

ESSER II

During the COVID-19 closure, the Pequea Valley educators created “new learning” opportunities for all K-12 learners. These opportunities allowed learners to build on previously learned skills and concepts in order to successfully learn “new material” utilizing a variety of modalities. Pequea Valley continued to monitor PDE’s guidance and implemented in a structure that was best for the Pequea Valley community. Starting with phase III, the engagement was documented for attendance. The grade level teams, grade band teams, and content area departments met to conduct an audit of the learning that occurred since March 13th in this format. This information will be utilized to adjust the scope and sequence of each area’s respective learning continuum in order to gap fill the lost learning that occurred.

The district is a K-12 Apple device one-to-one environment; however, our data is showing that there is a percentage that either do not have wifi access or the access they do have is not allowing multiple learners in a house to access effectively at the same time. Through logging facilitator/teacher communication on google docs, district wide surveys to learners, parents/guardians, facilitators/teachers and admin we have compiled the strengths and needs to consider and allot funds to as we strategically plan for multiple scenarios throughout the year. All learners K-12 received a diagnostic learning assessment within the first two weeks of school to clearly identify their zone of proximal development learning level to target. As it pertains to preparing for a safe environment for all learners and staff to return to, we are studying and evaluating the state and CDC guidelines to acquire all the needed supplies.

The school district will utilize funds to support to maintain the most recently hired present staffing and add additional staffing; we will require to support both in-person and virtual options for our learners as we continue to navigate the variant of the pandemic. The learning at Pequea Valley will continue to utilize the district issued iPads and MacBook Air laptops per the district’s one-to-one technology initiative. The district website will house all links to necessary resources. The Learning Management System utilized will be a combination of Google Drive and Schoology. Google Hangouts will be utilized for communication. Facilitators/teachers have been instructed to use Google Meet when videoconferencing with learners and, in cases where they must meet one-on-one with learners for direct instruction, facilitators/teachers should record their Google Meet session. Social workers are reaching out to households that are in need of internet access. Options available to support them include: Comcast’s Internet Essentials program (6 months of internet service is being paid for by the Steinman Foundation for families who qualify) or mobile wifi hotspots that have been ordered through the district’s mobile provider.

The district continues to audit the learning continuum and evaluate the scope and sequence needed adjustments going into 2021-22. The multiple assessment tools will be administered to specifically outline the status of each learner on the continuum per the PDE SAS standards. During the closure the district submitted three phases that transitioned from optional learning to allow for facilitators/teachers, learners and families to become acclimatized to required learning with new learning progressing on the continuum. The following are excerpts from the most recent CoEd plan phase for 21-22 addressing the second and third bullet point: IF... we have to go virtual, again, the increased guest internet access for community members Information has been disseminated about Comcast, Blueridge and Penntel Data providing open internet service in the district. Social workers have and will continue to assist families with access of internet through cell phone providers or finding alternate services that the school district can support with additional funding. An interpretation service is provided for learning facilitators/teachers who will need to connect with families. Pequea Valley School District will continue to waive the technology coverage fee as needed so that was not a burden for families. The district has extended the partnering with the Pequea Valley Education Foundation for a monetary grant which will be used to assist families with internet accessibility. Special Education learning facilitators/teachers and related service providers will provide Direct Instruction and tele-therapy opportunities per above plan Emotional Support: Emotional support learning facilitators/teachers will be providing Direct Instruction activities for learners to complete each week. Related Services (OT, PT): The District is working closely with providers from PTS to develop tele-therapy activities for the learners. Speech or Language Support: We will have a speech/language pathologist who will be providing tele-therapy for the learners to complete each week. ELD learning facilitators/teachers will collaborate with regular education and special education learning facilitators/teachers to provide new learning opportunities per above plan. ELD learning facilitators/teachers will create lessons for learners and add additional resources for families to their Google or Schoology platform.

The learning continuum alluded to above will be guided by the local assessments along with the normed NWEA MAP, Renaissance STAR, mClass DIBELS, and Achieve lexile assessments administered at the beginning of the year. These have already guided grouping and scheduling, which in-turn has guided staffing. Departments and grade levels along with our district MTSS team and leadership, monitor this broader data to adjust learning needs as they arise. All the open teaching positions along with LTS positions needed to fill this post pandemic need along with the title I tutor and academic aide position, which have been challenging to meet. We utilize the required Title I “equity plan” to ensure equity across buildings is occurring. The district is leveraging our additional Title I funds that we have received, to add MTSS staff to meet the vast needs identified coming into this year. Title II and IV have remained inline, however, we have reallocated some of Title IV to post pandemic counseling needs. Another large win for PV has been the interaction with

Lancaster Community of Active Partnerships and the local Together Community Center to address the large “early learning” gaps we’ve identified. We will also be submitting a United Way RFP mid-year.

Aside from the strategies listed prior, we have tightened up and created weekly monitoring within our MTSS team structure to closely monitor the learning progress. Again, the recently implemented MAP and STAR assessments have been extremely instrumental in constantly evaluating learning gaps. Another addition that we expect to acquire that will provide large dividends, is the PASS Social Emotional Learning assessment we are implementing as well as the re-instituting the Teen Hope mental health survey. We have partnered with the Together Community Center to utilize their advocates to work alongside our social workers to address all the socioeconomic issues stemming from the pandemic in our community. The district leadership has also joined three national thought groups to tackle these exact factors stemming from the pandemic. They are the Next Gen group, the PA Leadership Collaborative group, and the Institute 4 Teaching and Leading Group. These are in addition to our local IU 13 job-a-like groups. We have also ensured that all of our lead facilitators/teachers are actively engaged in their respective IU 13 job-a-like group. We have already reaped valuable feedback and action planning. From this we are looking to meet with our board to share feedback on a monthly basis. The PV three year required PDE Comprehensive Plan is also due in March so it is perfect timing to blend all of these strategies into action plans together. These meetings started in August and will continue through March.

Usage of Funds

- Addressing learning loss among learners, including low-income learners, children with disabilities, English learners, racial and ethnic minorities, learners experiencing homelessness, and children and youth in foster care.
- Administering and using high-quality assessments that are valid and reliable, to accurately assess learners’ academic progress and assist educators in meeting learners’ academic needs, including through differentiating instruction.
- Implementing evidence-base activities to meet the comprehensive needs of learners.
- Providing information and assistance to parents and families on how they can effectively support learners, including in a distance learning environment.
- Tracking learner attendance and improving learner engagement in distance education.

PVSD	(1) Any activity authorized by the ESEA of 1965...	(d) Title II, Part A	Supplement the Title II funding to cover staff salaries and benefits due to the decrease in funding and wanting to sustain learning in those schools
PVSD	(1) Any activity authorized by the ESEA of 1965...	(i) McKinney-Vento	Assist with any homeless student needs during COVID