

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	Collect and analyze data from counselors, Student Assistance team, teachers and administrators regarding social emotional and mental health of students within the school district. Assessing performance and grades within student courses and achievement on benchmark assessments. Assessing changes in behavioral and discipline infractions within the school building.
Professional Development for Social and Emotional Learning	Collect and analyze data from counselors, Student Assistance team, teachers and administrators regarding social emotional and mental health of students within the school district. Conducting conversations with staff within faculty or principal advisory meetings, and conducting a professional development needs assessment.
Reading Remediation and Improvement for Students	Assessing student results at the elementary level on Acadience benchmark assessments and progress monitoring. Feedback from teachers in principal advisory meetings. Focus group data and analysis from reading interventionists at the elementary school level.
Other Learning Loss	Collection and analysis of student achievement data which includes results on Study Island benchmark assessments, Acadience benchmark assessments, student grades, feedback from teachers, students, and parents, and attendance

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.

	Provide specific strategies
--	------------------------------------

Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Student assistance referrals, attendance, changes in grades, student/parent feedback, counselor/social worker feedback
Children with Disabilities	Social and Emotional Learning	Student assistance referrals, attendance, changes in grades, student/parent feedback, counselor/social worker feedback, case manager feedback
English Learners	Social and Emotional Learning	Student assistance referrals, attendance, changes in grades, student/parent feedback, counselor/social worker feedback, EL teacher feedback
Gender	Social and Emotional Learning	Student assistance referrals, attendance, changes in grades, student/parent feedback, counselor/social worker feedback
Major Racial or Ethnic Groups	Social and Emotional Learning	Student assistance referrals, attendance, changes in grades, student/parent feedback, counselor/social worker feedback
Children from Low-Income Families	Reading Remediation and Improvement	Assessing student results at the elementary level on Acadience benchmark assessments and progress monitoring. Feedback from teachers in principal advisory meetings. Focus group data and analysis from reading interventionists at the

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		elementary school level.
Children with Disabilities	Reading Remediation and Improvement	Assessing student results at the elementary level on Acadience benchmark assessments and progress monitoring. Feedback from teachers in principal advisory meetings. Focus group data and analysis from reading interventionists at the elementary school level. Feedback from case manager and progress monitoring data.
English Learners	Reading Remediation and Improvement	Assessing student results at the elementary level on Acadience benchmark assessments and progress monitoring. Feedback from teachers in principal advisory meetings. Focus group data and analysis from reading interventionists at the elementary school level. Feedback from EL teacher and progress monitoring data.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Assessing student results at the elementary level on Acadience benchmark assessments and progress monitoring. Feedback from teachers in principal advisory meetings. Focus group data and analysis from reading interventionists at the elementary school level.
		Collection and analysis of student achievement data

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Other Areas of Learning Loss	which includes results on Study Island benchmark assessments, Acadience benchmark assessments, student grades, feedback from teachers, students, and parents, and attendance
Children from Low-Income Families	Other Areas of Learning Loss	Collection and analysis of student achievement data which includes results on Study Island benchmark assessments, Acadience benchmark assessments, student grades, feedback from teachers, students, and parents, and attendance
Children with Disabilities	Other Areas of Learning Loss	Collection and analysis of student achievement data which includes results on Study Island benchmark assessments, Acadience benchmark assessments, student grades, feedback from teachers, students, and parents, and attendance. Feedback from case manager and progress monitoring data.
English Learners	Other Areas of Learning Loss	Collection and analysis of student achievement data which includes results on Study Island benchmark assessments, Acadience benchmark assessments, student grades, feedback from teachers, students, and parents, and attendance. Feedback from EL teacher and progress monitoring data.

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	251,888	30%	75,566

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 Sources: SAP referrals; feedback from school counselors, nurses, and social worker; discipline infractions; teacher and administrator feedback, student grades in current classes and last year's classes, attendance Areas of concern: Larger number of students experiencing mental health issues that are affecting academics. Increase in discipline infractions at the intermediate school and high school levels. Increase in the number of students failing or in danger of failing at the 8th grade, 9th grade, and 10th grade levels. Increase number of SAP referrals in the area of mental health. Strength: Increased the access to mental health counselors for students in need.

