a report on the prior, present, and expected future use of ARP ESSERS funds.</p>
Clairton Elementary School	<p>Our plan for use of ARP ESSERS Funds will be available on our website as a PDF. It will be a similar document to the one that that was presented at our "Information Day". Also, as our meetings are public. We will provide in alternate format upon request to the Business Office by a parent/caregiver who is an individual with a disability. Additionally, we have monthly public meetings and standing topic is a report on the prior, present, and expected future use of ARP ESSERS funds.</p>

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Clairton Middle / High School	Access to Instruction	The remaining ARP ESSER funds from the 2.5% set aside will be used to institute and run an attendance program called Check and Connect.
Clairton Elementary School	Access to Instruction	To work with the AIU to train and develop a PBIS program for increasing attendance.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Clairton Middle / High School	Teacher-created assessments, ILit and Acadience, State assessment data (PSSA and Keystone),PVAAS growth measures NWEA, ILit and Acadience.
Clairton Elementary School	Teacher-created assessments, ILit and Acadience, State assessment data (PSSA and Keystone),PVAAS growth measures NWEA, ILit and Acadience.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Clairton Middle / High School	Number of available devices per student, staffing ratio, family engagement surveys, technology access surveys, PDE Act 48 reporting through "Comply", proportion of highly qualified teachers.
Clairton Elementary School	Number of available devices per student, staffing ratio, family engagement surveys, technology access surveys, PDE Act 48 reporting through "Comply", proportion of highly qualified teachers.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Clairton Middle / High School	During our annual budget construction, we provide number of employees as part of the presentation. Currently we run the program in our Personnel Module under Budgeting->Salary Budget Report. In the 2021-2022 budget we had 124 employees, including several coaches and part-time employees. With the money provided through the ARP ESSERS grant, we should have at least 126 in the 2023-2024 budget. Use of these funds at the MS/HS level will increase the FTE by .75%.
Clairton Elementary School	There will be no change in FTE's as a result of the ARP ESSER 2.5% Set Aside.

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Clairton Middle / High School	Attendance as recorded manually during summer school and ESY, sign-in sheets for in day and after-school programs.
Clairton Elementary School	Attendance as recorded manually during summer school and ESY, sign-in sheets for in day and after-school programs.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$90,617.00

Allocation

\$90,617.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Clairton Elementary School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$24,800.00	Interactive Playground
			\$24,800.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$90,617.00

Allocation

\$90,617.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Clairton Middle / High School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$5,000.00	Softwear supplies Check and Connect
Clairton Middle / High School	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$31,568.78	Staff Salaries for attendance enhancement
Clairton Middle / High School	2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$8,255.22	Fringe benefits for attendance enhancement staff
Clairton Elementary School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,000.00	Ongoing supplies to support program
Clairton Elementary School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,500.00	PBIS Profesional Development
Clairton Elementary School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$5,000.00	Promotional Technology
Clairton Elementary School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$3,493.00	PBIS Program statup supplies

School Building Name	Function	Object	Amount	Description
			\$65,817.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,800.00	\$0.00	\$24,800.00
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 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	\$31,568.78	\$8,255.22	\$0.00	\$0.00	\$0.00	\$23,493.00	\$0.00	\$63,317.00
2200 Staff Support Services	\$0.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$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
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$31,568.78	\$8,255.22	\$2,500.00	\$0.00	\$0.00	\$48,293.00	\$0.00	\$90,617.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$90,617.00

