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 referrals through the SAP and trauma teams were and gathered by the school counselors and the social workers. The level of need was assessed and recommendations for support, as well as referrals from Tier 1 to Tier 3, were compiled. Support was made available to in-person students and remote students as well.
Professional Development for Social and Emotional Learning	Teachers will be surveyed to determine their proficiency and areas in need of improvement in regard to social and emotional learning. Teachers will complete will complete a post survey to determine levels of growth and areas still needing to addressed through professional development. Guidance staff will begin to utilize the Columbia SSR self injurious assessment. Associates in Counseling and Wellness will be contracted to provide staff develop in trauma and social/emotional learning.
Reading Remediation and Improvement for Students	MyView and class performance, standardized test results, Successmaker, quarterly assessments, ongoing informative assessments and progress monitoring.
Other Learning Loss	Class performance, standardized test results, Successmaker, quarterly assessments, ongoing informative assessments and progress monitoring. Students will be identified through performanc in their respective classrooms, teacher referrals and parent/guardian referrals. Impact on students' learning loss will be demonstrated through academic performance and assessment data. Benchmark assessment data will be used to determine a beginning reference point, and in essence a determine a prescriptive curriculum for the individual student. Ongoing formative and summative assessments will identify progress toward mastery of academic standards.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any

other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	Supports and strategies for impacting students in Tier 1 through Tier 3 behaviors will be facfiltated by school personnel and contracted service providers. The SAP, Trauma and Threat Assessment teams will meet bi-weekly at a minimum.
Children from Low-Income Families	Reading Remediation and Improvement	All students in grades kindergarten through two were given a running record to determine individual reading levels and skill application. Students in grades K-2 were identified for targeted Title I services and all students K-5 results were shared with classroom teachers for small group instruction/remediation. All diagnostics and ongoing assessments will be utilized and the data will be analyzed and put into an action plan.
		Class performance, standardized test results, Successmaker, quarterly assessments, ongoing informative assessments and progress monitoring. Students will be identified through performanc in their respective classrooms, teacher referrals and parent/guardian referrals. Impact on students' learning

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Other Areas of Learning Loss	loss will be demonstrated through academic performance and assessment data. Benchmark assessment data will be used to determine a beginning reference point, and in essence a determine a prescriptive curriculum for the individual student. Ongoing formative and summative assessments will identify progress toward mastery of academic standards.

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	215,256	30%	64,577

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 Trinity Area School District will offer school counseling, social work support and mental health services from licensed therapists to all students. The students' issues will be triaged and then directed to various supports in the Mental Health Tier 1, 2 and 3. The services will be provided in-person on-site, in-person off-site, and/or remotely as the situation dictates. Special attention will be granted to students who have experienced some form of trauma in their lives.

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
Licensed Therapist Support	Children with Disabilities	Targeted	650
Trauma Assessment and Support Services	Children from Low-Income Families	Targeted	1,300
Trauma Assessment and Support Services	Students Experiencing Homelessness	Targeted	28
Freedom Writers Diary Activities	Children from Low-Income Families	Targeted	200

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
SAP Data	Quarterly	Issues within the social and emotional arena will improve. Students will be receiving treatment, counseling and coping strategies.
Skyward SIS and SAP Report Data	Quarterly	Student SAP referrals will decrease as the students improve due to strategies employed to address social and emotional learning. Attendance and academics will improve. Students will be connceted to staff and programs. Student disciplinary infractions will decline as the student's affect will improve.

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

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

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	215,256	10%	21,526

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

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;	270	Teacher	Associates in Counseling and Wellness	External Contractor	Staff Development activities aimed at trauma and mental health indicators for classroom instructors.
g. Working with community agencies to address non-academic needs.	30	Counselor	Centerville Clinics	External Contractor	Staff development for couselors and nurses to identify and support student and familial non-academic needs
d. Mentoring students who have attendance issues before it becomes a pattern;	300	Other	Associates in Counseling and Wellness	External Contractor	The attendance team wat each building
d. Mentoring students who have attendance issues before it becomes a pattern;	30	Counselor	TASD Administration/ Counselors	Internal Staff	Principals and counselors will complete training to identify early evidence of attendance issues. The training will focus on preventative strategies.

