

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 Summer school Programs in Pennsylvania study determined that for every dollar invested in summer 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 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](#).

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

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

Philadelphia Performing Arts identified students for inclusion in a summer school program by assessing readiness for the next grade level using multiple measures, prioritizing students at risk, and expanding the number of summer school seats available to ensure a high impact to

both individual progress and a critical mass for each grade level. While in a typical year, this measure would be based on promotion alone, in the context of this pandemic, our school now takes into account such diverse factors as standards mastery, resilience, “at-risk” factors, family need, rate of growth, and qualitative data to inform wise decisions. Standards mastery data is drawn from both classroom performance data and standardized assessments. Our counseling teams make recommendations for specific students based on evidence of response to hardship (resilience, at risk factors, and family need). Rate of growth is determined by data from personalized learning programs and specific measures for students below grade level. The qualitative data we use may include, but is not limited to, student work, behavior plan data, tutoring feedback, parent conferences, student conferences, and other key information that would enable equitable decision making personalized to each student’s unique context.

Section: Narratives - Summer School Program Questions

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

2. 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	400	Summer students will demonstrate a higher rate of growth as evidenced on Fall 2022 LinkIt benchmark compared to the student body as a whole
Children from Low-Income Families	Emotional Wellness	400	Pre/Post Survey on program's ability to support student social and emotional needs

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

The evidence-based resources the school will use to support student growth during the summer include: Standards-aligned Personalized Learning Platforms (individualized skill development) Arts Integration through Project-Based Learning (cognitive engagement and community building) Social-Emotional Learning (removing barriers to learning and personal development) The LEA summer school students have access to such personalized learning platforms as Lexia Learning Core 5 K-5 and Lexia Learning Power Up 6-12, Common Lit Pro, Eureka, Mobymax, and Ascend, and these programs are renewed and updated with new options as our team assesses the impact on student growth and achievement data. Each platform we choose is vetted and evaluated on alignment to PA standards, usability, and rigor. The evidence base of the effectiveness of Arts integration through Project-Based Learning to increase both cognitive engagement and student motivation is strong. Our summer school

program engaged students in projects that support them to learn within and through the performing and fine arts, helping our students make meaning and apply the standards-aligned skills they learn through individual practice. All of the above academic and artistic goals are supported by time dedicated to Social Emotional Learning, which removes barriers to academic progress and provides time, resources, and expertise for students to engage with professionals in personal development to achieve their goals.

4. Describe the staff that will provide the summer school program (i.e., internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
39	Internal Provider	Teachers will be trained to follow the program design and implement learning lessons to achieve social emotional and academic student growth



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 summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Link it Benchmark Assessment	two times (spring and fall)	Targeted students to grow at a rate greater than the total student body on average

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

Philadelphia Performing Arts: A String Theory Charter School will engage families in the summer school program in three significant ways. Firstly, because our school has a vibrant and thriving arts program, we will engage both students and families in onsite and/or virtual performances and/or celebrations related to arts integration projects and works. Secondly, as a key component of the SEL programming, our school will engage summer school families in both casual conversations and more formal surveys or inventories that help our faculty and counseling staff tailor learning to each student's strengths and needs. Lastly, since our school has one-to-one iPads that students bring home for study and practice, our school will engage and share best practices with families on how to optimize blending learning opportunities to support their students at home. These three ways, in addition to typical progress reports and regular communication, will ensure that our families are included and in the loop on their students' experiences and progress.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$200,571.00

Allocation

\$200,571.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$170,000.00	Stipends for Summer School Program
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$30,571.00	Stipends for Summer School Program
		\$200,571.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$200,571.00

Allocation

\$200,571.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

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	\$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	\$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	\$170,000.00	\$30,571.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,571.00
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

Project #: FA-225-21-0901
 Agency: Philadelphia Performing Arts CS
 AUN: 126513400
 Grant Content Report

	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

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	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
	\$170,000.00	\$30,571.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,571.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$200,571.00