

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

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

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

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

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

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

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The district will use comparative data for the 20-21 school year and years prior such as discipline data, logged meetings with school counselors, outplacements/hospitalizations, SAP referrals, Child Study, and Safe 2 Say tips to gauge social-emotional well-being. Focus groups including the school counselors, psychologists, and integrated support services coordinators will address the mental health and well-being needs of students as a result of COVID-19. They will review student grades, attendance, and other indicators using a child study process in order to determine students most in need of support services and provide one-on-one and small group counseling as needed. The district has also partnered with a number of agencies (Center for Humanistic Change, Communities in Schools, Lehigh Valley Hospital Outpatient, Mid-Atlantic Rehab Services, Valley Youth House) to provide additional Tier 2 and Tier 3 behavioral health supports following a multi-tiered system of support process.
Professional Development for Social and Emotional Learning	A staff survey was conducted at the onset of the 21-22 school year to determine the professional development needed by staff in the area of social-emotional learning. These results are guiding the district's professional development plan in the area of social and emotional learning. At the end of each professional development session, staff will complete a reflection survey to guide future SEL professional development needs. Also, the district's walk-through instrument includes SEL components that will be looked for by district administration to determine implementation and/or next steps.
Reading Remediation and Improvement for Students	First, Future Ready Data from the last available school year (2018-2019) was reviewed, as well as 20-21 local benchmark data in the area of reading. Further, collection of current year (21-22) data will be done with diagnostic and benchmark data gathered 3 times (fall, winter, and spring) with ongoing data meetings being conducted K-6 three times during the school year to monitor student progress and areas of need.

	Method used to Understand Each Type of Impact
Other Learning Loss	First, 2020-2021 local benchmark data in the area of math was reviewed. Further, collection of current year (21-22) data will be done with diagnostic data gathered 3 times (fall, winter, and spring) with ongoing data meetings being conducted K-8 three times during the school year to monitor student progress and areas of need.

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
Major Racial or Ethnic Groups	Social and Emotional Learning	Focus groups including the school counselors, psychologists, and integrated support services coordinators will address the mental health and well-being needs of students as a result of COVID-19. They will review student grades, attendance, and other indicators using a child study process in order to determine students most in need of support services and provide one-on-one and small group counseling as needed.
Children from Low-Income Families	Social and Emotional Learning	Focus groups including the school counselors, psychologists, and integrated support services coordinators will address the mental health and well-being needs of students as a result of COVID-19. They will review student grades, attendance, and other indicators using a child study process in order to determine

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		students most in need of support services and provide one-on-one and small group counseling as needed.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	At grades K-6, i-Ready reading diagnostic and benchmark assessments will be given three times a year (fall, winter, spring). i-Ready for reading will help teachers to determine their students needs, personalize their learning, and monitor progress. Data meetings will be held three times a year following local diagnostic and benchmark assessments to analyze progress and further areas requiring intervention.
Children from Low-Income Families	Reading Remediation and Improvement	At grades K-6, i-Ready reading diagnostic and benchmark assessments will be given three times a year (fall, winter, spring). i-Ready for reading will help teachers to determine their students needs, personalize their learning, and monitor progress. Data meetings will be held three times a year following local diagnostic and benchmark assessments to analyze progress and further areas requiring intervention.
		At grades K-8, i-Ready math diagnostic and benchmark assessments will be given three times a year (fall, winter,

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	spring). i-Ready for math will help teachers to determine their students needs, personalize their learning, and monitor progress. Data meetings will be held following local diagnostic and benchmark assessments to analyze progress and further areas requiring intervention. Math Instructional Support teachers will support students whose data shows significant learning gaps.
Children from Low-Income Families	Other Areas of Learning Loss	At grades K-8, i-Ready math diagnostic and benchmark assessments will be given three times a year (fall, winter, spring). i-Ready for math will help teachers to determine their students needs, personalize their learning, and monitor progress. Data meetings will be held following local diagnostic and benchmark assessments to analyze progress and further areas requiring intervention. Math Instructional Support teachers will support students whose data shows significant learning gaps.

