

## Section: Narratives - Needs Assessment

### Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the [Return on Investment of Afterschool Programs in Pennsylvania](#) study determined that for every dollar invested in after-school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link to PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

**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 students' needs since March 2020.

### Indicators of Impact

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

The school district will utilize multiple measures to identify students for participation in after-school program at the elementary (K-6), middle school (7 & 8), and high school (9-12) levels. The measures include, but are not limited to, standardized test scores (PSSA and/or Keystone Exams), benchmark assessments (NWEA MAP tests), and classroom assessment data. Teacher recommendations and parent inquiries will also be used in the identification process. Once all of the data is collected, contact will be made with parents/guardians to determine if they are interested in having their child participate in the after-school programming that is established for the building.

**Section: Narratives - After-school Program**

**After-school Program Questions:** In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	480	Programming will include both remediation & enrichment in core content areas at all levels (K-12). NWEA & other benchmark data will be utilized to identify deficiencies in ELA & mathematics and assist with the planning of instruction & activities provided during after-school sessions.
Children with Disabilities	Academic Growth	252	Programming will include both remediation & enrichment in core content areas at all levels (K-12). NWEA & other benchmark data will be utilized to identify deficiencies in ELA & mathematics and assist with the planning of instruction & activities provided during after-school sessions.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Academic Growth	9	Programming will include both remediation & enrichment in core content areas at all levels (K-12). NWEA & other benchmark data will be utilized to identify deficiencies in ELA & mathematics and assist with the planning of instruction & activities provided during after-school sessions.

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

Similar to the identification process, multiple measures will be used to determine which students will potentially participate in after-school programming. State assessment data (PSSA and/or Keystone Exams), benchmark assessment data (NWEA MAP tests in Reading & Mathematics), and classroom assessment data will be used to determine which students would benefit from after-school programming. Additionally, these same assessments will be used to measure the growth of students that participate in this programming. Resources utilized in the classroom during the school day (i.e. textbooks; online platforms such as Google Classroom, Boardworks, Edmentum/Study Island, Khan Academy; etc.) will also be incorporated into the activities that are part of the daily instruction, remediation, and/or enrichment that will take place after-school.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
		Ideally, we would like to have at least one (1) teacher per grade level (K-12) that would work

Number of Staff Members	Internal/Outside Provider	Role
15	Internal	with students in the after-school program. Teachers at the secondary level (7-12) would be based on the programming needed for the students that chose to participate in the program (ELA, History, Mathematics, & Science).
10	External Provider	If classroom teachers are not available to participate in the program, the school district will look to partner with local colleges & universities to provide student tutors that can assist classroom teachers with the activities that are created for students to complete during after-school programming.



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		The goal is to see increased

Tool Used to Evaluate Success	Frequency of Use	Expected Results
State Assessments (PSSA and/or Keystone Exams)	Annually	proficiency levels for students that participate in the after-school programming established within the district.
Benchmark Assessment data (NWEA MAP tests)	Three (3) times per year	The goal is to see academic growth through increases in RIT scores in both Reading & Mathematics for students that participate in the after-school programming established within the district.

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

In addition to the multiple measures will be used to determine which students will potentially participate in after-school programming (state assessment data, benchmark assessment data, & classroom assessment data), parent/family input will be included in the process of identifying students for consideration. Once it is determined which students would benefit from after-school programming, contact will be made with the parent/family to determine if 1) they are interested in having their child participate in the program, 2) how many days during the week they are able to come in for remediation and/or enrichment, and 3) are they able to transport their student home after school if they stay to participate in the program.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$32,464.00

**Allocation**

\$32,464.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$32,464.00	Staffing for after-school programming at elementary (K-6), middle school (7 & 8), & high school (9-12) buildings.
		<b>\$32,464.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$32,464.00

**Allocation**

\$32,464.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	



**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$32,464.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,464.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support</b>	\$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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$32,464.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,464.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$32,464.00