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
Provide additional social, emotional and mental health support through additional counseling and social worker availability	Children from Low-Income Families	Targeted	90
Provide additional social, emotional and mental health support through additional counseling and social worker availability	Major Racial and Ethnic Groups	Targeted	75
Provide additional social, emotional and mental health support through additional counseling and social worker availability	Children with Disabilities	Targeted	35
Provide additional social, emotional and mental health support through additional counseling and social worker availability	English Learners	Targeted	15
Provide additional social, emotional and mental health support through additional counseling and social worker availability	Gender	Targeted	10
Increase emphasis on			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
social emotional learning and strategies in K-8	Major Racial and Ethnic Groups	Universal	1,450
Increase emphasis on social emotional learning and strategies in K-8	Children from Low-Income Families	Universal	800

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
Attendance	4 times a year	Improvement in school attendance of the students that receive the targeted intervention with counselor and/or social worker
Report card	4 times a year	Improvement in core subject grades of the students that receive the targeted intervention with counselor and/or social worker. Students able to achieve expected levels of success to pass all classes
Feedback from counselors, social workers, teachers, and administrators	8 times a year	Over the school year, improvement in targeted students social and emotional well being. Feedback from teachers at monthly meetings addressing SEL concerns within the classroom (more or less and severity) Expect to see number and severity decrease. In grade K-8 feedback from teachers instructing the SEL curriculum

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		indicating positive student engagement
Discipline Infractions	8 times a year	A decrease in discipline infractions each month as compared to the first marking period of the 2021-2022 school year.

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	251,888	10%	25,189

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	170	Teacher	IU 20	External Contractor	Trauma Informed Classroom professional development providing content to teachers to gain a better understanding of trauma and strategies to use in the classroom
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	50	Support Staff	IU 20	External Contractor	Trauma Informed Classroom professional development providing content to teachers to gain a better understanding of trauma and strategies to use in the classroom and school bus
					Trauma Informed

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	6	Counselor	IU 20	External Contractor	Classroom professional development providing content to teachers to gain a better understanding of trauma and strategies to use in the classroom
b. Identifying signs of possible mental health issues and providing culturally relevant support;	50	Teacher	Kids Peace	External Contractor	Life Space Crisis Intervention which is a brain based trauma-informed, relationship-building verbal strategy that turns crisis situations into learning opportunities for young people who exhibit challenging behaviors
					Life Space Crisis Intervention which is a brain

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;	6	Counselor	Kids Peace	External Contractor	based trauma-informed, relationship-building verbal strategy that turns crisis situations into learning opportunities for young people who exhibit challenging behaviors
c. Motivating students that have been disengaged;	170	Teacher	Various administrators and teachers	Internal Staff	PD focusing on motivating the disengaged student. Also to incorporate allyship with students
e. Self-care and mindfulness strategies for teachers;	170	Teacher	Center for Humanistic Change	External Contractor	PD session focusing on mindfulness and self care for staff and administrators
e. Self-care and mindfulness strategies for teachers;	50	Support Staff	Center for Humanistic Change	External Contractor	PD session focusing on mindfulness and self care for staff and administrators
					PD session

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;	6	Counselor	Center for Humanistic Change	External Contractor	focusing on mindfulness and self care for staff and administrators
e. Self-care and mindfulness strategies for teachers;	13	Admin	Center for Humanistic Change	External Contractor	PD session focusing on mindfulness and self care for staff and administrators
c. Motivating students that have been disengaged;	25	Support Staff	Various administrators and teachers	Internal Staff	PD focusing on motivating the disengaged student. Also to incorporate allyship with students
c. Motivating students that have been disengaged;	6	Counselor	Various administrators and teachers	Internal Staff	PD idisengaged student. Also to incorporate allyship with 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
Professional Development Survey	Two times - once following the profession development session and once following the	Teachers find the professional development was relevant and met their needs to be better equipped to address social,

Tool Used to Evaluate Success	Frequency of Use	Expected Results
	follow-up session	emotional, and mental health needs and provide support
Feedback from counselors, social workers, teachers, and administrators	eight times a year	Over the school year, improvement in targeted students social and emotional well being. Feedback from teachers at monthly meetings addressing SEL concerns within the classroom (more or less and severity) Expect to see number and severity decrease. In grade K-8 feedback from teachers instructing the SEL curriculum indicating positive student engagement

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%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Reading Improvement Requirement	251,888	8%	20,151

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?

Acadience benchmark assessments were used to determine the need to address learning loss in the area of reading. The 2020-2021 school year end of year (EOY) acadience benchmark assessment and the 2021-2022 beginning of the year (BOY) Acadience benchmark assessments showed a greater number of students below the core benchmark level. This need occurred across groups of students but was more evident with economically disadvantaged students, children with disabilities, and English Learners. On average the data showed the numbers of students below benchmark (need of strategic and intensive intervention) increased by 20 percentage points.