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	398,873	30%	119,662

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.

Focus groups including the school counselors, psychologists, and integrated support services coordinators will address the mental health and well-being needs of students as a result of COVID-19. The focus groups will review and monitor student grades, attendance, and other indicators, such as SAP referrals, using a child study process in order to determine students most in need of support services and provide one-on-one and small group counseling as needed.

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
Integrated Support Service Coordinator	Major Racial and Ethnic Groups	Targeted	24
Integrated Support Service Coordinator	Children from Low-Income Families	Targeted	21
Mindfulness Techniques After School	Major Racial and Ethnic Groups	Targeted	80
Mindfulness Techniques After School	Children from Low-Income Families	Targeted	74
Character Building Assembly	Major Racial and Ethnic Groups	Universal	3,331
Character Building Assembly	Children from Low-Income Families	Universal	3,331
Building Bridges (Zephyr, Middle, & High Schools)	Major Racial and Ethnic Groups	Universal	2,129
Building Bridges (Zephyr, Middle, & High Schools)	Children from Low-Income Families	Universal	2,129
Resiliency Assembly (Zephyr, Middle, & High Schools)	Major Racial and Ethnic Groups	Universal	2,129
Resiliency Assembly (Zephyr, Middle, & High Schools)	Children from Low-Income Families	Universal	2,129

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Mindfulness Assemblies	Major Racial and Ethnic Groups	Universal	5,027
Mindfulness Assemblies	Children from Low-Income Families	Universal	5,027
Cultural Speaker	Major Racial and Ethnic Groups	Universal	2,129

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
Incident Referrals	Monthly	80% of participating students will increase their coping skills and improve their daily social and academic interactions. In addition, the incident referrals will be reduced by 15%.
Midfulness Survey	Twice: Beginning and end of the program	80% of participating students will report stress reduction and academic focus as a result of the learned mindfulness techniques.
Character Building Reflection Survey	Once: End of the presentation	80% of participating students will reflect on the value of practicing social skills that demonstrate core values (e.g perspective taking, critical thinking, problem-solving, ethical decision making).
		90% of participating students will learn more effective verbal and non-verbal communication skills, increased self-control,

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Building Bridges Evaluation	Twice: Beginning and end of the program	improved critical thinking skills, enriched problem solving and decision-making skills, increased self-esteem, and a stronger sense of group/community. In addition, students gain knowledge and use of theatre elements: scenario, script/text, character, and movement. They also gain an understanding of theatre techniques in acting and directing through application, such as improvisation, collaboration, listening, creative “risk-taking”, and focus.
Resiliency Monitoring Reflection Survey	Once: End of the presentation	90% of participating students will learn the importance of being resilient in this changing time and learning to lean on one another as we make it through this world.
Cultural speaker	Once: End of presentation	90% of participating students will learn the importance of culture and uniqueness in everyone's diversity.

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.

- 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	398,873	10%	39,887

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	500	Teacher	John Drescher-Lehigh University	External Contractor	Culturally responsive teaching PD will be provided to the teaching and support staff for them to learn how to connect students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous

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
					curriculum and develop higher-level academic skills.
e. Self-care and mindfulness strategies for teachers;	500	Teacher	Liz Jordan	External Contractor	Mindfulness techniques will be provided to all staff to support their health and mental wellbeing. The techniques will help relieve stress, treat heart disease, lower blood pressure, reduce chronic pain, , improve sleep, and alleviate gastrointestinal difficulties.
e. Self-care and mindfulness strategies for teachers;	25	Admin	Jarrod Spencer	External Contractor	All administrative staff is supported by this presentation about the mind of an administrator that aimed to provide useful techniques on how to take care of themselves

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
					to support the needs of staff, families, and students.
c. Motivating students that have been disengaged;	500	Teacher	Jared Campbell	External Contractor	His performance will be uplifting, thought provoking and emotionally heartfelt. Jared mixes humor, stories of life on road and personal experience to relate to the audience set before him.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	500	Teacher	Chad Porter	External Contractor	Presneter will bring his story of overcoming obstacles, perseverance, dealing with life's challenges, creating a better community, team building, building self esteem, accomplishing your goals, and planning for after the pandemic emotional