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Surveys will be distributed, both electronically and hard copy, to identify social, emotional, and mental health supports necessary to assist students and staff with issues that currently exist in one or more of these defined areas. The data collected will be utilized to select the appropriate programs and activities that will address the needs of the student population.
<b>Professional Development for Social and Emotional Learning</b>	Surveys will be distributed, both electronically and hard copy, to identify social, emotional, and mental health supports necessary to assist students and staff with issues that currently exist in one or more of these defined areas. The data collected will be utilized to determine what professional development opportunities and trainings are necessary to assist the staff in addressing the needs of the student population, as well as their own individual needs related to social, emotional, and mental health.
<b>Reading Remediation and Improvement for Students</b>	Multiple forms of assessment (NWEA MAP benchmark assessments, state assessment scores, & classroom assessments) will be utilized to identify deficiencies in English/Language Arts and assist with the planning of instruction and activities that will be provided throughout the school day, during after-school programs, and during summer programs that are made available to students.
<b>Other Learning Loss</b>	Multiple forms of assessment (NWEA MAP benchmark assessments, state assessment scores, & classroom assessments) will be utilized to identify deficiencies in core content areas (English/Language Arts, History, Mathematics, and Science) and assist with the planning of instruction and activities that will be provided throughout the school day, during after-school programs, and during summer programs that are made available to students.

### Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic

in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Data collected from surveys will be utilized to select the appropriate programs & activities that will address the needs of the student population. Ongoing collection of data that measures impact of curriculum/programming that has been implemented will also be collected to determine 1) effectiveness of program and 2) what modifications, if any, need to be made moving forward to address specific student needs.
Children with Disabilities	Social and Emotional Learning	Data collected from surveys will be utilized to select the appropriate programs & activities that will address the needs of the student population. Ongoing collection of data that measures impact of curriculum/programming that has been implemented will also be collected to determine 1) effectiveness of program and 2) what modifications, if any, need to be made moving forward to address specific student needs.
		Data collection from multiple forms of assessment (NWEA MAP benchmark testing, state assessments, & classroom assessments) will be used to

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	Reading Remediation and Improvement	identify deficiencies in ELA and assist in the planning of instruction & activities that will be provided. The same data will also be used to track the progress of students in the attempt to close any gaps in learning.
Children with Disabilities	Reading Remediation and Improvement	Data collection from multiple forms of assessment (NWEA MAP benchmark testing, state assessments, & classroom assessments) will be used to identify deficiencies in ELA and assist in the planning of instruction & activities that will be provided. The same data will also be used to track the progress of students in the attempt to close any gaps in learning.
Children from Low-Income Families	Other Areas of Learning Loss	Data collection from multiple forms of assessment (NWEA MAP benchmark testing, state assessments, & classroom assessments) will be used to identify deficiencies in core content areas and assist in the planning of instruction & activities that will be provided. The same data will also be used to track the progress of students in the attempt to close any gaps in learning.
		Data collection from multiple forms of assessment (NWEA MAP benchmark testing, state assessments, & classroom

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with Disabilities	Other Areas of Learning Loss	assessments) will be used to identify deficiencies in core content areas and assist in the planning of instruction & activities that will be provided. The same data will also be used to track the progress of students in the attempt to close any gaps in learning.



**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
<b>Minimum 30% SEL Requirement</b>	162,320	30%	48,696

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.

Data collected from surveys will be utilized to select the appropriate programs, curriculum, & activities that will address the needs of the student population at the elementary, middle, and high school buildings (K-12). Ongoing collection of data that measures the impact of curriculum/programming that has been implemented will also be collected to determine 1) the effectiveness of program at each grade levels and at each building and 2) what modifications, if any, need to be made moving forward to address specific student needs. The Satchel Pulse SEL program provides universal screeners that are completed by students and teacher during the fall of the school year. Scoring of these screeners identifies students that are in need of

Tier 2 or Tier 3 supports in addition to the Tier I supports provided through lessons that are associated with the prescribed curriculum.

