

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 Upper Adams School District has utilized the school counseling team to meet with all students who participated in remote, hybrid, or other alternative learning style in the 2020-2021 school year and are transitioning back to the school district for full-time, in-person learning. Students were assessed for social, emotional, and academic concerns. In addition, the Upper Adams School District is utilizing data from the school climate and equity surveys conducted in Spring, 2021. Data from the Pennsylvania Youth Survey (PAYS) for grades 6-12 is utilized and analyzed to determine systemic social, emotional, and lifestyle issues for that cohort of students. Each building has a team of professionals who serve on the Student Assistance Program (SAP) team. This team identifies students at-risk of academic, emotional, or social concerns and connects families to resources, as needed, to address any issues.
Professional Development for Social and Emotional Learning	The Upper Adams School District has a significant transition rate for support staff members working with students. The global pandemic has caused frequent and continuous staff turnover with instructional assistants, personal care assistants, clerical staff, administrative assistants, custodians, transportation, and cafeteria employees. From new hire interviews, interest inventories, and resume analysis, new employees lack consistent experience, strategies, and understanding in working with students who may have social or emotional issues. Compounding this concern is the lack of available paid training and professional development for this group of employees. Professional staff members have observed and reported insecurity with support staff in working with students due to a lack of training. Specific training for support staff members will build capacity, increase student outcomes, and instill confidence with this classification of employee by providing them tools they can reference when working with students in need.
	The Upper Adams School District will provide intensive after-school tutoring at the elementary and intermediate school buildings. Extended

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	School Year (ESY) will be provided each summer for students with special education to address learning loss. The after-school tutoring will address the needs of our historically performing students, low income students, and students that are intellectually delayed. The after-school tutoring will identify the learning gaps present and work to increase missing skills to grade level proficiency. Identified special education will have the opportunity to participate in Extended School Year (ESY) to sustain current present level and reduce further learning loss over the summer recess. Students participating include those who are intellectually delayed, developmentally delayed, or otherwise identified as a special education who would benefit from an Extended School Year experience in their Individualized Education Program (IEP). Biglerville Elementary School & Upper Adams Intermediate School will identify students who participated in a online learning environment inconsistently, participated in a hybrid schedule, were new students, were homeschooled, or had chronic absenteeism during the 2019-2020 & 2020-2021 school years. In addition both school will utilize universal screening tools for all student populations to identify outliers and students missing basic foundational skills or demonstrating significant achievement gaps. Special Education students who will be offered the Extended School Year (ESY) opportunity are those students who the Multi-Disciplinary Team (MDT) has recommended through an evaluation of present levels, their identified disability, and their learning progress and experience during the global pandemic.
Other Learning Loss	The Upper Adams School District will understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet students where they are and address learning progress and loss, identify additional students in need of intervention and/or services, whether academic or social-emotional and prioritize support for the most vulnerable students, procure any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs, communicate with families and parents about every student's progress and plans for students in need of additional support, explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably, and integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high quality instruction and ongoing support for all 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	Other Areas of Learning Loss	The Upper Adams School District conducted a District-Wide Technology Survey with our families. The survey concluded that approximately 15% of our students/families do not have connectivity to the Internet outside of the school day. With the onset of COVID-19, it has become critical that all students be able to connect to the Internet outside of the school day to maintain fidelity with our goals as outlined in our Continuity of Education Plan. Therefore, the Upper Adams School District purchases 200 Hotspots with corresponding service agreements to provide to our vulnerable families to increase the amount of families who needed connectivity to the Internet from their homes. The Upper Adams School District Technology Department provided individualized training for our families utilizing the Hotspots and providing information to our families for free or reduced connectivity programs offered by local providers. The Upper Adams School District continues to monitor and provide assistance to help families sustain connectivity with online resources offered through the

