

ESSER ARP III – Learning Loss

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

Percentage of the district allocation:

- 30% - To address the social, emotional and mental health needs of learners
- 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 learners.
- 8% - To address reading remediation and improvement for learners.

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

Section 1 – Needs Assessment

Below the district describes the impact of the pandemic on their learners, examine disproportionate impacts on specific learner groups, and highlight the promising practices in supporting learner needs since March 2020.

Indicators of Impact

1. Understanding the impact of the COVID-19 pandemic: The district has identified and will continue to identify the extent of the impact of the COVID-19 pandemic on learner learning and well-being. Specifically, the methods 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 Learners, and (4) Other areas of learning loss.

	Method used to Understand Each Type of Impact
Social and Emotional Learning	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, teachers, or parents. All our learners will be assessed the PASS. 2. TeenHope – 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.
Professional Development for Social and Emotional Learning	1. Responsive Classroom Training - 2. Danielson walk-through and observation domain two and four qualitative data review.
Reading Remediation and Improvement for Learners	1. Science of Reading Professional Development 2. Amplify CKLA PD – MTSS Tier III CKLA mClass intervention resources (mClass Acadience 8 progress monitoring/Get More Math/Achieve 3000 TeenBiz and Empower progress data) Study Island data for science review.
Other Learning Loss	District assessments for non-state assessed areas – Habits of Success assessment for learner efficacy.

Documenting Disproportionate Impacts

2. Below are learner groups in the district 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 district will address with this funding source.

Learners Group	Area of Impact	Specific Strategies that are used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	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, or parents. All our learners K-12 will be assessed the PASS. 2. TeenHope – 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.
Children from Low-Income Families	Reading Remediation and Improvement	NWEA MAP and Renaissance STAR diagnostic, mClass/DIBELS 8 progress monitoring, Achieve 3000 lexile level set assessment.

Children from Low-Income Families	Other Areas of Learning Loss	Schoology learning management system to monitor academic growth and mastery in all academic areas.
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As schools across the Commonwealth return to school, the district faces increased challenges in addressing the mental health needs of their learners and staff. Below are activities we have designed to address these needs. Also below, we describe the data sources the district is using to identify social and emotional needs of learners and areas of strength and concerns in the learning environment.

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, or parents. All our learners K-12 will be assessed the PASS.
2. TeenHope – 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.

Program Activities

Program Activity	Learner Group	Type (Universal, Targeted, Intensive)	Number of Learners Served
Responsive Classroom Class Meetings to begin and end the elementary day	Children from Low-Income Families	Universal	800
Counselor Small Group SEL Sessions	Children from Low-Income Families	Targeted	50
Implementation of Therapy Dog	Children from Low-Income Families	Universal	450
Braves Club Advisor Sessions	Children from Low-Income Families	Universal	250
Implementation of Mindfulness Curriculum	Children from Low-Income Families	Targeted	20

Below is how the district will assess the success of the program.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PASS SEL Assessment	Twice per year	Decrease in identified risk factors
AST and Heart Team Running Records	Weekly	Improvement in engagement of learner in the learning environment identified.
Counselors Running Records	Weekly	Improvement in engagement of learner in the learning environment identified.
Sapphire/On-Hand SIS and Data warehouse risk factor rating	Weekly	Risk factor number decreasing over time as barriers are addressed and decreased or eliminated.

Social and Emotional Professional Development: The district has faced increased challenges in addressing the mental health needs of their learners and staff. The district is required to utilize a percentage of funding 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 learners.

The planned professional development activities and how the activity will ensure that facilitators/staff are equipped with training/support on the following:

- a. Social emotional learning and support for learners that have suffered trauma during the COVID-19 pandemic;
- b. Identifying signs of possible mental health issues and providing culturally relevant support;
- c. Motivating learners that have been disengaged;
- d. Mentoring learners who have attendance issues before it becomes a patter;
- 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 (Facilitator,	Provider – Who will present the	Is the provider an internal staff member or an	Brief Description of the Planned Activity
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		Counselor, Support Staff, Admin, Other)	professional development	outside contractor?	
e. Self-care and mindfulness strategies for teachers	125	Teacher	PATTAN	External	Wynne Kinder M.Ed. Create and teach Wellness Works in Schools a mindful awareness health and wellness program, integrated into diverse educational settings. The program is designed to motivate, educate and support learners, classroom teachers and families in developing mental, emotional, physical, and social competencies needed to handle life's challenges healthfully – across school, home, work and community. Wellness Works in Schools gained national and international recognition with published articles appearing in The New York Times, Sunday Times of London, TIME for Kids, the Child Mind Institute, Lancaster Intelligencer Journal and international editions of National Geographic.
e. Self-care and mindfulness strategies for teachers	6	Counselor	PATTAN	External Contractor	Wynne Kinder M.Ed. Create and teach Wellness Works in Schools a mindful awareness health and wellness program, integrated into diverse educational settings. The program is designed to motivate, educate and support learners, classroom facilitators/teachers and families in developing mental, emotional, physical, and social competencies needed to handle life's challenges healthfully – across school, home, work and community. Wellness Works in Schools gained national and international recognition with published articles appearing in The New

