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 SSD has a core team of teachers, school counselors, principals and central administration employees who serve on a District Level SEL Committee. This committee began meeting regularly in the spring of 2021 and continues to meet at least monthly. The team selected a SEL assessment to collect student data that can drive instruction. This assessment will be administered at least twice each school year. The expected benefit of the SEL assessment is to be able to gather enough responses to determine the greatest social and emotional needs of the student body. The committee also selected a new SEL curriculum to begin incorporating SEL into classroom instruction beginning in the 2021-2022 school year, with full implementation in the fall of 2022.
Professional Development for Social and Emotional Learning	The SSD is working with the Northeast Intermediate Unit to provide professional development through the creation of a district SEL plan, training for district principals, professional development sessions for small groups of teachers representing each school, and finally for the entire teaching staff. The intention is to incorporate SEL best practices into daily instruction and interactions between staff and students with the goal of creating a more welcoming and productive learning environment. The expected benefit is to build a community that supports one another and teaches students skills for that are critical for school, career and life success.
Reading Remediation and Improvement for Students	PSSA and Keystone assessment scores will measure academic proficiency and gaps in learning from 2019-2022. Data available on the Future Ready PA Index breaks down student information and economically disadvantaged student scores will be measured. WIDA ACCESS for ELLs 2.0 scores will measure student language proficiency growth from 2019-2022. This assessment will help to identify academic learning loss and measure growth. PASA assessment scores will measure academic proficiency and gaps in learning from 2019-2022 for special education students.

	Method used to Understand Each Type of Impact
Other Learning Loss	PSSA and Keystone assessment scores, WIDA ACCESS for ELLs 2.0, and PASA data will measure academic proficiency and gaps in learning from 2019-2022.

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	The SEL assessment data synchronizes with the district's student information system. This will allow us to create reports that track economically disadvantaged, ELL, and special education students. The goal is that when students take the SEL assessment the second time, they will show growth.
English Learners	Reading Remediation and Improvement	Parent and family engagement events and programming will be specifically targeted for families of ELL students. Materials to support reading skill development will be purchased for ELL students.

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	1,987,083	30%	596,125

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 SSD purchased the research-backed Panorama SEL assessment for students and teachers. This will be administered at least twice a year to gain baseline data and to demonstrate growth in the 5 CASEL skill competencies. Students will express their perceived levels of grit, growth mindset, self management, social awareness, and self efficacy. This data will be used to select lessons and determine areas of strength and concern in the classroom.

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
SEL Assessment	Children from Low-Income Families	Universal	9,300
SEL Curriculum	Children from Low-Income Families	Universal	9,300

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
Panorama SEL Assessment	twice a year	Students and staff will show growth in at least one competency area. This assessment will be used for the next three years.

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	1,987,083	10%	198,708

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

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;	35	Teacher	Speaker	External Contractor	Speaker inserviced staff on strategies to provide equity within the student body
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	100	Teacher	Consultant	External Contractor	The Northeast Intermediate Unit is leading the district level SEL committee and 16 school committees on learning best practices.

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
Panorama SEL Assessment for students and staff	twice a year	Students and staff will show growth in at least one competency area. This assessment will be used for the next three years.

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	1,987,083	8%	158,967

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 SSD used specific assessments to determine learning loss in the area of reading such as, Acadience, FAR assessment and Study Island. The SSD used local benchmark formative and

summative assessments at the intermediate and high school level to determine the learning loss. The specific groups targeted were students are who are academically disadvantaged, students with low income families, English learners, children experiencing homelessness. The majority of our students post COVID are coming up as significantly suffered from learning loss and being identified as 80%-90% below basic.

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

Yes

Please explain:

As a district, we did very well overall in the PSSA ELA and Keystone Literature over the past few years. We exceeded the standard for PA academic growth in both of these areas.

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
Wilson Fundations	K-2	200
Intervention time built into the schedule	K-5	400
PD on the new reading textbook series	ESL and K-12 ELA teachers	300

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
WIDA Can Do Descriptors	English Learners	957	The entire SSD staffed has been provided PD on how to use the WIDA "Can Do Descriptors" in order to adapt and modify instruction appropriately for English Learners
SAVVAS Curriculum	Children from Low-Income Families	9,003	Is aligned with PA state standards and has embedded rearch based best practices

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
The SSD created an SAVVAS committee	Meetings were had throughout the year	At the end of the year the committee will survey and discuss the success and impact of the literacy program. The ELA curriculum is also updated every five years

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	1,987,083	52%	1,033,283

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
SAVVAS Curriculum	Students Experiencing Homelessness	250	Is aligned with PA state standards and has embedded rearch based best pracrices

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
Stakeholder input via surveys	Throughout the year	The SSD will survey students, teachers, district staff and families on the success of learning loss activities. The SSD will adapt learning loss activities based on feedback

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$1,987,083.00

Allocation

$1,987,083.00

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)

596,125

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$270,000.00	Salaries for personnel to support students in SEL skill development.
2200 - Staff Support Services	200 - Benefits	$237,117.00	Benefits for personnel to support students in SEL skill development.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	$66,960.00	SEL Assessment license.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	$43,470.00	SEL curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$35,000.00	Supplies for teachers to purchase materials that support the SEL curriculum.