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

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
Teacher Survey	Yearly	Expect teachers to demonstrate an improvement in the classroom environment and increase in the ability to identify students in need of support.
Guidance Staff use of Columbia SSR	Quarterly	Counselors will be able to identify students suffering from trauma or other mental issues. Thus, the counselors will facilitate students in Tier I through Tier III support services.

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	215,256	8%	17,220

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?

Students in grades kindergarten through second were given a running record to determine individual reading levels and skill application. Students were identified for targeted Title I services and all students results' were shared with classroom teachers for small group instruction/remediation. Successmaker and the MyView curriculum resources will be utilized to provide prescriptive instruction in grades K-5. Middle and high school students will be assessed though PSSA and Keystone assessments and areas of need will be identified and addressed.

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:

Although gains were being made in reading instruction, the gaps are larger than in the past for all students, not just the ones who would primarily be considered at-risk. Teachers are finding that the students lack the basic reading skills needed for reading development to occur. The district has purchased systemic, comprehensive curriculum and resources to address the deficiencies. The goal is to have at-risk and all students to attain at least one year of growth in one school 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
MyView Staff Development	K-5 Teachers, reading specialists and special education	68
Fountas and Pinnel LLI staff development	Reading Specialists	7
Langauge! Staff development	Special education teachers	14

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
Language!	Children with Disabilities	240	Intensive comprehensive literacy intervention program.
Fountas and Pinnell LLI	Children from Low-Income Families	67	The students receive intensive, small-group instruction, which supplements classroom literacy teaching
Successmaker	Children from Low-Income Families	600	Students will complete a diagnostic assessment and the program will prescriptively direct the instruction and currisulum. The program will deliver

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			tutorials, practice, challenge, and remediation based on individual student need.

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
Progress Monitoring	monthly	Students will show growth and work towards grade level benchmarks.
Running classroom assessments and records	quarterly	Students will show growth and advance at least 3-5 levels depending upon grade and starting level.
Successmaker Diagnostic Reports	quarterly	Students will experience growth toward designated learning targets and progress will be delineated via the learning trajectory.

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)

			Maximum Allocation

	Total LEA Allocation	Multiply by 52% (.52)	for Other Learning Loss Activities
52% Other Learning Loss Activities	215,256	52%	111,933

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
After School tutoring	Children from Low-Income Families	300	Remediation in the area of reading for students in grades 3 - 5. Grades 6 through 12 afterschool tutoring.
Purchase of curricular resources in reading	Children with Disabilities	650	Implementation of MyView Curriculum and Successmaker K-5
Purchase of curricular resources in reading	Children from Low-Income Families	1,500	Implementation of MyView Curriculum and Successmaker K-5

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
Successmaker K-5	Quarterly	Students will progress toward academic standard mastery through trageted/precriptive literacy-based interventions.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Ongoing formal and informal assessments in the classroom	Ongoing	Student will experience a great level of success in regard to mastery of academic standards
Performance on standardized assessments	Yearly	The students will demonstrate appropriate growth.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$215,256.00
Allocation

$215,256.00

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)

64,577

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$64,577.00	Individual therapy from a licensed therapist. Mental health supports as needed.
		$64,577.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$215,256.00

Allocation

$215,256.00

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)

21,526

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$16,026.00	Staff development activities for trauma and other health supports.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$5,500.00	Training on the Columbia SSR and other related diagnostic devices.
		$21,526.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$215,256.00

Allocation

$215,256.00

Budget Over(Under) Allocation

$0.00

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

17,220

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$17,220.00	Staff development for implementation of MyView and Successmaker, reading resources.
		$17,220.00	

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	215,256	64,577	21,526	17,220	111,933

Learning Loss Expenditures

Budget

$215,256.00
Allocation

$215,256.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$111,933.00	myView, Successmaker reading program
		$111,933.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$215,256.00
Allocation

$215,256.00

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	$0.00	$0.00	$0.00	$111,933.00	$0.00	$111,933.00
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	$64,577.00	$0.00	$0.00	$0.00	$0.00	$64,577.00
2200 Staff Support Services	$0.00	$0.00	$38,746.00	$0.00	$0.00	$0.00	$0.00	$38,746.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	**$0.00**	**$103,323.00**	**$0.00**	**$0.00**	**$111,933.00**	**$0.00**	**$215,256.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$215,256.00**