

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	Social and emotional needs will be identified and addressed by analyzing trending data from SAP referrals, crisis calls, Safe2Say, teacher referrals, student/self-referrals, and parental requests. Additionally, guidance counselors will be monitoring those students and identify improvements and/or concerning learning patterns of students who have been identified as needing additional assistance related to social and emotional learning. The staff will offer a safe space for students to internalize and navigate their feelings. The district will explore student management platforms to record progress monitoring and insight into what students are experiencing to develop strategies and a plan for success. This provides an opportunity for teachers to develop more personal connections and awareness of each student and how to help.
Professional Development for Social and Emotional Learning	The LEA will provide school counselors and identified staff members with additional MTSS/Trauma-Informed Training and Conferences, school counselor training, and the Creating Trauma-Sensitive Schools Conference in order to provide additional data and support that can be utilized within the school setting to address the social and emotional needs of students effectively. In addition, the LEA will host focus groups with the identified individuals attending these training and conferences in order to share feedback on the effectiveness of the training/conferences and support other staff members in the LEA. This learning will be embedded into the professional development calendar for the district.
Reading Remediation and Improvement for Students	The LEA will determine its most important reading remediation and improvement and additional education needs as a result of the COVID-19 in the following ways: (1) Analyze student data to determine individual needs in academic gaps, (2) Seek parental/guardian input in the educational needs of their students, (3) Gather teacher/educator input to determine the needs of students as a result of COVID-19, and (4) Utilize IEP teams, SAP teams, school counselors, school-based therapists, and any other resources that might have insight into the educational needs of

	Method used to Understand Each Type of Impact
	students. Child study team meetings and grade level meetings will be held monthly to review student data and the need for remediation.
Other Learning Loss	In order to identify the extent of learning loss and the needs of students, the LEA will continue to analyze attendance data upon return to in-person instruction, compare the success rate of online/remote students vs. in-person students, utilize progressing monitoring data to determine when/if a loss of learning occurred, determine the failure rate of students in K-12 compared to that of other years, and analyze SAP data and CST data to measure differences/similarities of academic and social progression or regression as compared to other years.

Documenting Disproportionate Impacts

- 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	Reading Remediation and Improvement	IEP data, progress monitoring, child study teams and student assistance data will be utilized to determine regressions, areas of improvement/concerns, and individual, small group, and whole class instruction will be utilized to address gaps.
English Learners	Reading Remediation and Improvement	The ELL teacher will provide one-on-one instruction to those students who faced particular challenges due to language barriers during the remote instructional period. The ELL teacher will monitor progress relating to gaps identified through testing and observation.

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	79,927	30%	23,978

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 school district is committed to ensuring that students' mental health needs are being met as a result of isolation and long-term closures related to the COVID-19 pandemic. We will continue to provide guidance counseling and psychology services to evaluate and address the needs of students. Data sources that will be used to identify these needs will be SAP referrals, crisis calls, Safe2Say, teacher referrals, student/self referrals and parental requests. In addition, SEL management software will be used to document progress within those students identified with additional social and emotional needs.

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
Whole-class intervention	Children with Disabilities	Universal	726
One-on-One services	English Learners	Intensive	4
Small-group instruction	Children with Disabilities	Targeted	161
School-based group activities and events	Children with Disabilities	Universal	726

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
Referrals	Daily	Data will be analyzed periodically to track trends in referrals and expected to decrease over a period of time
IEP/SAP/CST Meetings	Periodically	Meetings will be held with key stakeholders involved in development of targeted students and assessment data, behaviors, and growth/concerns will be discussed to narrow down and improve on specified areas of concern.
Mindfulness Curriculum	Daily	SEL will be tracked with the mindfulness program in order to monitor data accurately and analyze trends in order to

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		address concerns.