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		District.
Children with Disabilities	Reading Remediation and Improvement	The Upper Adams School District addressed students with special needs through a variety of plans and strategies which included and still include meeting with staff to align expectations around instruction, analyzing data from any student work that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are, revisiting students' Individualized Education Plans (IEPs) in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed or students could not attend for other reasons, developing a parent communication strategy to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home, and sharing information and guidance on grading, report cards, and promotion policies with teachers and parents. The Upper Adams School District continues to work to understand every special

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		education student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback.
English Learners	Social and Emotional Learning	The Upper Adams School District continues to work to address the needs of the English Language Learners and their families. The District's goal with this population has been and continues to be to understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. The District works to maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet English Language Learner Students where they are and address learning progress and loss, identify additional EL Students in need of intervention and/or services, whether academic or social-emotional, and prioritize support for the most vulnerable EL Students, by providing any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs, communicate

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		with families and parents about every student's progress and plans for students in need of additional support, explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably, and integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high quality instruction and ongoing support for all students. Intrpretor assistance has been provided throughout the pandemic event to make sure ongoing communication is seamless and resources are known and provided to our EL Families.

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	95,602	30%	28,681

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 Upper Adams School District has utilized the school counseling team to meet with all students who participated in remote, hybrid, or other alternative learning style in the 2020-2021 school year and are transitioning back to the school district for full-time, in-person learning. Students were assessed for social, emotional, and academic concerns. In addition, the Upper Adams School District is utilizing data from the school climate and equity surveys conducted in Spring, 2021. Data from the Pennsylvania Youth Survey (PAYS) for grades 6-12 is utilized and analyzed to determine systemic social, emotional, and lifestyle issues for that cohort of students. Each building has a team of professionals who serve on the Student

Assistance Program (SAP) team. This team identifies students at-risk of academic, emotional, or social concerns and connects families to resources, as needed, to address any 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
School-Based Counseling	Children from Low-Income Families	Intensive	20
School-Based Counseling	Children with Disabilities	Intensive	15
School-Based Counseling	English Learners	Intensive	10

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
PAYS Survey	Every Other Year	Decrease In Lifestyle, Social, & Emotional Concerns
Equity Survey	Annually	Increase In Equity Perception Data By Students
School Climate Survey	Annually	Increase In School Climate Perception Data By Students
Student Assistance Program (SAP) Referrals	Quarterly	Decrease In Severity, Quantity, & Circumstances Of Referrals

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	95,602	10%	9,560

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
					The Upper Adams School District has a significant transition rate for support staff members working with students. The global pandemic has

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	20	Support Staff	Upper Adams School District Staff Members	Internal Staff	caused frequent and continuous staff turnover with instructional assistants, personal care assistants, clerical staff, administrative assistants, custodians, transportation, and cafeteria employees. From new hire interviews, interest inventories, and resume analysis, new employees lack consistent experience, strategies, and understanding in working with students who may have social or emotional issues. Compounding this concern is the lack of available paid training and professional development for this group of employees. Professional

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
					staff members have observed and reported insecurity with support staff in working with students due to a lack of training. Specific training for support staff members will build capacity, increase student outcomes, and instill confidence with this classification of employee by providing them tools they can reference when working with students in need.

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
Annual Support Staff Evaluations On Skill Implementation & Student Interaction	Annually	Continued Growth In Skill Attainment & Student Interaction

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	95,602	8%	7,648

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 Upper Adams School District will implement a summer program designed for special education students and elementary students who need additional support in the areas of English Language Arts (ELA) & Mathematics supports. Students will be identified for the program by receiving a basic or below-basic score on the Pennsylvania State System of Assessment (PSSA). In addition, students will be considered for the program based on their benchmark scores at the end of the school year through local and curriculum-based assessments. Students who did not score at the proficiency level on these assessments will be identified as well. Assessments will include benchmark assessments from the Wonders Reading Benchmark Assessments, diagnostic assessments through Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.) and Fountas & Pinnell, and locally developed assessments for specific grade level/curriculum purposes. The Pennsylvania Value-Added Assessment (PVAAS) was also analyzed, as needed, to determine the level of growth in reading proficiency. This analysis was targeted to students of low-income, students with disabilities, and English Learners. The findings indicated a significant gap of reading proficiency and in

many cases a large decrease from previous data points from the most recent assessments.

