

ESSER III

ARP ESSER funds plan, includes a significant focus on vulnerable learner populations. Given these requirements, as well as PDE’s own equity commitments, the district will include programs to serve learner groups that have experienced disproportionate impacts from the pandemic.

Learner groups are inclusive of the following:

- Learners from low-income families
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved learner groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Learners experiencing homelessness
- Children and youth in foster care
- Migrant learners, and

Section I: Assessing Impacts and Needs

Indicators of Impact

Understanding the impact of the COVID-19 Pandemic: The Pequea Valley School District has identified the extent of the impact of the COVID-19 pandemic on learner learning and well-being and will measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Learner engagement, and (4) Social-emotional well-being (SEL).

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Pequea Valley adheres to the “Mass Customized Learning” philosophy and strategies as outline by the “Inevitable” field manual. The evaluation of the learning continuum and evaluation of the scope and sequence was conducted to identify the needed adjustments going into 2021-22. The multiple assessment tools we implement will be administered to specifically outline the status of each learner on the continuum per the PDE SAS standards. 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, mid and end 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 were filled to address this post pandemic need along with the Title I tutor and academic aide positions, 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 in the interaction with Lancaster Community of Active Partnerships and the local Together Community Center to address the large “early learning” gaps we’ve identified.
Chronic Absenteeism	Pequea Valley has adopted the PBIS positive behavior intervention support, Responsive Classroom, and at the secondary level rolling out mentor initiatives to identify and address on a “daily” basis any barriers creating truancy. The district has an attendance committee that includes board and local magistrate representation to monitor the attendance data from our SIS Sapphire and our data repository On-Hand site. The inclusion of the local judge since the pandemic has proven to be very beneficial. We have also maintained the “official” communication with a learner’s TEP team at 3 absences, 5, 7, 10 and every one after.

Learner Engagement	The Responsive Classroom initiative and the newly rolled out mentor initiative will definitely monitor and address any broader issues or barriers impacting learner engagement. The district is also re-emphasizing the Mass Customized Learning vision, which centers around the engagement of EACH learner creating autonomy and learning aligned with interests. Facilitator/teacher supervision is emphasizing the following components of the PDE approved Danielson framework: 2A Creating a Climate of Respect and Rapport/3A Communicating with Learners/3C Engaging Learners in Learning/ 4C Communicating with families.
Social-emotional Well-being	Pequea Valley will be newly implementing the SEL screener PASS to acquire the SEL data needed to uncover the barriers. PV is also reimplementing the Teen Hope mental health screener at the secondary level. This data will be utilized to guide mentoring and supports that need to be put in place for each learner. The staff PD will follow the trends from this data to create a positive, inclusive environment to ensure that each learner's social-emotional and physical wellness needs are addressed and met.
Other Indicators	The district has increased the collaboration with the community Factory Advocate Services organization to partner to meet all the SEL, financial, medical, housing, etc. supports for our families at most risk.

Documenting Disproportionate Impacts

Pequea Valley has identified three learner groups in the district that faced particularly significant impacts from the pandemic. The following are specific strategies that were/will be used to identify and measure impacts.

