

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	The review 360 school-wide SEL screener provides counselors and teachers with information related to at-risk indicators. If a student is deemed "at-risk," parent and teacher surveys are sent home to gather additional information that will allow the school to provide or suggest services.
Professional Development for Social and Emotional Learning	Teachers were asked to complete a survey in Comply that asked questions related to trauma informed instruction and SEL. The results were utilized to determine our professional development pathway. We will continue to use surveys to collect data related to the professional development needs of teachers.
Reading Remediation and Improvement for Students	Our district actively monitors students' needs for reading remediation and improvement on an on-going basis, all year long. We use aimsweb diagnostic and progress monitoring data and iReady diagnostic and instructional data for math and reading.
Other Learning Loss	Grade level meetings and PLC meetings are scheduled to run every other week throughout the year. These forums enable us to continuously monitor the needs of our students as well as teachers' concerns.

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	Children completed iReady diagnostic assessments and various grade-level benchmark assessments throughout the 2020-2021 school year. Aimsweb is now being implemented during the 21-22 school year to measure impacts and monitor progress.
Children from Low-Income Families	Reading Remediation and Improvement	Title I teachers facilitate data meetings throughout the year to evaluate student-specific reading data and select students to participate in remediation classes designed to accelerate learning and close the achievement gap.

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	191,947	30%	57,584

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.

Review 360 universal screening data
 Child Study Team Meeting anecdotal notes and input
 SAP referral data
 Functional behavioral assessment

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
School Social Worker	Children with Disabilities	Intensive	25
School Social Worker	Children from Low-Income Families	Intensive	15

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
Functional behavioral assessment	As needed	Results determine IEP goals
Behavior goals	on-going throughout year based on need and goal	Progress towards IEP goals
Review 360 SEL screener	Three times per year	Students will make progress in areas of need throughout 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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	191,947	10%	19,195

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - 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
					MASD is working with Resiliency, Inc. to create a tailored plan that addresses the unique needs of our districts' students and staff. The administrative team uses survey data from our previous professional

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	120	Teacher	Horacio Sanchez: Resiliency, Inc	External Contractor	development sessions to drive our future offerings. We are committed to developing an on-going, job-embedded learning opportunity that empowers our teachers to be aware of the social emotional needs of students as a result of the pandemic and provide them with tools and resources to support students' social-emotional wellbeing.

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
		Each survey will include a narrative and Likert scale questions about teachers'

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Comply survey feedback	A survey will be administered after each professional development session.	knowledge and comfort level with the content from the training. Our goal is to develop teacher knowledge and confidence as it relates to understanding of SEL/trauma informed instruction.

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.

- 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	191,947	8%	15,356

- 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?

Aimsweb, iReady, and local diagnostic assessments are used to assess students in reading in grades K-3. Children from low income families are considered our most at-risk population based on our school-wide, Title I designation. Kindergarten- Letter naming fluency - Grade 1-

Phonemic awareness, Phonics, and sight words deficits for over 50% of our students
 Grade 2- Oral reading fluency was low across 2/3 of our students
 Grade 3- oral reading fluency and comprehension were low across the grade level.

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

Yes

Please explain:

Our Title I goals are based on the foundations of early literacy. We monitor student data throughout the year and adjust instruction as needed to assure that we make progress towards our goals at each grade level. The following are our goals for our at-risk early literacy students- 90% of students in grades K-3 receiving intervention services will increase performance in the following areas: Grade K- 50% increase in letter recognition; Grade 1- 20% increase in sight word recognition; Grades 2 & 3- 20% increase in oral reading fluency. These goals are monitored throughout the year.

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
Wilson Foundations Training	Grade 1	8
Read Naturally	Grade 2	6
Heggerty	Grade K	4
Wilson Foundations	Grades K-2	6
Leveled Literacy Intervention (LLI)	Grades 1-3	6

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
Wilson Foundations	Children from Low-Income Families	59	Foundations® is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students.
Leveled Literacy Intervention (LLI)	Children from Low-Income Families	43	The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.
Heggerty Phonemic awareness	Children from Low-Income Families	40	Each level of the Heggerty Phonemic Awareness Curriculum provides 35 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition,

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			and language awareness. Lessons are designed for a classroom setting, and only take 10-12 minutes.
Read Naturally	Children from Low-Income Families	26	Read Naturally GATE accelerates reading achievement by combining the research-proven strategies of teacher modeling, repeated reading, and progress monitoring to teach phonics, develop fluency, and provide support for phonemic awareness, comprehension, and vocabulary.
iReady Reading	Children from Low-Income Families	10	i-Ready Reading is a program of personalized instruction that adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student. Intervention specialists utilize the iReady phonics teacher materials to support phonics growth

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
Aimswab Diagnostic	3 times per year	Academic growth and achievement
iReady Diagnostic	3 times per year	Academic growth and achievement
aimswab Progress monitoring	on-going throughout the year	Academic growth in area(s) of need.

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	191,947	52%	99,812

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
			i-Ready Reading is a program of personalized

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
iReady Diagnostic and Instruction	Children from Low-Income Families	824	instruction that adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student. Intervention specialists utilize the iReady phonics teacher materials to support phonics growth

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
iReady Diagnostic Assessment	3 times per year	At least 50% of students in grades K-6 will meet or exceed their "Typical Growth" goal in the iReady Diagnostic assessment.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$191,947.00

Allocation

\$191,947.00

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)

57,584

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$57,584.00	School social worker salary
		\$57,584.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$191,947.00

Allocation

\$191,947.00

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)

19,195

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$19,195.00	Professional development services for trauma informed instruction
		\$19,195.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$191,947.00

Allocation

\$191,947.00

Budget Over(Under) Allocation

\$0.00

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

15,356

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$15,000.00	Aimsweb license fees
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$356.00	Reading materials for high risk students
		\$15,356.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	191,947	57,584	19,195	15,356	99,812

Learning Loss Expenditures

Budget

\$191,947.00

Allocation

\$191,947.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$99,812.00	iReady diagnostic instruction and teacher tool box resources for mult year contract
		\$99,812.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$191,947.00

Allocation

\$191,947.00

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	\$57,584.00	\$0.00	\$19,195.00	\$114,812.00	\$0.00	\$356.00	\$0.00	\$191,947.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$57,584.00	\$0.00	\$19,195.00	\$114,812.00	\$0.00	\$356.00	\$0.00	\$191,947.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$191,947.00