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	79,927	10%	7,993

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					At least 2

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;	2	Counselor	Attachment and Trauma Network	External Contractor	guidance counselors, and possibly additional staff, will attend a Creating Trauma-Sensitive Schools Conference.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	20	Teacher	Tuscarora Intermediate Unit 11	External Contractor	Additional training will be provided to staff to understand trauma and how to collaborate and connect with students facing additional needs.

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
Focus Group	Periodically	Will assess the feedback of targeted staff members who attended trainings and allow knowledge sharing with other members of staff.

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	79,927	8%	6,394

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?

Local assessments to be used will include progress monitoring, additional testing, AP and SAT scores, PSSA's, IEP data collection, and individual evaluations. A framework will be developed and, with the use of the Soliday system and other reading comprehension curriculum, gaps will be addressed with students that have been targeted for additional help. This is apparent in ELL students, children with disabilities, and those students who have had extended virtually learning versus in-person instruction.

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 data has not shown one year's growth mainly due to the pandemic and gaps in learning for all students.

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
Houghton Mifflin Into Reading	3-6	10
Orton Gillingham	Special Education	2
Super Kids	K-2	10

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
Accommodations	Children with Disabilities	110	Students are provided accommodations to ensure learning of key concepts.
Check for understanding	Children with Disabilities	110	Teachers frequently check for student understanding before moving on to the next topic.
Formative assessment	Children with Disabilities	110	Frequent assessments are conducted within the classrooms to be sure

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			students are mastering the content.

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
SUCCESSmaker	weekly	Students are permitted to use success maker. as a tool for assessment
CDTs	yearly	CDTs are administered in order for teachers to review data and make adjustments to learning as needed.

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	79,927	52%	41,562

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
SEL screening	English Learners	5	The goal for our English Learners would be to increase the number of students who are eligible to receive services.

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
Data collection, informal assessment	weekly	Data will be collected on students to ensure they have access to mental health services that assist with social and emotional learning.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$79,927.00

Allocation

\$79,927.00

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)

23,978

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$23,978.00	These funds will be utilized to support the salary of the additional guidance counselor that was obtained to support the social and emotional needs of students resulting from the COVID-19 pandemic.
		\$23,978.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$79,927.00

Allocation

\$79,927.00

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)

7,993

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$7,993.00	These funds will be utilized for additional training and conferences for school counselors and other identified staff members and will include MTSS/Trauma Informed Training as well as Creating Trauma-Sensitive Schools Conference.
		\$7,993.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$79,927.00

Allocation

\$79,927.00

Budget Over(Under) Allocation

\$0.00

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

6,394

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$1,504.00	The LEA will be utilizing the Sunday System for improvement on reading skills and allows for students of all backgrounds and skill levels to receive intervention, enrichment, and tutoring.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$4,890.00	Compensatory education will be provided to those students identified as requiring intensive supports relating to reading improvement and will be provided by an external provider.

		\$6,394.00	
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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	79,927	23,978	7,993	6,394	41,562

Learning Loss Expenditures

Budget

\$79,927.00

Allocation

\$79,927.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
			These funds will be utilized to support the remaining salary of the additional guidance counselor that was obtained to support the social and emotional needs of

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$30,397.00	students resulting from the COVID-19 pandemic. Actionable items will include whole-class instructional guidance as well as small group and one-on-one services to address social and emotional needs of students.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$3,319.00	The LEA will provide additional opportunities to students for SAT remediation, SAT prep, and AP exams.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$5,846.00	Additional counseling and social worker interaction will occur and be provided by an external agency to continuously address the social and emotional needs of students.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$2,000.00	The LEA will explore options for a system to utilize in gathering and analyzing data for those students identified with additional social and emotional learning needs.
		\$41,562.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget
 \$79,927.00
Allocation
 \$79,927.00

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	\$8,209.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,209.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$54,375.00	\$0.00	\$9,350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,725.00
2200 Staff Support Services	\$0.00	\$0.00	\$7,993.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,993.00
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
	\$54,375.00	\$0.00	\$25,552.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79,927.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$79,927.00