

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	Prior to the pandemic, the district piloted the Jesse Lewis Choose Love Enrichment Program, a social emotional learning program. Our comprehensive plan process had identified the emotional needs of our students as a concern and the pandemic intensified those concerns. As a result, the district has chosen to implement the Pupil Attitudes to Self and School (PASS) survey in grades 4 to 12. This assessment identifies various considerations for a lack of motivation and engagement at school which is a significant concern after virtual learning periods. The PASS results are reviewed and tackled within our multi-tiered system of support for academics and social emotional/behavioral supports. Students are struggling with impulsivity and being able to self-manage their emotions and reactions to their environment.
Professional Development for Social and Emotional Learning	Prior to the pandemic, the district had engaged in the comprehensive planning process that identified the need for faculty to understand trauma in the lives of our students, our families and our community. The pandemic intensified this need. Thus, providing professional development in trauma informed practices for the classroom is a priority for the district.
Reading Remediation and Improvement for Students	The district has developed a three year professional development plan as part of the comprehensive plan process. Within the plan, the district is working to strengthen our K-5 curricular resources including ELA research based strategies/resources for reading achievement and growth improvement. Reading resources are needed to assist PLC teams in implementing differentiated instruction to meet the needs of their learners.
Other Learning Loss	To better serve our students, the district needs to provide professional development in reading instruction to serve students who have fallen behind their peers in their learning and to better identify emotional well being factors affecting the academic performance of our students.

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 from Low-Income Families	Social and Emotional Learning	Pupil Services Team Review, Our MTSS, and PASS survey
Children with Disabilities	Social and Emotional Learning	Pupil Services Team Review, Our MTSS, and PASS survey
Children from Low-Income Families	Reading Remediation and Improvement	STAR, Acadience and local Assessments
Children with Disabilities	Reading Remediation and Improvement	STAR, Acadience and local Assessments
Children from Low-Income Families	Other Areas of Learning Loss	PASS survey
Children with Disabilities	Other Areas of Learning Loss	PASS survey

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	81,064	30%	24,319

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 district is using the PASS (Pupil Attitudes toward Self and School) survey to identify student needs within our multi-tiered system of emotional/behavioral support. This assessment is in addition to the Social Emotional Learning Curriculum (Jesse Lewis Choose Love Enrichment Program) taught K-12 and the Student Assistance Program process already in place. Students are struggling with impulsivity, relevance, and managing their reactions to their environment. Some families have limited or no access to resources for counseling for their child who is struggling with the above issues or other mental health issues.

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
Counseling Sessions	Children from Low-Income Families	Intensive	12

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
PASS	2 times/year	Students participating will improve their PASS score in regards to their attitudes toward learning and self.

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	81,064	10%	8,106

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;	137	Teacher	Susan Tarasevich Learning, LLC	External Contractor	Provide district wide trauma training including families. Training outline includes: Understanding Trauma and its Impact, Building Trauma Sensitive Schools, Trauma Informed PBIS practices, and Leading Trauma Sensitive Schools.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PASS	2 times/year	Student scores on the PASS survey will improve in regards to their attitudes toward learning and self as our faculty better understands trauma and how it affects student learning.

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	81,064	8%	6,485

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?

The District is using ELA STAR and Acadience assessments to identify learning loss in students from K-5. Approximately, 61% of students in each grade level scored a student growth percentile of below 60 on the STAR ELA Assessment at the end of 20-21. Likewise, approximately 50% of students have been identified as needing strategic or intensive reading

support in K-5. Our MTSS triangle is more of a rectangle. This data includes all students, however, students living in low income settings will be prioritized.

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:

The district PSSA data has declined significantly with only 80 to 90% of students participating in the PSSA at the 3-5 level. The aggregate group performing 8 to 18% below the projected PDE ELA targets for Burrell School District in grades 3, 4 and 5.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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 Phonological Awareness I	Children from Low-Income Families	102	Phonological Awareness in pull out groups with the Reading Specialist

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Isabel Beck's Word Building	Children from Low-Income Families	243	Phonics and fluency intervention in the general classroom
Kid Writing	Children from Low-Income Families	364	Phonics, Comprehension, and Writing in the general classroom
Fundations	Children from Low-Income Families	476	Phonological awareness, phonics and fluency in the general classroom
Rewards	Children from Low-Income Families	86	Phonics, fluency and vocabulary in pull out groups with the Reading Specialist
Just Words	Children from Low-Income Families	86	Phonics and fluency in pull out groups with the Reading Specialist

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
STAR Assessment	3 times/year	Students not on grade level will move up at least one proficiency level.
Acadience	3 times/year	Students identified as intensive or strategic will move up at least one level.

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	81,064	52%	42,153

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
Faculty training in Reading Strategies/Best Practices for Tier 1 use.	Children from Low-Income Families	700	Train K-5 teachers to properly implement Reading strategies/best practices through the coaching and modeling of the PL Coaches and the use of the PLC process.
Faculty training in the Reading Strategies	Children with Disabilities	30	Train K-5 teachers to properly implement Reading strategies/best practices through the coaching and modeling of the PL Coaches and the use of the PLC process.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Faculty training in Trauma Informed Instruction	Children from Low-Income Families	1,497	Train K-12 teachers in trauma informed classroom and restorative practices through coaching and modeling of the PL Coaches and the use of the PLC process.
Faculty training in Trauma Informed Instruction	Children with Disabilities	300	Train K-12 teachers in trauma informed classroom and restorative practices through coaching and modeling of the PL Coaches and the use of the PLC process.

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
STAR Assessment	3 times/year	Students not on grade level will move up at least one proficiency level.
Acadience	3 times/year	Students identified as intensive or strategic will move up at least one level.
PASS	2 times/year	Student scores on the PASS survey will improve in regards to their attitudes toward learning and self as our faculty better understands trauma and how it affects student learning.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$81,064.00

Allocation

\$81,064.00

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)

24,840

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$24,840.00	Increase Licensed Professional Counselor. 2 additional days/week.
		\$24,840.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$81,064.00

Allocation

\$81,064.00

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)

15,000

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,000.00	Provide trauma informed classroom training for all faculty
		\$15,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$81,064.00

Allocation

\$81,064.00

Budget Over(Under) Allocation

\$0.00

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

10,000

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Purchase research based strategies/programs for use at all tiers of our MTSS for Reading.
		\$10,000.00	

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	81,064	24,840	15,000	10,000	31,224

Learning Loss Expenditures

Budget

\$81,064.00

Allocation

\$81,064.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$25,680.00	Pay faculty for professional development time outside the regular school day.
			Pay benefits for

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$5,544.00	faculty during professional development outside the regular school day.
		\$31,224.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$81,064.00

Allocation

\$81,064.00

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	\$10,000.00	\$0.00	\$10,000.00
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	\$24,840.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,840.00
2200 Staff Support Services	\$25,680.00	\$5,544.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,224.00
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
	\$25,680.00	\$5,544.00	\$39,840.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$81,064.00
Approved Indirect Cost/Operational Rate: 0.0159								\$0.00
Final								\$81,064.00