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
					recovery.
g. Working with community agencies to address non-academic needs.	30	Teacher	Communities in Schools of Eastern Pennsylvania	External Contractor	Teachers will be learning about fostering long-term relationships with students by learning about Restorative Practices and circles to conduct a middle school program that targets the Middle School 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
PD SEL Survey	Three times a year: August, January, May	At the end of the 2021-2022 school year, 90% will be trained in SEL techniques to apply the following school year in the classrooms.
Incident Referrals	Monthly	At the end of the 2021-2022 school year, incidents referrals will reduce by 15 % in the District.
		At the end of each PD

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PD Presentations Exit Ticket	At the end of each presentation	presentation, 100% of attending staff will report 3 concepts/techniques they have gained, 2 concepts/techniques they will apply as a result of the PD, and identify one topic that they still need support in.
District-wide Walkthroughs	Daily & Quarterly	At the end of each quarter, data will indicate that teachers are using SEL techniques in the classrooms, and this usage will increase 15% by quarter.
Pre & Post Restorative Practices Assessment	Twice: Beginning and end of the program	At the end of the 2021-2022 school year, 30 teachers will be trained in Restorative Practices to create supports to be implemented district-wide.

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.

- 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
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	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	398,873	8%	31,910

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?

According to our AimsWeb Plus data from the 20-21 school year, a higher percentage of students were not at benchmark: Kindergarten (56%), grade 1 (60%), grade 2 (57%), grade 3 (57%), grade 4 (21%), and grade 5 (76%). In an RTII model, ideally one would want about 85% of students at benchmark. These lower percentages are due in part to the varying instructional models during the school year, which included both hybrid and in-person as well as virtual learning.

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:

Upon reviewing the most recent state assessment data (19-20) available, the percent of third-grade students proficient was above the state average, but disaggregated data indicates that some subgroups are not making statewide goals. Likewise, the percent of fourth- and fifth-grade students proficient was above the state average, but disaggregated data indicates that some subgroups are not making statewide goals. Alternately, the PVAAS data for fourth and fifth grade does show exceeding growth targets. While middle school students are slightly above the state-wide average for percent of proficiency, disaggregated data indicates that most subgroups are not meeting statewide goals and are trending downward. Further, the PVAAS data shows that only 50% of students are meeting growth targets. The high school did exceed the statewide average of proficiency for Keystone, but many of the subgroups are not meeting statewide goals and are trending downward. Further, the PVAAS data shows that only 50% of students are meeting growth targets and subgroups are mostly not meeting targets and trending downward.

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	K-3 reading specialists, classroom teachers, & special education teachers	20
Heggerty Phonemic Awareness	K-1	8
Enhanced Core Reading Instruction	1	6

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
SRA Early Intervention/Reading Mastery	Children with Disabilities	9	This research-based intervention program for struggling readers in Grades K-2 provides direct and explicit instruction to build mastery of the essential skills necessary for basic reading in the areas of phonemic awareness (noticing and distinguishing sounds in speech), letter-sound correspondences, word recognition, spelling, fluency (reading connected

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			text accurately, smoothly, and with expression), vocabulary, and comprehension strategies.
System 44/Read 180	Children with Disabilities	130	System 44 and Read 180 use state-of-the-art adaptive technology to deliver a personalized learning progression for all students. Students in grades 4-12 are systematically guided through the five strands: The Code, Word Strategies, Sight Words, Success, and Writing, engaging in differentiated skill instruction and practice in each.
HearBuilder	English Learners	20	HearBuilder is a systematic, on-line program for students that provides individualized instruction in the concepts of: following directions, phonological awareness, sequencing, and auditory memory. HearBuilder gives students access to research-based, interactive programs; each program offers multi-level activities to