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
CharacterStrong SEL Curriculum		Universal	1,024
Satchel Pulse SEL Dashboard & Assessments		Universal	1,024

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
Surveying of Students, Families, & Staff	Annually	Data collected from annual surveys (online & hard copy) will be used to determine the effectiveness of the program tht has been implemented wtihin the district and what modifications, if any, need to be made moving forward to meet the specific needs of students & staff.
PAYS Survey (Grades 6, 8, 10, & 12)	Every two (2) years	Data collected from this survey will be an additional tool that can be utilized to identify the needs of the student population. Programming will be modified, if necessary, to address any areas of concern identified within the survey.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Satchel Pulse SEL Dashboard & Assessments/Screeners	Annually	Screeners completed by students & staff annually to identify students in need of Tier 2 or Tier 3 supports in addition to the lessons associated with the Tier 1 curriculum provided to all students.

**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
<b>Minimum 10% SEL PD Requirement</b>	162,320	10%	16,232

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	5	Admin	Indiana Area School District	External Contractor	This professional development course for administrators has three (3) objectives:1) Deepen the knowledge of social & emotional learning (SEL), its evidence-base, & outcomes on student's learning & achievement.2) Enhance the district's SEL framework by creating a baseline assessment of current programs, policies, and practices.3) Build the district's SEL plan with support & coaching from experts in the field.
b. Identifying signs of possible mental			CharacterStron		Professional development training associated with

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
health issues and providing culturally relevant support;	77	Teacher	g Implementation Staff	External Contractor	the implementation of social emotional curriculum & programming.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	3	Counselor	CharacterStrong Implementation Staff	External Contractor	Professional development training associated with the implementation of social emotional curriculum & programming.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	36	Support Staff	CharacterStrong Implementation Staff	External Contractor	Professional development training associated with the implementation of social emotional curriculum & programming.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	5	Admin	CharacterStrong Implementation Staff	External Contractor	Professional development training associated with the implementation of social emotional curriculum & programming.

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
e. Self-care and mindfulness strategies for teachers;	126	Other	Mark Schumacher	External Contractor	Professional development presentation for faculty & staff to outline self-care and the building of relationships with students and fellow staff members.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	3	Counselor	Satchel - Pulse	External Contractor	Professional development training associated with the implementation of the Satchel Pulse Dashboard, screeners, & lessons associated with Tier 2 & Tier 3 interventions for students.
					Professional development training associated with

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;	77	Teacher	Satchel - Pulse	External Contractor	the completion of both student screeners & staff screeners to identify students in need of Tier 2 & Tier 3 supports in addition to the lessons associated with the Tier 1 curriculum.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	5	Admin	Satchel - Pulse	External Contractor	Professional development training associated with the implementation of the Satchel Pulse Dashboard, screeners, & lessons associated with Tier 2 & Tier 3 interventions for students.

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
		Data collected from annual surveys (online & hard copy)

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Surveying of Students, Families, & Staff	Annually	will be used to determine the effectiveness of the program tht has been implemented wtihin the district and what modifications, if any, need to be made moving forward to meet the specific needs of students & staff.
PAYS Survey (Grades 6, 8, 10, & 12)	Every two (2) years	Data collected from this survey will be an additional tool that can be utilized to identify the needs of the student population. Programming will be modified, if necessary, to address any areas of concern identified within the survey.
Satchel Pulse SEL Dashboard & Assessments/Screeners	Annually	Screeners completed by students & staff annually to identify students in need of Tier 2 or Tier 3 supports in addition to the lessons associated with the Tier 1 curriculum provided to all students.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	162,320	8%	12,986

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?

