

ESSER ARP III – Summer School

Section 1 – Needs Assessment

Indicators of Impact

The district will identify learners for inclusion in a summer school program, below are the indicators used in the decision-making process.

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. 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 II and 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 course work failing a course for credit or promotion to next grade at middle school – Elementary grade level work for promotion.

Section: Narratives – Summer School Program

Below, the district describes the activities we have designed to provide summer school programming for our learners.

Learners Group	Area of Focus	Number of Learners Served	Specific Strategies that are used to identify and measure impacts
Children from Low-Income Families	Academic Growth	150	All learners of the categories listed under learners’ groups are monitored. The PV school district is around 60% free and reduced so that is always a large percent of learners that need the supports. The student information system (SIS) class level academic data, behavior data, attendance data, district level diagnostic progress monitoring data and state assessment data is all fed into our data warehousing system called On-Hand. The system provides a “risk factor” number which helps identify those at most need. This along with other facilitator/teacher and staff feedback feeds into each week’s “Academic Support Team” meetings to identify and monitor those at most academic risk and emotional risk to ensure supports are in place. These teams monitor all learners under all the categories this grant’s learner group list. The year-end data will be compared to the beginning of the year data to gauge the impact of the summer school strategies.

Evidence-based resources that will be used to support learner growth during the summer school program is as follows:

Elementary level – The district will be able to capitalize on the ESSER learning loss fund usage to acquire intervention resources (Tier III in the MTSS framework) that for the first time will be directly aligned to our CORE curriculum Amplify CKLA and Great Minds Eureka Squared. The benchmark mClass/DIBELS 8 will monitor the progress of the summer school learners. Secondary – These resources are 3 or 6-week courses that are directly aligned to the learning that hasn’t occurred as of yet in the identified course work for each learner. They focus on the needed foundational standards within each respective scope and sequence.

The district staff that will provide the summer school program is stated below:

Number of Staff Members	Internal/Outside Provider	Role
20	Internal Provider	Facilitator/teacher and aide for elementary offering

10	Internal Provider	Facilitators/teachers for secondary summer school
10	External Provider	Factory Advocate Services
10	External Provider	Community Action Partners (CAP)

The district will assess the success of the summer school program as indicated below:

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Schoology and Sapphire	Weekly	Secondary level passing grades and proficiency on identified learning outcomes.
NWEA MAP	End of year compared to the beginning of year after summer school	This will gauge the learning decrease or elimination in learning loss over the summer and present status of being on grade level.
mClass/DIBELS	Prior and After	Will show progress to be above the bottom of the previously identified 20 percentile level in math and reading.

The district will engage families in the summer school program as indicated below:

The district communicates heavily with parents through the learner management system Schoology and Class Dojo as our adopted Learning Management System and communication tools. As learners are identified as needing summer school, letters are sent out in May, parents are called, emailed and texted based on their preference to be made aware of the dates and to ensure the participation and engagement of the learner. We also identify their transportation needs to ensure that does not become a barrier.