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			strengthen foundational reading skills. The district uses Hearbuilder for ELs in grades 2-8.
Wilson Language Basics Foundations	Major Racial and Ethnic Groups	27	This research-based, multisensory, phonetic program is used to help students read words correctly and helps students to attack unknown words by learning how to mark, tap, and break the words down. A variety of materials are used, including white boards, magnetic boards, and gel boards. The district uses this intervention in grades K-1.
Wilson Language Basics Foundations	Children from Low-Income Families	25	This research-based, multisensory, phonetic program is used to help students read words correctly and helps students to attack unknown words by learning how to mark, tap, and break the words down. A variety of materials are used, including white boards, magnetic boards, and gel boards. The district uses this intervention in grades K-1.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
S.P.I.R.E.	Major Racial and Ethnic Groups	52	S.P.I.R.E. is a research-proven reading intervention program designed for students struggling with decoding. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension. The district uses this intervention in grades 2 & 3.
S.P.I.R.E.	Children from Low-Income Families	47	S.P.I.R.E. is a research-proven reading intervention program designed for students struggling with decoding. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension. The district uses this intervention in grades 2 & 3.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
WonderWorks	Major Racial and Ethnic Groups	26	<p>WonderWorks researched-based instruction includes a teacher modeling approach that moves to guided practice—ultimately leading students to become independent readers. WonderWorks drives student achievement by building strong foundational skills, developing close reading skills, and differentiating instruction with scaffolded support. Grades K and 1 are focused intensively on foundational skills, which are crucial for developing proficient readers. The explicit, systematic instruction focuses on phonological awareness, phonemic awareness, phonics, word recognition and automaticity, oral vocabulary, and fluency. The Interactive Worktext for grades 2-5 is a scaffolded version of the Reading Wonders Reading/Writing Workshop. It allows students to interact with complex texts through close reading by taking notes,</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>marking text evidence, and writing responses. Further, the apprentice readers allow students to apply comprehension strategies within text. The district uses this intervention in grades 1-5.</p>
WonderWorks	Children from Low-Income Families	23	<p>WonderWorks researched-based instruction includes a teacher modeling approach that moves to guided practice—ultimately leading students to become independent readers. WonderWorks drives student achievement by building strong foundational skills, developing close reading skills, and differentiating instruction with scaffolded support. Grades K and 1 are focused intensively on foundational skills, which are crucial for developing proficient readers. The explicit, systematic instruction focuses on phonological awareness, phonemic awareness, phonics, word recognition and automaticity, oral</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>vocabulary, and fluency. The Interactive Worktext for grades 2-5 is a scaffolded version of the Reading Wonders Reading/Writing Workshop. It allows students to interact with complex texts through close reading by taking notes, marking text evidence, and writing responses. Further, the apprentice readers allow students to apply comprehension strategies within text. The district uses this intervention in grades 1-5.</p>
			<p>Read Naturally is a fluency-based reading program with a comprehension component. Students read stories on their own level of reading, are timed by the teacher, listen to the story, and practice reading the story while timing themselves until they reach their goal. Then, they are timed by the teacher again. The student then continues to the questions. As the student answers these questions, he/she</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read Naturally	Major Racial and Ethnic Groups	110	<p>highlights where the answer was found in the text with coordinating colors. Once completed, the teacher will check the questions, and the student chooses another passage to repeat the process. The comprehension component entails questions for the student to answer in regards to main idea, facts, context clues, making connections, vocabulary, details, and summarization. The district uses this intervention in grades 1-6.</p>
			<p>Read Naturally is a fluency-based reading program with a comprehension component. Students read stories on their own level of reading, are timed by the teacher, listen to the story, and practice reading the story while timing themselves until they reach their goal. Then, they are timed by the teacher again. The student then continues to the questions. As the student answers these questions, he/she</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read Naturally	Children from Low-Income Families	102	highlights where the answer was found in the text with coordinating colors. Once completed, the teacher will check the questions, and the student chooses another passage to repeat the process. The comprehension component entails questions for the student to answer in regards to main idea, facts, context clues, making connections, vocabulary, details, and summarization. The district uses this intervention in grades 1-6.