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 Pennsylvania Value-Added Assessment (PVAAS), Pennsylvania State System of Assessment (PSSA), and the Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.) all provide consistent data points that indicate a large majority of the targeted student groups have not made a year's worth of growth and in many cases are behind more than one year with growth and/or achievement in literacy proficiency. This is a result of the school closure in spring, 2020 as well as the many and continuous transitions between learning formats (due to the global pandemic) faced by students already encountering obstacles when acquiring reading proficiency under a typical school year structure.

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading/Literacy Intervention Supports (Small Groups, Outside Of The School Days Opportunities, & Supplemental Instruction)	Children from Low-Income Families	100	Additional Supplemental Reading/Literacy Supports (Supplies/Programs/Instruction)
Reading/Literacy Intervention Supports (Small Groups, Outside Of The School Days Opportunities, & Supplemental Instruction)	Children with Disabilities	50	Additional Supplemental Reading/Literacy Supports (Supplies/Programs/Instruction)
Reading/Literacy Intervention Supports (Small Groups, Outside Of The School Days Opportunities, & Supplemental Instruction)	English Learners	30	Additional Supplemental Reading/Literacy Supports (Supplies/Programs/Instruction)

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 Pennsylvania Value-Added Assessment (PVAAS)	Annually	Increase In The Growth Calculation In English Language Arts (ELA) Proficiency As Reported In The Pennsylvania Value-Added Assessment (PVAAS)
		Increase In The Achievement Calculation (Proficiency

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Pennsylvania State System of Assessment (PSSA)	Annually	Percentage) On The English Language Arts (ELA) Pennsylvania State System of Assessment (PSSA)
Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.)	Minimum Twice A Year	Progressive Increase Across All Indicators
Benchmark Assessments	Minimum Twice A Year	Progressive Increase Between Assessments

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	95,602	52%	49,713

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
			The Upper Adams School District will provide intensive outside of the school

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Outside Of The School Day Remediation Program	Children from Low-Income Families	30	day tutoring at the elementary and intermediate school buildings. Extended School Year (ESY) will be provided each summer for students with special education to address learning loss. The after-school tutoring will address the needs of our historically performing students, low income students, and students that are intellectually delayed. The after-school tutoring will identify the learning gaps present and work to increase missing skills to grade level proficiency. Identified special education will have the opportunity to participate in Extended School Year (ESY) to sustain current present level and reduce further learning loss over the summer recess. Students participating include those who are intellectually delayed, developmentally delayed, or otherwise identified as a special education who would benefit from an Extended School Year experience in their Individualized

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Education Program (IEP). Biglerville Elementary School & Upper Adams Intermediate School will identify students who participated in a online learning environment inconsistently, participated in a hybrid schedule, were new students, were homeschooled, or had chronic absenteeism during the 2019-2020 & 2020-2021 school years. In addition both school will utilize universal screening tools for all student populations to identify outliers and students missing basic foundational skills or demonstrating significant achievement gaps. Special Education students who will be offered the Extended School Year (ESY) opportunity are those students who the Multi-Disciplinary Team (MDT) has recommended through an evaluation of present levels, their identified disability, and their learning progress and experience.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			The Upper Adams School District will provide intensive outside of the school day tutoring at the elementary and intermediate school buildings. Extended School Year (ESY) will be provided each summer for students with special education to address learning loss. The after-school tutoring will address the needs of our historically performing students, low income students, and students that are intellectually delayed. The after-school tutoring will identify the learning gaps present and work to increase missing skills to grade level proficiency. Identified special education will have the opportunity to participate in Extended School Year (ESY) to sustain current present level and reduce further learning loss over the summer recess. Students participating include those who are intellectually delayed, developmentally delayed, or otherwise identified as a special