One of the primary local assessments that are used to determine student achievement, growth, & zone of proximal development is the NWEA Measure of Academic Progress (MAP). The MAP reading scores can be examined specific to the individual student across all grade spans. As a result, testing data is available for students in Kindergarten through 9th Grade. Student progress is not only compared between same-aged peers in the district, but also same-aged peers at the national level. Most importantly, goals are established specific to the individual student & progress against those goals is used to hypothesize approximate MAP achievement at the different points within the school year (fall, winter, & spring). When examining the MAP Reading scores prior to the onset of the pandemic (Fall 2019) with the same student scores during our most recent testing session (Fall 2021), the results show that there has been inconsistencies across 2nd - 8th grade. Additional resources & support personnel have been diverted towards our youngest population, with our K-3 students receiving the primary focus of our Title I intervention at the elementary school. The information contained from NWEA MAP data is consistent with what our teachers are observing in the classroom. In addition, data from the PSSA has provided further evidence to support the detriment of learning. The available data is not as prevalent in this case. With no testing data available in the 2019-2020 school year, we can only compare our most recent data from 2020-2021 with pre-pandemic years. As a result, when looking at cohort of students in Reading/ELA, we can truly only evaluate one grade. Listed below is a sample of the data: Current 6th grade students (2020-21 = 4 Below Basic, 19 Basic, 31 Proficient, & 1 Advanced; 2018-19 = 5 Below Basic, 13 Basic, 30 Proficient, & 6 Advanced) Current 7th grade students (2020-21 = 3 Below Basic, 21 Basic, 24 Proficient, & 24 Advanced; 2018-19 = 8 Below Basic, 22 Basic, 23 Proficient, & 26 Advanced) Current 8th grade students (2020-21 = 1 Below Basic, 28 Basic, 36 Proficient, & 11 Advanced; 2018-19 = 3 Below Basic, 19 Basic, 42 Proficient, & 15 Advanced) Another local assessment that is used at the Kindergarten, 1st, & 2nd Grade level is the Diagnostic Reading Assessment (DRA) that is completed by their classroom teacher. Through these DRA scores, appropriate reading levels are determined, monitored, & tracked throughout the school year to determine Lexile range. This information is transferred with each consecutive grade level so that the tracking of this information is consistent at the primary level.

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:

For the determination of one year's growth, information from PVAAS can be used to some degree. The information available is from 2018-2019, but indicates that in the area of English Language Arts, each of the school buildings (elementary, middle school, & high school) met the benchmarks that have been established to meet academic growth. This translates to 'green' on the growth color indicator scale for grades 4-6, 7-8, & 9-12. This success is not universal across these grade levels with mixed results, as seen in list below: 4th grade = -0.71 growth index 5th grade = -2.55 growth index 6th grade = 5.11 growth index 7th grade = -0.29 growth index 8th grade = -0.80 growth index OVERALL = 0.16 growth index Local assessment data does provide our staff with greater insight throughout the school year. Since the NWEA MAP testing is a nationally-normed test, the results from the fall, winter, & spring testing sessions can be used to ascertain student achievement. Using available reports both through the NWEA site, as well as local reports, staff in all three (3) buildings (elementary, middle school, & high school) are able to determine the growth & progress of each student. This has been especially helpful to our staff & district to ensure that we are not only making determination of success through proficiency, but also through academic growth.

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
Title I Services		531	Title I Services are provide to students in grades K-6 at the elementary level.
After-School Program		1,024	<p>After-school programming available to all students in grades K-12. Multiple measures will be used to determine which students will potentially participate in after-school programming. State assessment data (PSSA and/or Keystone Exams), benchmark assessment data (NWEA MAP tests), &amp; classroom assessment data will be used to determine which students would benefit from after-school programming. Additionally, these same assessments will be used to measure the growth of students that participate in this programming. Resources utilized in the classroom during the school day (i.e. textbooks; online platforms such as Google Classroom, Boardworks, Edmentum/Study Island, Khan Academy; etc.) will</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>also be incorporated into the activities that are part of the daily instruction, remediation, and/or enrichment that will take place after-school.</p>
<p>Summer Program</p>		<p>1,024</p>	<p>Summer programming available to all students in grades K-12. Multiple measures will be used to determine which students will potentially participate in summer programming. State assessment data (PSSA and/or Keystone Exams), benchmark assessment data (NWEA MAP tests), &amp; classroom assessment data will be used to determine which students would benefit from additional programming. Additionally, these same assessments will be used to measure the growth of students that participate in this programming. Resources utilized in the classroom during the school year (i.e. textbooks; online platforms such as Google Classroom,</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Boardworks, Edmentum/Study Island, Khan Academy; etc.) will also be incorporated into the activities that are part of the daily instruction, remediation, and/or enrichment that will take place during the summer.