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$10,000.00	Contracted presenters to address students in large group presentations, panel discussions, or small group settings. For example: the National Alliance on Mental Illness (NAMI) of Northeast PA is interested in partnering with the SSD. The work with middle and high school students in small group settings on the "Say it Out Loud" program to introduce basic topics on mental health and mental illness. Students view a video with 3 young people experiencing mental health struggles. Self care, resources. This is followed by They work with the Geisinger Commonwealth School of Medicine students to facilitate a conversation after the video. A Ha slides, allows students to anonymously respond to a survey or questions.
		$662,547.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$1,987,083.00

Allocation

$1,987,083.00

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)

198,708

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$115,000.00	Salaries for teachers to attend SEL professional development, SEL student data team meetings and building planning meetings.
2200 - Staff Support Services	200 - Benefits	$21,008.00	Benefits for teachers to attend SEL professional development, SEL student data team meetings and building planning meetings.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$61,700.00	Consultant services to support the district schools through a social-emotional learning (SEL) lens including: SEL team professional

Function	Object	Amount	Description
			development and coaching.
2200 - Staff Support Services	500 - Other Purchased Services	$1,000.00	Mileage reimbursement for travel related to SEL professional development.
		$198,708.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$1,987,083.00

Allocation

$1,987,083.00

Budget Over(Under) Allocation

$0.00

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

158,967

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,000.00	Supplies to support students with reading improvement. For example, Feiffer Assessment of Reading (FAR) testing materials, technology to enable delivery of the FAR assessment.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$42,480.00	Salaries to tutor students in reading strategies outside of the contractual work day. ($29.50 pr hour x 1 teacher x 1 hour x 3 days a week x 10 weeks x16 schools x 3 years)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$7,098.00	Benefits to tutor students in reading strategies outside of the contractual work day.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$15,000.00	Supplies for tutoring students in reading.
2200 - Staff Support Services	100 - Salaries	$6,000.00	Salaries to attend staff development related to administering reading assessments including the Acadience Reading or Feiffer Assessment in Reading. Staff development may also include data team meetings.
2200 - Staff Support Services	200 - Benefits	$1,000.00	Benefits to attend staff development related to administering reading assessments including the Acadience Reading or Feiffer Assessment in Reading. Staff development may also include data team meetings.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$5,000.00	Registration for professional development related to teaching reading strategies.
			Salaries for teachers to attend parent and family engagement

Function	Object	Amount	Description
3300 - Community Services	100 - Salaries	$3,000.00	events specifically targeted toward English Language Learners and their families.
3300 - Community Services	200 - Benefits	$500.00	Benefits for teachers to attend parent and family engagement events specifically targeted toward English Language Learners and their families.
3300 - Community Services	600 - Supplies	$68,889.00	Supplies to support students with reading skill development at home.
		$158,967.00	

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	1,987,083	662,547	198,708	158,967	966,861

Learning Loss Expenditures

Budget

$1,987,083.00
Allocation
$1,987,083.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	$307,004.00	Unrestricted indirect cost rate of 15.45%
			Supplies to support

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$659,857.00	learning loss and instruction. For example: student Chromebooks, Active Panels, software licenses.
		$966,861.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$1,987,083.00

Allocation

$1,987,083.00

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	$704,857.00	$110,430.00	$815,287.00
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	$42,480.00	$7,098.00	$0.00	$0.00	$0.00	$15,000.00	$0.00	$64,578.00
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	$10,000.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
2200 Staff Support Services	$391,000.00	$259,125.00	$66,700.00	$0.00	$1,000.00	$0.00	$0.00	$717,825.00
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	$3,000.00	$500.00	$0.00	$0.00	$0.00	$68,889.00	$0.00	$72,389.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$436,480.00	$266,723.00	$76,700.00	$0.00	$1,000.00	$788,746.00	$110,430.00	$1,680,079.00
				Approved Indirect Cost/Operational Rate: 0.0000				$307,004.00
				Final				$1,987,083.00