Learner Group	Specific strategies that were used or will be used to identify and measure impacts
Learners from low-income families	Pequea Valley has created an early learning and early intervention initiative from birth up, utilizing grants to create an early learning director, and assistant, to support all the programs. We have now added an elementary learning community coordinator that works closely for programing and transitions with the birth to 5 coordinator. Both their offices, the "building braves" early learning room, and 2 Head Start classrooms are all housed at the PV Together Community Center where the "Factory" is housed. This has allowed for our low-income learner's birth to 12 th grade to receive services in an area where the resources to meet the physical, emotional, needs are all accessible. We have 60 community partners that are now involved on the Together team. We are around 60% free and reduced so have many families that are in need of resources. We have used ESSER funds to ensure all families have the technology and hot spots they need to access learning. Our social workers have been instrumental in coordinating this process.
English learners	The Pequea Valley School District has seen a continued increase in English language learners over recent years. An ELD facilitator/teacher has been added due to this need and since the pandemic we have increased family supports to fill the EL learning gaps that the pandemic has created. Learners are screened as they enter and placed at the appropriate level. Utilizing ESSER funds we have added curriculum and professional development by the IU to help better support the ELLs in the CORE classroom environments.
Children with disabilities (Including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ([IDEA])	The 2020-21 end of year (that we were able to collect) diagnostic data and the beginning of the year 2021-22 data showed evidence of a lot of learning needing to be done for our special education learners, specifically emotional support, on the previous year's standards. The new CKLA curriculum obtained with ESSER funds, finally has aligned resources to the CORE curriculum for each MTSS tier including when a learner is in special ed. The progress monitoring using mClass, MAP, and STAR monitor the progress. Our MTSS team monitors these tiers closely to ensure fluidity based on the standards and the exact needs of the special ed learners.

Children and youth in foster care	We partner closely with “Christ’s Home” Neglected and Delinquent institute in our community and recently since the pandemic, have started to collaborate closer with their corporate leadership in the Philadelphia area to increase strategizing to meet the needs of those Pequea Valley learners placed there.
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Reflecting on Local Strategies

Below are the district’s assessment of the top two or three strategies that have been most effective in supporting the needs of learners, in particular specific learners’ groups most impacted by the COVID-19 pandemic.

	Strategy Description
Strategy #1	<p>As previously discussed, the school district aligns with the “Mass Customized Learning” philosophy per Chuck Schwahn and Bea McGarvey’s guidance from the book Inevitable. This has allowed the district to create a K-6 fluid learning continuum utilizing the platform that we are now using K-12 called Schoology. This monitors each learners Zone of Proximal Development (ZPD) learning level per the PDE SAS state standards, which allows the district to group learners per the ZPD and assign activities accordingly within the Multi-Tier Support. The 7-12th grade is scheduled in a way to MCL for learners and track their path through portfolios and mentors to their post-secondary “First Choice”. The district has adopted and implemented the diagnostic assessment NWEA Map tool for K-6 and the Renaissance STAR tool for 7-12 that specifically identifies what each learner knows and is ready to learn. This data is triangulated with DIBELS, PVAAS, PSSA, Keystone data. Each grade level, grade band and department utilize this data to group and assign learning instruction tracking their growth by administering the assessments multiple times throughout the year. The Title I funds support 4 reading specialists, and 20 tutors district wide that support the process of meeting each learner at their ZPD and growing them from there. ESSER III funds will be utilized to acquire and support math and ELA CORE curriculum and intervention resources (including salary and benefits for support personnel) for all MTSS tiers as well as the coaching essential for implementation. Per our early learning initiative, supporting District-sponsored PreK/early childhood education programs is an essential component to increase learning and academic recovery. Pequea Valley will be utilizing ESSER funds to support PV’s early learning “First Ten Years of a Child’s Life” support of early learning. PV works with David Jacobson on First Ten strategies, which are OCDEL/PDE supported, aligning assistance, programming, and family engagement between early childhood and early elementary. ESSER funds will be utilized to contract an additional early learning advocate to assist families and children, especially those in our community that are disproportionately impacted. The component requiring Social and Emotional Learning (SEL) to be addressed will have funds utilized to secure a therapy dog for each of the three buildings that do not presently have one. The initiative has been extremely successful with learners and their SEL health at the one elementary that presently offers this service.</p>

Impacts of Strategy #1 best addresses:

- Academic impact of lost instructional time

Learner group(s) that Strategy #1 most effectively supports:

- Learners from low-income families
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved learner groups by gender)
- English learners
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- Learners experiencing homelessness