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
i-Ready Reading	3 diagnostic/benchmarks per year	70% of students have reached their growth goal 70% of students are at benchmark

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	398,873	52%	207,414

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
i-Ready Math/RTII Model/Math Instructional Support Teacher	Major Racial and Ethnic Groups	317	i-Ready Mathematics is an online program that provides students with differentiated instruction and supports them on their individual paths to success. The Gockley math instructional support teacher will use this data to determine Tier 2 & 3 supports needed.
i-Ready Math/RTII Model/Math Instructional Support Teacher	Children from Low-Income Families	262	i-Ready Mathematics is an online program that provides students with differentiated instruction and supports them on their individual paths to success. The Gockley math instructional support teacher will use this data to determine Tier 2 & 3 supports needed.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention

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
i-Ready Diagnostic Growth Reports	3 times per year	70% of K-1 students will attain their growth goal

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$398,873.00

Allocation

\$398,873.00

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)

119,662

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$4,500.00	Student Speaker (K-12) - character education & student resiliency (Jared Campbell)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$7,500.00	Student Speaker (4-12) - leadership skill set & overcoming obstacles, perseverance, and goal-setting (Chad Porter)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$3,000.00	Student Presentation After-School (K-12) - mindfulness activities (Liz Jordon)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$4,250.00	Student Presentation Assembly (K-12) - mindfulness activities

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$70,000.00	Integrated Support Services Coordinator grades 9-12
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,944.00	3 teachers for after-school TouchStone Theater group
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$810.00	5 teachers after-school Mindfulness
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$6,000.00	Building Bridges TouchStone Theatre - SEL Elementary School After School Program
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$8,250.00	Building Bridges TouchStone Theatre - SEL Middle School After School Program
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$9,900.00	Building Bridges TouchStone Theatre - SEL High School After School Program
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$3,508.00	Student Speaker (4-12) - Cultural Presentation (Keri Holmes)
		\$119,662.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$398,873.00

Allocation

\$398,873.00

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)

39,887

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,000.00	PD (K-12 staff) - culturally relevant pedagogy (Lehigh University/John Dresher)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,500.00	PD (K-12 staff) - empowering staff to build student resiliency (Jared Campbell)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	PD (K-12 staff) - building character, resiliency, and endurance (Chad Potter)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,000.00	PD (K-12 staff) - Mindfulness training (Liz Jordon)

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,500.00	PD (district administration) - Clearer Mind, Better Performance (Jarrod Spencer)
2200 - Staff Support Services	600 - Supplies	\$6,895.00	Books for Professional Development
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,800.00	PD (K-12 Staff) - Understanding SEL impact in the education of ELs (Global Education Consulting Group LLC).
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,312.00	CIS - Restorative Practices Training (30 staff)
2200 - Staff Support Services	100 - Salaries	\$11,880.00	Extra Paid for Restorative Practices training over the Summer
		\$39,887.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$398,873.00

Allocation

\$398,873.00

Budget Over(Under) Allocation

\$0.00

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

31,910

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$31,910.00	i-Ready Reading licenses
		\$31,910.00	

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	398,873	119,662	39,887	31,910	207,414

Learning Loss Expenditures

Budget

\$398,873.00

Allocation

\$398,873.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$207,414.00	Math Instructional Support Teacher (K-1) Note: This salary is for over the course of the 3-year grant.
		\$207,414.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$398,873.00

Allocation

\$398,873.00

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	\$207,414.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,910.00	\$0.00	\$239,324.00
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	\$72,754.00	\$0.00	\$46,908.00	\$0.00	\$0.00	\$0.00	\$0.00	\$119,662.00
2200 Staff Support Services	\$11,880.00	\$0.00	\$21,112.00	\$0.00	\$0.00	\$6,895.00	\$0.00	\$39,887.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$292,048.00	\$0.00	\$68,020.00	\$0.00	\$0.00	\$38,805.00	\$0.00	\$398,873.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$398,873.00