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
NWEA MAP Benchmark	3-4 times per year	A reading curriculum will be reviewed & implemented at the elementary level (K-6) in an effort to provide additional resources that can be utilized as part of the instruction & assessment of students in English/Language Arts.
PSSA English/Language Arts testing data	Annually	PSSA testing data will be used to determine the levels of proficiency and the academic growth of students in grades 3-6.
PVAAS Data	Annually	PVAAS data will be used to determine academic growth of students that complete state assessment tests in grades 3-6.

**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
<b>52% Other Learning Loss Activities</b>	162,320	52%	84,406

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
Adoption of new elementary reading curriculum		531	A reading curriculum will be reviewed & implemented at the elementary level (K-6) in an effort to provide additional resources that can be utilized as part of the instruction & assessment of students in English/Language Arts.

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
NWEA MAP Benchmark Assessments	3-4 times per year	NWEA MAP Reading benchmark assessments for students in grade K-6 will display academic growth through an increase in the RIT score of students following each testing session that is completed during the school year.
PSSA English/Language Arts testing data	Annually	PSSA testing data will be used to determine the levels of proficiency and the academic growth of students in grades 3-6.
PVAAS Data	Annually	PVAAS data will be used to determine academic growth of students that complete state assessment tests in grades 3-6.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$162,320.00

**Allocation**

\$162,320.00

**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)

48,696

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$18,000.00	Satchel Dashboard & Screeners to be completed by students & staff to identify students for Tier 2 & Tier 3 supports in addition to the Tier 1 curriculum that has been implemented (K-12) for 2021-22, 2022-23, & 2023-24 school years.
1000 - Instruction	600 - Supplies	\$18,165.37	CharacterStrong Social Emotional Learning curriculum for Tier 1 supports at the elementary, middle, & high school buildings (K-12) for the 2021-22, 2022-23, & 2023-2024 school years.



Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$12,530.63	Implementation Plan for CharacterStrong Social Emotional curriculum, which would include specific Tier 1 lessons & activities that would be utilized with students at different grade levels.
		<b>\$48,696.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$162,320.00

**Allocation**

\$162,320.00

**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)

16,232

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,745.00	Professional development course for (five) 5 administrators that has three (3) objectives:1) Deepen the knowledge of social & emotional learning (SEL), its evidence-base, & outcomes on student's learning & achievement.2) Enhance the district's SEL framework by creating a baseline assessment of current programs, policies, and practices.3) Build the district's SEL plan with support & coaching from experts in the field.

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,000.00	Professional development presentation for faculty & staff to outline self-care and the building of relationships with students & fellow staff members.
2200 - Staff Support Services	100 - Salaries	\$10,487.00	Stipend for staff members to participate in professional development trainings during the summer that discuss trauma informed care & social emotional learning.
		<b>\$16,232.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$162,320.00

**Allocation**

\$162,320.00

**Budget Over(Under) Allocation**

\$0.00

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

12,986

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$12,986.00	Purchase of reading curriculum for elementary school (K-6).
		<b>\$12,986.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	162,320	48,696	16,232	12,986	84,406

**Learning Loss Expenditures**

**Budget**

\$162,320.00

**Allocation**

\$162,320.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$64,906.00	Purchase of Reading curriculum for elementary school (K-6).
			Professional Development training

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$14,250.00	sessions for school based teams that will take place in the summer to prepare for full implementation of the CharacterStrong Social Emotional curriculum for students in grades K-12.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,250.00	Professional Development training for faculty & staff to explore & prepare for implementation of CharacterStrong Social Emotional curriculum through site-based & staff readiness activities & discussions.
		<b>\$84,406.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$162,320.00

**Allocation**

\$162,320.00

**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	\$96,057.37	\$0.00	\$96,057.37
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	\$30,530.63	\$0.00	\$0.00	\$0.00	\$0.00	\$30,530.63
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$10,487.00	\$0.00	\$25,245.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,732.00
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



	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$10,487.00</b>	<b>\$0.00</b>	<b>\$55,775.63</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$96,057.37</b>	<b>\$0.00</b>	<b>\$162,320.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$162,320.00</b>

## Section: Narratives - Needs Assessment

### Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

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

### Indicators of Impact

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

The school district will utilize multiple measures to identify students for participation in a summer school program at the elementary (K-6), middle school (7 & 8), and high school (9-12) levels. The measures include, but are not limited to, standardized test scores (PSSA and/or

Keystone Exams), benchmark assessments (NWEA MAP tests), classroom assessment data, and final grades. Teacher recommendations and parent inquiries will also be used in the identification process. Once all of the data is collected, contact will be made with parents/guardians to determine if they are interested in having their child participate in the after-school programming that is established for the building.