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:

During the 2020-2021 school year the data indicated that the District's at-risk readers (students below benchmark on Acadience assessment) did not make one year's worth of growth in reading. During the first marking period of the 2021-2022 school year through the RTII process, many at-risk readers are making progress above the aim line indicating greater than one years growth if the trend continues.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
LETRS	all teachers grades K-5	60
Step by Step Learning: Development of RTII model	all teachers grade K-4	50

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
Reading skills based small group Tier II and Tier III interventions determined from Acadience benchmark assessments and follow-up diagnostic assessments	Children from Low-Income Families	60	Students receive Tier II intervention focusing on specific reading skill deficiencies. Intervention groups are developed creating groups of 3-5 students with very similar skill needs in foundational components of reading. Students meet in their groups daily for 30 minutes of intensive reading intervention. Monthly grade level data meetings occur to discuss growth or concerns. Groups are flexible with students moving between groups as they master skills. Students in need of intensive intervention will also receive Tier III intervention with reading specialist, interventionist, special

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			education teacher, or English Learner teacher.
Reading skills based small group Tier II and Tier III interventions determined from Acadience benchmark assessments and follow-up diagnostic assessments	Major Racial and Ethnic Groups	90	Students receive Tier II intervention focusing on specific reading skill deficiencies. Intervention groups are developed creating groups of 3-5 students with very similar skill needs in foundational components of reading. Students meet in their groups daily for 30 minutes of intensive reading intervention. Monthly grade level data meetings occur to discuss growth or concerns. Groups are flexible with students moving between groups as they master skills. Students in need of intensive intervention will also receive Tier III intervention with reading specialist, interventionist, special education teacher, or English Learner teacher.
			Students receive Tier II intervention focusing on specific reading skill deficiencies. Intervention groups

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
<p>Reading skills based small group Tier II and Tier III interventions determined from Acadience benchmark assessments and follow-up diagnostic assessments</p>	<p>Children with Disabilities</p>	<p>30</p>	<p>are developed creating groups of 3-5 students with very similar skill needs in foundational components of reading. Students meet in their groups daily for 30 minutes of intensive reading intervention. Monthly grade level data meetings occur to discuss growth or concerns. Groups are flexible with students moving between groups as they master skills. Students in need of intensive intervention will also receive Tier III intervention with reading specialist, interventionist, special education teacher, or English Learner teacher.</p>
			<p>Students receive Tier II intervention focusing on specific reading skill deficiencies. Intervention groups are developed creating groups of 3-5 students with very similar skill needs in foundational components of reading. Students</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading skills based small group Tier II and Tier III interventions determined from Acadience benchmark assessments and follow-up diagnostic assessments	English Learners	30	meet in their groups daily for 30 minutes of intensive reading intervention. Monthly grade level data meetings occur to discuss growth or concerns. Groups are flexible with students moving between groups as they master skills. Students in need of intensive intervention will also receive Tier III intervention with reading specialist, interventionist, special education teacher, or English Learner teacher.

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
Acadience Benchmark Assessment	3 times year	90-95% of students will score core benchmark on the assessment
Acadience assessment progress monitoring	weekly or biweekly depending on the level of intervention	Steady growth at or above the aim line for each student
Report Cards	4 times a year	85% or more of students show proficiency on the specific reading standards addressed during the marking period indicating on track for mastery. The 15% or less os students

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		that did not meet proficiency will receive Tier II or Tier III intervention

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	251,888	52%	130,982

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
After school tutoring	Children from Low-Income Families	150	Additional small-group after-school tutoring with specific academic focus (ELA or Math) provided by certified teachers with a focus on current skills and missing foundational skills
			Additional small-group

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After school tutoring	Major Racial and Ethnic Groups	100	after-school tutoring with specific academic focus (ELA or Math) provided by certified teachers with a focus on current skills and missing foundational skills
After School tutoring	Children with Disabilities	50	Additional small-group after-school tutoring with specific academic focus (ELA or Math) provided by certified teachers with a focus on current skills and missing foundational skills
After school tutoring	English Learners	20	Additional small-group after-school tutoring with specific academic focus (ELA or Math) provided by certified teachers with a focus on current skills and missing foundational skills
Summer enrichment	Children from Low-Income Families	100	Small-group extended learning opportunities through summer learning with a specific academic focus for each session (Math or ELA). Students will be invited to participate based on specific academic skill or social emotional needs.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Summer enrichment	Major Racial and Ethnic Groups	70	Small-group extended learning opportunities through summer learning with a specific academic focus for each session (Math or ELA). Students will be invited to participate based on specific academic skill or social emotional needs.
Summer enrichment	Children from Low-Income Families	50	Small-group extended learning opportunities through summer learning with a specific academic focus for each session (Math or ELA). Students will be invited to participate based on specific academic skill or social emotional needs.
Summer enrichment	English Learners	15	Small-group extended learning opportunities through summer learning with a specific academic focus for each session (Math or ELA). Students will be invited to participate based on specific academic skill or social emotional needs.
			Increase amount of time English Learner students can receive