- Children and youth in foster care
- Migrant learners

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<ol style="list-style-type: none"> 1. PASS Assessment – Social-emotional assessments are needed when a child or teenager has problems with anxiety, anger, sadness, or has difficulty interacting with peers, facilitators/teachers, or parents. All our learners K-12 will be assessed with PASS. 2. Teen Hope – Screener for the evidence of thoughts that may be related to thoughts of self-harm. 3. Responsive Classrooms Curriculum – Daily class meetings to identify and monitor social emotional barriers to learning. 4. Braves Connected Initiative 5. Social Emotional Learning Elementary Advocate 6. Keystone Therapy Services

Impacts that Strategy #2 addresses:

- Social-emotional well-being

Learner group(s) that Strategy #2 most effectively supports:

- Learners from low-income families
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved learner groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA)).
- Learners experiencing homelessness
- Children and youth in foster care
- Migrant learners

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	PV has implemented the Responsive Classroom curriculum and strategies starting with a classroom culture meeting every morning K-6 to create the inclusive environment everyone desires. At the secondary level the “Braves Connected” initiative along with the MCL First Choice advisor program is really assisting in improving engagement and attendance per Student Information System and SEL assessment data.

Impacts that Strategy #3 best addresses:

- Chronic absenteeism
- Learner engagement

Learners group(s) that Strategy #3 most effectively supports:

- Learners from low-income families
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved learner groups by gender)
- English learners

- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA)).
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Section II: Engaging Stakeholders in Plan Development

Stakeholder Engagement

The Pequea Valley School District in planning for the use of ARP ESSER funds, has engaged or will continue to engage in meaningful consultation with stakeholders.

(Stakeholders include learners; families; school and district administrators (including special education administrators); facilitators/teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the district, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant learners, children who are incarcerated and other underserved learners; and tribes.)

The Pequea Valley School District recognizes that meaningful parent and family engagement contributes to the academic achievement by learners and their social and emotional well-being. The district has and will maintain strong collaboration with all stakeholders prior, during and following the ESSER fun allocation process. To date, PVSD has engaged in the following manner: 1. Pequea Valley has created multiple screen recordings outlining the present status of planning and how it will impact their child. These are always posted on our website for the community to view and pushed out via our Student Information System digital backpack procedure. An Alert Now call and text proceeds this communication to inform them of the correspondence. 2. This correspondence has been followed up with surveys to gauge the family's needs that PV can respond too. 3. August 2021 the Federal Programs collaboration meeting took place, which included requested feedback on ESSER utilization. 4. Near the end of the first quarter, PV also pushed out a survey to gather further feedback on challenges that can be addressed with ESSER assistance. This survey involved learners, families, business owners, support staff and facilitators/teachers. The PV community has a strong collaborative group called the Pequea Valley Together Initiative Network that includes representation from all types of stakeholders and has proven to be a very valuable focus group over the years and now more than ever. The most recent feedback has been coded in order to respond to accordingly.

Use of Stakeholder Input

The Pequea Valley School District has taken stakeholder and public input into account in the development of the district plan for the use of ARP ESSER Funds.

The community has expressed their concerns for: 1. The academic deficiency of many of the children coming out of the pandemic a) PV has vetted, piloted and now adopted a strong "Science of Reading" centered literacy program CKLA b) Intervention resources have been secured for all tiers of the Multi-Tier of Support Services (MTSS) c) mClass assessments have been secured and implemented along with the existing NWEA MAP assessment to ensure that instructors are keenly aware of each learners mastery level of the PA state standards in order to place appropriately within the MTSS structure and service. d) PV has been able to add an additional MTSS interventionist and two tutors e) PV's existing Eureka Math curriculum was able to be improved with the addition of Eureka Math Squared to also better serve the MTSS tier II and III learners. f) PV has also been able to provide the facilitators/teachers with the professional development needed throughout the closure and since to implement and then continual coaching follow-up, which will be maintained. g) PV is making early learning a priority more than ever – There will be an additional early learning advocate acquired to collaborate with families in and outside of the home, PV social workers, counselors, facilitators/teachers and admin, and area pre-schools. 2. The social and emotional well-being and stamina of learners a) PV has implemented the PASS assessment to gauge learners SEL needs b) PV is implementing "Responsive Classrooms" to address SEL needs immediately each morning. c) Each PV building is also in the process of adopting a therapy dog to embed into the SEL curriculum and strategies. 3. Lack of testing availability in our rural community a) PV has collaborated with local medical firms to offer COVID testing as requested through alternative grants 4. Workforce accessibility for employers a) PV has started to bring in employers, again, to meet with our high school learners and provide shuttles to area businesses for employees 5. Affordable housing – Collaborating with Together Initiative Network stakeholders to brainstorm solutions.

