

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 | Butler Area School District consults with Glade Run to offer mental health services to our students. Based on the number of Glade Run referrals, we know we have a significant need in this area. The district also completed several needs assessments as well as student/staff climate surveys, both of which indicated a need for additional social and emotional support for students. MTSS was also used as a way to gather student data and meet individual student needs. |
| Professional Development for Social and Emotional Learning | The district also completed several needs assessments as well as student/staff climate surveys, both of which indicated a need for additional social and emotional support for students. MTSS was also used as a way to gather student data and meet individual student needs. |
| Reading Remediation and Improvement for Students | We have proposed hiring two positions to address behavior in our schools. We have found that many of our students are unable to get through the entire day in a traditional classroom. This position will offer professional development to all teachers in the area of social and emotional learning. |
| Other Learning Loss | Classroom/school behavior is another area where our students are struggling. |

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 from Low-Income Families | Social and Emotional Learning | Glade Run services |
| Children from Low-Income Families | Reading Remediation and Improvement | Summer remediation program |
| Children from Low-Income Families | Other Areas of Learning Loss | Behavioral specialist position |

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 | 658,002 | 30% | 197,401 |

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.

Data sources include staff and student climate surveys. These surveys provide insight into specific areas of strength and of concern. Another source of data is PBIS/SWIS data. This data shows specific areas of concern for buildings, classes and students. The LEA also utilizes attendance and referral information for its MTSS and special education processes.

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 |
|--|----------------------------|---------------------------------------|---------------------------|
| Social/Emotional Mental Health Support staff | Children with Disabilities | Intensive | 60 |

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 |
|-------------------------------|------------------|---|
| PBIS/SWIS Reports | Monthly | Number of behavioral instances to decrease. |
| MTSS/MDT Referral List | Monthly | Number of referrals will decrease. |

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 | 658,002 | 10% | 65,800 |

8. Describe the planned professional development activities and how the activity will ensure that

teachers/staff are equipped with training/support on the following:

- a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
- b. Identifying signs of possible mental health issues and providing culturally relevant support;
- c. Motivating students that have been disengaged;
- d. Mentoring students who have attendance issues before it becomes a pattern;
- e. Self-care and mindfulness strategies for teachers;
- f. Engaging and communicating effectively with parents;
- g. Working with community agencies to address non-academic needs.

| Professional Development Activity | Number of Staff Involved | Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other) | Provider – Who will present the professional development | Is the provider an internal staff member or an outside contractor? | Brief Description of the Planned Activity |
|---|--------------------------|--|--|--|---|
| a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic; | 100 | Teacher | District Expert | Internal Staff | The district expert will provide professional development and coaching to classroom teachers. |
| a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic; | 25 | Support Staff | District Expert | Internal Staff | The district expert will provide professional development and coaching to support staff. |

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 |
|-------------------------------|------------------|-----------------------------|
| | | The level of competence and |

| Tool Used to Evaluate Success | Frequency of Use | Expected Results |
|-------------------------------|------------------|--|
| Feedback Surveys | Annually | confidence will increase after working with the district expert. |

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 | 658,002 | 8% | 52,640 |

- What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

The local assessments used to determine learning loss in reading are the DIBELS 8, NWEA MAP Growth and district common assessments. This need was evidenced across grade levels and school buildings.

- 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:

At risk learners are struggling to make a year's growth.

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 |
|------------------------|--|-----------------------------------|
| The Science of Reading | Gr 2,5,6,7,8,9 /ESL/Spec Ed | 175 |
| Fundational Reading | Gr K, 1/Spec Ed/ Reading Specialists | 65 |

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 |
|-----------------------------|-----------------------------------|--|--|
| Heggerty Phonemic Awareness | Children from Low-Income Families | 1,500 | Program targeting development of phonemic awareness skills. |
| ECRI | Children from Low-Income Families | 1,500 | Program utilizing explicit instruction of foundational reading skills. |

| Intervention | Student Group | Number of Students Receiving Intervention | Brief Description of Intervention |
|--------------|----------------------------|---|--|
| Fundations | Children with Disabilities | 250 | Program targeting development of phonics skills. |
| Just Words | Children with Disabilities | 100 | Program targeting development of word attack skills. |

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 |
|-------------------------------|--------------------------------------|--|
| DIBELS 8 | 3 x per year and progress monitoring | Students will make gains toward grade level expectations. |
| PSSA | once per year | Scores will move up in an upward direction. |
| NWEA MAP Growth | 3x per year | Increased number of students meeting grade level expectations. |