**Section: Narratives - Summer School Program Questions**

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

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	480	Programming will include both remediation & enrichment in core content areas at all levels (K-12) and credit recovery courses at the secondary level (7-12). NWEA & other benchmark data will be utilized to identify deficiencies in ELA & mathematics and assist with the planning of instruction & activities provided during summer sessions. Final course grades will be used to determine eligibility for credit recovery courses.
			Programming will include both remediation & enrichment in core content areas at all levels (K-12) and

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Academic Growth	252	credit recovery courses at the secondary level (7-12). NWEA & other benchmark data will be utilized to identify deficiencies in ELA & mathematics and assist with the planning of instruction & activities provided during summer sessions. Final course grades will be used to determine eligibilty for credit recovery courses.
Students Experiencing Homelessness	Academic Growth	9	Programming will include both remediation & enrichment in core content areas at all levels (K-12) and credit recovery courses at the secondary level (7-12). NWEA & other benchmark data will be utilized to identify deficiencies in ELA & mathematics and assist with the planning of instruction & activities provided during summer sessions. Final course grades will be used to determine eligibilty for credit recovery courses.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
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3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

Similar to the identification process, multiple measures will be used to determine which students will potentially participate in summer school programming. State assessment data (PSSA and/or Keystone Exams), benchmark assessment data (NWEA MAP tests in Reading & Mathematics), classroom assessment data, and final grades will be used to determine which students would benefit from participation in summer school. Additionally, these same assessments will be used to measure the growth of students that participate in this programming. Resources utilized in the classroom during the school day (i.e. textbooks; online platforms such as Google Classroom, Boardworks, Edmentum/Study Island, Khan Academy; etc.) will also be incorporated into the activities that are part of the daily instruction, remediation, and/or enrichment that will take place after-school. Credit recovery courses that are offered at the secondary level will follow a curriculum that mirrors that of the course that is offered during the school year in order to provide an opportunity for the student to achieve a passing grade and advance to the next course offered in the sequence within the content area.

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

Number of Staff Members	Internal/Outside Provider	Role
15	Internal Provider	Grade level teachers (K-6) & content area teachers (7-12) would be used to provide remediation & enrichment. Content area teachers (7-12) would be used for credit recovery.
10	Outside Provider	If school staff are not available, certified teachers from outside the district may be utilized for remediation & enrichment (K-12) or credit recovery (7-12).



**a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.**



**b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.**

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Benchmark Assessments (NWEA MAP tests)	Three (3) times - 2 during summer & 1 in fall	The goal is to see academic growth through increases in RIT scores in both Reading & Mathematics for students that participate in the summer school programming established within the district.
Final Grade - Secondary Credit Recovery Program	Once	The final grade provided for the coursework done as part of the credit recovery program for students at the secondary level (7-12) will determine whether the student is able to progress to the next course in the specific content area.

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

In addition to the multiple measures will be used to determine which students will potentially participate in summer school programming (state assessment data, benchmark assessment data, classroom assessment data, & final grades), parent/family input will be included in the process of identifying students for consideration. Once it is determined which students would benefit from summer school programming, contact will be made with the parent/family to determine if 1) they are interested in having their child participate in the program, 2) how many days during the week they are able to come in (remediation and/or enrichment program), 3)

which course(s) they want their student to take as part of the credit recovery program (grades 7-12), and 3) are they able to transport their student to & from the school if they participate in the program.



**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$32,464.00

**Allocation**

\$32,464.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$32,464.00	Personnel used for summer programming provided within the district.
		<b>\$32,464.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$32,464.00

**Allocation**

\$32,464.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$32,464.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,464.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$32,464.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,464.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$32,464.00