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time

The district has adopted and implemented the diagnostic assessment NWEA Map tool for K-6 and the Renaissance STAR tool for 7-12 that specifically identifies what each learner knows and is ready to learn. The data is triangulated with DIBELS, PVAAS, PSSA, Keystone data. Each grade level, grade bands and departments utilize this data to group and assign learning instruction tracking their growth by administering the assessments multiple times throughout the year. Those learners that are not on grade level per the data and/or not showing progress in their present course content are identified for Tier III MTSS support and “after school tutoring”. Indicators: Modular below proficiency in the following modules: - CKLA Amplify (K-5), Amplify ELA (Gr. 6); K-5 Reading; Eureka Squared; Below Grade Level in: -MAP Diagnostic K-6; mClass/Dibels 8 K-6; STAR Diagnostic Secondary; Get More Math, Secondary; Below Proficiency/D or lower: - Secondary course work – Elementary grade level work. The implemented math and ELA curriculum that will be acquired with ESSER funds, fills the needs of all learners within the learning tier framework but especially the learners that were very disengaged during remote learning, which was about 8 percent of the 30 percent that were mostly enrolled in remote learning.

Plan for Remaining Funds

Pequea Valley will be utilizing the remaining funds to address long term sub teacher needs to address gaps and maintain all existing staff both facilitators/teachers and tutor support of the facilitator/teaching staff. The district is dedicated to supporting and maintaining the existing staff fiscally and emotionally. We know the fiscal and emotional impact on the staff will take years of support and won't happen immediately.

Section IV: Monitoring and Measuring Progress

Capacity for Data Collection and Reporting

The district will continuously monitor progress and adjust strategies as needed.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Learner learning, including academic impact of lost instructional time during the COVID-19 pandemic	The district has adopted and implemented the diagnostic assessment NWEA Map tool for K-6 and the Renaissance STAR tool for 7-12 that specifically identifies what each learner knows and is ready to learn. This data is triangulated with DIBELS, PVAAS, PSSA, Keystone data. Each grade level, grade bands and departments utilize this data to group and assign learning instruction tracking their growth by administering the assessments multiple times throughout the year. This data is monitored weekly with the SAT teams to monitor the progress or lack of and make fluid decisions on the learner's most advantageous learning instruction and environment.
Opportunity to learn measures	PV will utilize funds to support, utilizing 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. The district will continue to provide PD for both staff and families to know how to access and utilize resources to address both academic and SEL needs of the learners.
Jobs created and retained	Pequea Valley has added additional social work staff to address the needs of our learners and their families along with added shared staff with the Factory advocate services to meet the needs. The district is also adding LTS staff to address loss but the majority of the emphasis will be on maintaining existing teaching positions that are directly related to learning. This includes the salaries and benefits to retain these facilitators/teachers in order to have PV focus on maintaining and improving the learning environment that addresses, monitors and readdresses the

	needs of our learners. We want to assure our learners stay in line with the PV vision of ensuring each learner is prepared to have access to their post-secondary First Choice whether that is college or a career not requiring college.
Participation in programs funded by ARP ESSER resources	Pequea Valley will absolutely be fully engaged in the set aside programs to address the pandemic created needs of our most at risk learners. Year around learning opportunities will be provided along with the transportation and food needs surrounding these opportunities.