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 | 658,002 | 52% | 342,161 |

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 |
|---|-----------------------------------|--|--|
| Increasing Student Engagement | Children from Low-Income Families | 1,500 | Increase student engagement using evidence based STEAM infused strategies. |
| Grade Level Reading | Children from Low-Income Families | 300 | Give students the opportunity to access more books at their level. |
| Use of strategies from Framework to Accelerate Learning | Children from Low-Income Families | 1,475 | Utilize evidence based strategies in secondary instruction. |

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 |
|--------------------------------------|-------------------------|--|
| PSSA and Keystone Exams | once per year | Number of students earning a Proficient score will increase. |
| DIBELS 8 | 3x per year | Students will make gains towards grade level expectations. |
| Common Assessments | 2-3 times per quarter | Increase in scores across multiple subject areas. |

| Tool Used to Evaluate Success | Frequency of Use | Expected Results |
|--------------------------------------|-------------------------|-------------------------|
| | | |

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$658,002.00

Allocation

\$658,002.00

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)

197,401

Budget Summary

| Function | Object | Amount | Description |
|------------------------------------|----------------|---------------------|--|
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | \$250,000.00 | Board Certified Behavior Analyst (BCBA) salary |
| 2100 - SUPPORT SERVICES – STUDENTS | 200 - Benefits | \$91,000.00 | Board Certified Behavior Analyst (BCBA) benefits |
| | | \$341,000.00 | |

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$658,002.00

Allocation

\$658,002.00

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)

65,800

Budget Summary

| Function | Object | Amount | Description |
|-------------------------|----------------|---------------------|---|
| 2000 - SUPPORT SERVICES | 100 - Salaries | \$125,000.00 | Board Certified Assistant Behavior Analyst (BCaBA) salary |
| 2000 - SUPPORT SERVICES | 200 - Benefits | \$48,500.00 | Board Certified Assistant Behavior Analyst (BCaBA) benefits |
| | | \$173,500.00 | |

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$658,002.00

Allocation

\$658,002.00

Budget Over(Under) Allocation

\$0.00

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

52,640

Budget Summary

| Function | Object | Amount | Description |
|-------------------------------|---|--------------------|---|
| 2200 - Staff Support Services | 300 - Purchased Professional and Technical Services | \$12,000.00 | Primary Teacher Academy - Fox Chapel |
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | \$5,000.00 | Contracted Professional Development on the Science of Reading |
| 1000 - Instruction | 600 - Supplies | \$35,640.00 | Intervention Materials |
| | | \$52,640.00 | |

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 | 658,002 | 197,401 | 65,800 | 52,640 | 342,161 |

Learning Loss Expenditures

Budget

\$658,002.00

Allocation

\$658,002.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

| Function | Object | Amount | Description |
|-------------------------------|----------------|---------------|---|
| 2200 - Staff Support Services | 600 - Supplies | \$3,854.00 | Replacement of lost library books during COVID school closure |
| 1000 - Instruction | 600 - Supplies | \$45,360.00 | STEAM lending library |

| Function | Object | Amount | Description |
|--------------------|----------------|--------------------|--|
| 1000 - Instruction | 600 - Supplies | \$25,000.00 | STEAM -SHS cnc router |
| 1000 - Instruction | 600 - Supplies | \$16,648.00 | High School Renewal Supplies and Equipment |
| | | \$90,862.00 | |

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$658,002.00

Allocation

\$658,002.00

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 | \$5,000.00 | \$0.00 | \$0.00 | \$122,648.00 | \$0.00 | \$127,648.00 |
| 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 | | | | | | | | |

| | 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 | \$125,000.00 | \$48,500.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$173,500.00 |
| 2100 SUPPORT SERVICES – STUDENTS | \$250,000.00 | \$91,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$341,000.00 |
| 2200 Staff Support Services | \$0.00 | \$0.00 | \$12,000.00 | \$0.00 | \$0.00 | \$3,854.00 | \$0.00 | \$15,854.00 |
| 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 |
| | \$375,000.00 | \$139,500.00 | \$17,000.00 | \$0.00 | \$0.00 | \$126,502.00 | \$0.00 | \$658,002.00 |
| Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | | \$0.00 |
| Final | | | | | | | | \$658,002.00 |