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Additional English Language Teacher	English Learners	35	instrucion and intervention with English Language teacher at the Intermediate School
Elementary Science Curricular materials	Major Racial and Ethnic Groups	775	New Science curricular materials at the elementary level to address new science standards and the academic loss in science during the pandemic

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
Acadience benchmark assessment	three times a year	90-95% of students meet benchmark assessment by the end of the 2022-2023 school year
Acadience Progress Monitoring	weekly or biweekly depending on level of intervention	Students at or above aimline to meeting core benchmark
Report Cards	four times a year	At the elementary level 85% of students meeting proficiency on all measured standards. At the secondary level, improvement in student grades for those students receiving intervention. Greater percentage of students passing core classes as compared to 2020-2021 school year.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PSSA/Keystone Assessment	once a year	Over the next three years a steady increase in the number of students indicating proficiency on the PSSA and Keystone exams compared to 2021 results. By 2024, student achievement results similar or surpassing 2019 results.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$251,888.00

Allocation

\$251,888.00

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)

75,566

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$20,000.00	Additional hours for contracted social worker 2021-2022 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$36,000.00	Additional hours for contracted social worker 2022-2023 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$27,000.00	Contracted counselor for mental SEL/mental health counseling at elementary level
		\$83,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$251,888.00

Allocation

\$251,888.00

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)

25,189

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Professional development providing LSCI introductory training to Intermediate School Teaching staff
2200 - Staff Support Services	100 - Salaries	\$1,170.00	Salary for presenters preparation
2200 - Staff Support Services	200 - Benefits	\$498.00	Benefits for presenters preparation
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,000.00	Professional development for Allyship train the trainers
2200 - Staff Support Services	100 - Salaries	\$6,240.00	Salary for the trainers being trained in Allyship

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$2,658.00	Benefits for the trainers being trained in Allyship
2200 - Staff Support Services	100 - Salaries	\$4,680.00	Salary for the trainers to prepare Allyship training for all staff
2200 - Staff Support Services	200 - Benefits	\$1,993.00	Benefits for the trainers to prepare Allyship training for all staff
		\$26,239.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$251,888.00

Allocation

\$251,888.00

Budget Over(Under) Allocation

\$0.00

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

20,151

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$14,560.00	Reading support aide salary 2021-2022
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,201.00	Reading support aide benefits 2021-2022
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,575.00	Reading support aide salary 2022-2023
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$10,892.00	Reading support aide benefits 2022-2023
		\$57,228.00	

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	251,888	83,000	26,239	57,228	85,421

Learning Loss Expenditures

Budget

\$251,888.00

Allocation

\$251,888.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$27,000.00	After School Tutoring Elementary teacher salary (WBES &WTES)
1100 - REGULAR			After School Tutoring

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$11,499.00	Elementary teacher benefits (WBES & WTES)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,612.00	Elementary After school tutoring supplies/incentives
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,100.00	After School Tutoring WAIS teacher salary
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$468.00	After School Tutoring WAIS teacher benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,381.00	After School tutoring Elementary aide salary
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$588.00	After School tutoring elementary aide benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$13,500.00	Summer enrichment HS Teacher salary
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$5,750.00	Summer enrichment HS Teacher benefits
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$2,250.00	Summer enrichment Counselor salary

Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$958.00	Summer enrichment Counselor benefits
2700 - Student Transportation	100 - Salaries	\$2,357.00	Summer enrichment Transportation salary
2700 - Student Transportation	200 - Benefits	\$1,004.00	Summer enrichment Transportation benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,200.00	Moby Max - summer enrichment for all students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$987.00	Summer enrichment elementary supplies/incentives
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$767.00	Summer enrichment HS Supplies
		\$85,421.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$251,888.00

Allocation

\$251,888.00

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	\$85,366.00	\$36,356.00	\$83,000.00	\$0.00	\$0.00	\$17,566.00	\$0.00	\$222,288.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$12,090.00	\$5,149.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,239.00
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	\$2,357.00	\$1,004.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,361.00
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
	\$99,813.00	\$42,509.00	\$92,000.00	\$0.00	\$0.00	\$17,566.00	\$0.00	\$251,888.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$251,888.00