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Outside Of The School Day Remediation Program	Children with Disabilities	30	education who would benefit from an Extended School Year experience in their Individualized Education Program (IEP). Biglerville Elementary School & Upper Adams Intermediate School will identify students who participated in a online learning environment inconsistently, participated in a hybrid schedule, were new students, were homeschooled, or had chronic absenteeism during the 2019-2020 & 2020-2021 school years. In addition both school will utilize universal screening tools for all student populations to identify outliers and students missing basic foundational skills or demonstrating significant achievement gaps. Special Education students who will be offered the Extended School Year (ESY) opportunity are those students who the Multi-Disciplinary Team (MDT) has recommended through an evaluation of present levels, their

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			identified disability, and their learning progress and experience.
			The Upper Adams School District will provide intensive outside of the school day tutoring at the elementary and intermediate school buildings. Extended School Year (ESY) will be provided each summer for students with special education to address learning loss. The after-school tutoring will address the needs of our historically performing students, low income students, and students that are intellectually delayed. The after-school tutoring will identify the learning gaps present and work to increase missing skills to grade level proficiency. Identified special education will have the opportunity to participate in Extended School Year (ESY) to sustain current present level and reduce further learning loss over the summer recess. Students participating

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Outside Of The School Day Remediation Program	English Learners	30	include those who are intellectually delayed, developmentally delayed, or otherwise identified as a special education who would benefit from an Extended School Year experience in their Individualized Education Program (IEP). Biglerville Elementary School & Upper Adams Intermediate School will identify students who participated in a online learning environment inconsistently, participated in a hybrid schedule, were new students, were homeschooled, or had chronic absenteeism during the 2019-2020 & 2020-2021 school years. In addition both school will utilize universal screening tools for all student populations to identify outliers and students missing basic foundational skills or demonstrating significant achievement gaps. Special Education students who will be offered the Extended School Year (ESY) opportunity are those students who the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Multi-Disciplinary Team (MDT) has recommended through an evaluation of present levels, their identified disability, and their learning progress and experience.

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
The Pennsylvania Value-Added Assessment (PVAAS)	Annually	Increase In The Growth Calculation In English Language Arts (ELA) Proficiency As Reported In The Pennsylvania Value-Added Assessment (PVAAS)
Pennsylvania State System of Assessment (PSSA)	Annually	Increase In The Achievement Calculation (Proficiency Percentage) On The English Language Arts (ELA) Pennsylvania State System of Assessment (PSSA)
Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.)	Minimum Twice A Year	Progressive Increase Across All Indicators
Benchmark Assessments	Minimum Twice A Year	Progressive Increase Between Assessments

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$95,602.00

Allocation

\$95,602.00

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)

28,681

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$28,681.00	School-Based Mental Health Contracted Services
		\$28,681.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$95,602.00

Allocation

\$95,602.00

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)

9,560

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$9,560.00	Professional Development Targeted To Support Staff Members On Social Emotional Learning.
		\$9,560.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$95,602.00

Allocation

\$95,602.00

Budget Over(Under) Allocation

\$0.00

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

7,648

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,648.00	Supports For Remedial Reading/Intervention Instruction
		\$7,648.00	

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	95,602	28,681	9,560	3,824	53,537

Learning Loss Expenditures

Budget

\$95,602.00

Allocation

\$95,602.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$49,713.00	Supplies/Resources For Learning Loss Activities/Workshops/ initiatives Remediation Program/Supplies - 33,213

		\$49,713.00	
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Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$95,602.00

Allocation

\$95,602.00

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	\$57,361.00	\$0.00	\$57,361.00
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	\$9,560.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,560.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$28,681.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,681.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$0.00	\$0.00	\$38,241.00	\$0.00	\$0.00	\$57,361.00	\$0.00	\$95,602.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$95,602.00