

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the [Return on Investment of Afterschool Programs in Pennsylvania](#) study determined that for every dollar invested in after-school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link to PSAYDN.org](#)).

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 \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to 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, 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 programming, 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

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 students' needs since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

Northgate School District utilized the following methods to understand learning loss and determine eligibility that have occurred throughout the pandemic: 1. Academically - Acadience Diagnostic Tests - an in-depth diagnostic assessment of literacy skills that assists staff in determining reasons why a student may struggle to make reading progress in Kindergarten to Grade 9 and Kindergarten to Grade 2 in Mathematics, via progress monitoring every two weeks; Spring Math Assessments – a RtI system that included screening, progress monitoring, class-wide and individual math intervention, and implementation and decision-making support. Daily students worked on a task and were assessed weekly. Outcomes determined how the classroom teacher planned accordingly for the individual student; Locally Developed Assessments -Objective and/or subjective tests developed by the individual grade level teachers that followed the course of content studies that were assessed and evaluated. Feedback was immediate and ability to provide strategic interventions sooner; and USA Test Prep Assessments -to provide personalized learning and curriculum.resources for students in Kindergarten to Grade K-12. Teachers were able to produce customized assessments, instructional resources, data reports, progress monitoring, and test prep questions. Historical academic grades, teacher recommendations, and prior multi-tiered systems of support were key factors in determining students in extreme need of further academic assistance.2. Attendance - Studies indicate that students and their families have struggled with the pandemic in many areas such as economic and health reasons, online learning – inconsistent access and levels of technology, adult supervision – parents working outside of the home and unable to directly supervise, as well as the disconnect that social distancing has placed on individuals and their families. Since March 2020, many of these indicators continue to exist within our District. Beyond diligently requiring daily attendance, Northgate implemented a Positive Behavior Instructional Support (PBIS) team – with an acronym of FLAMES (Focused Leaders Accountable, Motivated, Extraordinary, Safe). These are the tenants of the program. In doing so, this has also introduced attendance challenges: Attendance Competitions – where students were able to earn within school incentives such as an event, permission to participate in an activity, and lunch, among others. Students who remained virtual and continued to struggle were provided with school and home connections, that would arrange a child’s safe return to school, with health, safety and environmental concerns in place. 3. Social Emotional Well Being - During this time, we have learned a great deal about the importance of collaboration. We have found that by working together we can greatly increase our ability to differentiate and meet the needs of more of our students both academically and social emotionally. Concerned over significant interruption to student learning, the Northgate School District School Psychologist continues to/utlized universal screeners and interventions. For many students learning varied greatly in order to indicate learning gained and to what degree. This deters assisting diverse learners, as well as identifying and supporting students in need of special education services. By District procedure, and student’s age/grade level, appropriate research-based benchmark assessments were/will continue to be utilized in content areas, to determine who may need a diagnostic assessment, individualized instruction, and an eligibility evaluation. Using the MTSS framework presented by PDE in the ESSA Plan as a district/school-wide improvement model, Northgate supported objectives and initiatives to determine student academic, social and emotional success.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

- Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	85	Specific strategies utilized will be Wilson Foundations, Orton Gillingham, NewsELA, Acadience, and Spring Math during benchmark progress monitoring, as well as academic grades, and student attendance (past and present).

- Describe the evidence-based resources that will be used to support student growth during the after- school program.

Northgate School will utilize the following resources to support student growth during the after-school program: 1. Wilson Foundations - systematic program in critical foundational skills, emphasizing: Phonemic awareness, Phonics/Word Study, High Frequency Word Study, Reading Fluency, Vocabulary, Comprehension Strategies, Handwriting and Spelling. Foundations. 2. Orton Gillingham (OG3D) – a multisensory structured language approach where Phonology and Phonological Awareness, Sound - Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics are taught. Instruction occurs via Simultaneous, Multisensory visual / auditory, kinesthetic-tactile; Systematic and Cumulative; Direct Instruction; Diagnostic Teaching; as well as Synthetic and Analytic Instruction. 3. NewsELA – an adaptive literacy program that includes cultural relevant social studies text selections within English language arts skills: digital Social Studies/Language Arts resource, resource may be adapted and modified per individual level, and utilized to build ELA/Social Studies curriculum. 4. Acadience Diagnostic Assessment - practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills. Scientific approach

to teaching Math – 1. Spring Math – Kindergarten to Grade 8 - this will assist in determining who may require math interventions. Daily, students will work on a task and be assessed weekly. Outcome will determine how the classroom teacher plans accordingly for the individual student. Content covers elementary to Algebra I curriculum and professional development for staff within those grade levels.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
16	Internal	Northgate School District teaching staff will assist students in the after school tutoring program by discussing ideas, clarifying concepts, reviewing notes and readings introduced throughout courses that require academic assistance; strategies students will be able to incorporate as they complete assignments; check and confirm subject content prior to quiz or test; as well as provide positive feedback and motivation for daily academic success.



- a. **The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.**



- b. **The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.**

5. How will the LEA assess the success of the after-school program? Please identify the tool,

frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience Progress Monitoring	Every Two Weeks	Acadience progress monitoring results include ongoing feedback regarding effectiveness of instruction, student progress towards learning goals, informative data to determine/alter instruction for growth towards end-of-year benchmark goals.
Spring Math	Every Week	Spring Math expected results include ongoing feedback regarding effectiveness of instruction, student progress towards learning goals, informative data to determine/alter instruction towards growth of foundational math skills.

6. How will the LEA engage families in the after-school program?

Northgate School District has collaborated with Kidsburgh – a Pittsburgh-based organization whose purpose is to engage families and caregivers to discover resources and techniques for their children to promote academic, social, and emotional success. The District will be hosting Learning Conversations via events that provide students and their families with available resources and organizations within their school community that support overall growth and success. Shared stakeholder discussions from parents, caregivers, and the District promote what the future of education should look like, and how we can best work with families moving forward. Social media, District website, letters to families, emails, parent meetings, and phone calls home have and will continue to be utilized. From these initial meetings and input, the administration identified specific strategies to address learning loss recovery and accelerate learning in the after-school program throughout the year.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$31,943.00

Allocation

\$31,943.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$18,338.00	Afterschool Tutoring at the elementary/middle/high school levels that includes sixteen teacher salaries, four days per week, for thirty-six weeks.
1000 - Instruction	200 - Benefits	\$13,605.00	Benefits for after-school tutoring staff - sixteen teachers, four days per week, for thirty-six weeks.
		\$31,943.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$31,943.00

Allocation

\$31,943.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

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	\$18,338.00	\$13,605.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,943.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$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
	\$18,338.00	\$13,605.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,943.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$31,943.00