					York Times, Sunday Times of London, TIME for Kids, the Child Mind Institute, Lancaster Intelligencer Journal and international editions of National Geographic.
e. Self-care and mindfulness strategies for teachers	20	Admin	PATTAN	External Contractor	Wynne Kinder M.Ed. Create and teach Wellness Works in Schools a mindful awareness health and wellness program, integrated into diverse educational settings. The program is designed to motivate, educate and support learners, classroom facilitators/teachers and families in developing mental, emotional, physical, and social competencies needed to handle life's challenges healthfully – across school, home, work and community. Wellness Works in Schools gained national and international recognition with published articles appearing in The New York Times, Sunday Times of London, TIME for Kids, the Child Mind Institute, Lancaster Intelligencer Journal and international editions of National Geographic.
e. Self-care and mindfulness strategies for teachers	50	Support Staff	PATTAN	External Contractor	Wynne Kinder M.Ed. Create and teach Wellness Works in Schools a mindful awareness health and wellness program, integrated into diverse educational settings. The program is designed to motivate, educate and support learners, classroom facilitators/teachers and families in developing mental, emotional, physical, and social competencies needed to handle life's challenges healthfully – across school, home, work and

					community. Wellness Works in Schools gained national and international recognition with published articles appearing in The New York Times, Sunday Times of London, TIME for Kids, the Child Mind Institute, Lancaster Intelligencer Journal and international editions of National Geographic.
g. Working with community agencies to address non-academic needs	10	Teacher	Factory Social Services	External Contractor	Bridges out of Poverty Training
a. Social emotional learning and support for learners that have suffered trauma during the COVID-19 pandemic	150	Teacher	ELANCO School District	External Contractor	Reimagine your role, rethink your workflow, and reclaim your life. Catlin Tucker
a. Social emotional learning and support for learners that have suffered trauma during the COVID-19 pandemic	15	Admin	ELANCO School District	External Contractor	Reimagine your role, rethink your workflow, and reclaim your life. Catlin Tucker
e. Self-care and mindfulness strategies for teachers	150	Teacher	Pequea Valley	Internal Staff	Wellness Committee Run Wellness Fair

Below outlines how the district will assess the success of the professional development.

Tools Used to Evaluate Success	Frequency of Use	Expected Results
Danielson Framework – Domain 1 Component 1B/Domain 2 Component 2A and 2B/Domain 4 Component 4 C	Twice a year	A minimum of proficient on these components.

Reading Improvement for Learners:

The district allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. The district is planning the most effective use for this set aside for reading instruction acceleration, structured literacy (Science of Literacy) to develop reading instruction and remediation.

The following local assessments were used to determine the need to address learning loss in the area of reading.

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. 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 “summer school”. 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 20th percentile or lower; mClass/DIBELS 8 K-6 well below benchmark; STAR Diagnostic Secondary well below benchmark; Get More Math, Secondary; Below Proficiency/D or lower: -Secondary course work failing a course for credit or promotion to next grade at middle school -Elementary grade level work data for promotion

Our data indicates that at-risk readers are making at least a year’s worth of growth or more in one school year. PVAAS/MAP/mClass data historically shows evidence of a majority of learners making growth. An area of target is the special education historically underperforming group.

The district used structured literacy and/or provided training for K-4, ESL, and Special Education facilitators/teachers in structured literacy.

Training	Grade Level/ESL/Special Education	Number of Teachers Trained
ELD Strategies for PV ELL Learners	K-12	125
Strategies for Special Ed Accommodations in the Regular Ed Classroom	K-12	125
The Science of Reading Rope Professional Development	K-6	50

Below is an evidence-based instructional intervention that addresses the identified needs of learners most disproportionately impacted.

Intervention	Learner Group	Number of Learners Receiving Intervention	Brief Description of Intervention
MTSS Tier III	Children from Low-Income Families	120	These learners receive tutor push-in support during core instruction and then pull-out tier III intensive interventions with the newly implemented Eureka math and CKLA mClass interventions. They receive every other week progress monitoring to make fluid decisions on grouping per the standard being addressed in the scope and sequence.

The district assesses the success of the literacy program with the following:

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA MAP/Renaissance STAR and mClass acadience are utilized to gauge progress	3 times per year for the district diagnostic assessments and mClass bi-weekly to monitor effectiveness of the Tier III interventions.	The expectation is the learners are making growth towards the 50 th percentile rising above the initially identified 20 th percentile level.

Other Learning Loss Activities

Districts 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. The evidence-based instructional intervention that addresses the identified needs of learners most disproportionately impacted are as follows:

Intervention	Learner Group	Number of Learners Receiving Intervention	Brief Description of Intervention
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Tier II Core Instruction Push-In Support	Children from Low-Income Families	800	Eureka Math and Amplify CKLA both have a strong tier II core instruction intervention resource toolbox that the core facilitator/teacher supports with push-in tutor and special ed intensive support.
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The district assesses the success of the literacy program with the following:

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA MAP/STAR/mClass progress monitoring/unit assessments	mClass and unit assessments bi-weekly/MAP and STAR 3 times per year.	All learners make progress towards the 50 th percentile line in ELA and Math.