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	1) Both the District's Elementary (Grades K-2) and Intermediate Schools (Grades 3-5) have been recognized as achieving fidelity for their School-wide Positive Behavior Intervention Support (SWPBIS) Tier I programs and passed the fidelity checks associated with the program. SWPBIS has taken root in most schools across PA, but only a few each year achieve recognition for Tier I Fidelity. 2) The Elementary and Intermediate Schools have implemented PATHS, an evidence and research based, social-emotional learning program. The Elementary School is in its 3rd year of implementation, and the Intermediate School is in its first year. 3) We are extending the program to our Middle School (Grades 6-8) beginning with the 2022-2023 school year. 4) We partnered with the Central Susquehanna Intermediate Unit this past fall to bring sessions about de-escalation strategies to our professional and support staffs in all four District buildings (K-12). 5) Additionally, we are in the initial stages of building a partnership with the McDowell Institute at Bloomsburg University to plan ongoing professional development for our teachers and staff beginning with the 2022-2023 school year around the area of social-emotional well-being and mental health. 6) The District operates an MTSS (Multi-tiered System of Support) model of support for both academic and behavioral support in its Elementary and Intermediate Schools. Data is collected, SMART goals are created, interventions are implemented, and progress is tracked and monitored. The Middle and High Schools operate in a Student Support Team fashion. 7) All four buildings have engaged students, staff, and parents in equity team meetings to bring more awareness to the practices that may be positively impacting diversity, inclusion, and equity in the District as well as help to identify barriers that may exist.
	1) The Elementary and Intermediate Schools have implemented PATHS, an evidence and research based, social-emotional learning program. The Elementary School is in its 3rd year of implementation, and the Intermediate School is in its first year. 2)We are extending the program to

	Method used to Understand Each Type of Impact
Professional Development for Social and Emotional Learning	our Middle School (Grades 6-8) beginning with the 2022-2023 school year. 3) We partnered with the Central Susquehanna Intermediate Unit this past fall to bring sessions about de-escalation strategies to our professional and support staffs in all four District buildings (K-12). 4) Additionally, we are in the initial stages of building a partnership with the McDowell Institute at Bloomsburg University to plan ongoing professional development for our teachers and staff beginning with the 2022-2023 school year around the area of social-emotional well-being and mental health. 5) The District operates an MTSS (Multi-tiered System of Support) model of support for both academic and behavioral support in its Elementary and Intermediate Schools. Data is collected, SMART goals are created, interventions are implemented, and progress is tracked and monitored. The Middle and High Schools operate in a Student Support Team fashion. 6) All four buildings have engaged students, staff, and parents in equity team meetings to bring more awareness to the practices that may be positively impacting diversity, inclusion, and equity in the District as well as help to identify barriers that may exist.
Reading Remediation and Improvement for Students	The District's PSSA scores and Keystone Exam scores show a decrease in English Language Arts. Teachers are particpating in a book study to learn more about developing readers in the academic disciplines. We are evaluating a program called SuccessMaker as a means to elevate scores. SuccessMaker is aligned to PA Core Standards and parallels the My Perspective program we use at the Middle School. Several of our Elementary teachers and the Principal participated in a LETRS training to understand scientifically-based reading instruction. Three District administrators are participating in a PIL course that focuses on the instructional shifts that need to occur for students to be successful with the Common Core State Standards.
Other Learning Loss	The Leadership Team will continue to analyze PSSA and Keystone Exam data. We broke down such data to determine how our in-person students performed compared to our students who attended our e-learning academy. We also took advantage of PED's Local Assessment Data project and submitted our data for analysis. We will also analyze our student growth data using Measures of Academic Progress benchmark scores.

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.

		Provide specific strategies

Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	Acadience benchmarking will be used in Grades Kindergarten through Grade 2. PSSA and Keystone Exams will also be used as well as the Local Assessment Data. Data from Measures of Academic Progress (MAP) will be used.

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	217,773	30%	65,332

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.

The District uses PBIS data to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment. One form of data is the Office Discipline Referrals. Other data is housed in a SWIS system that identifies where in the building issues tend to arise, on which days, and what time of the day issues more frequently arise. Teacher input is always another source of information regarding students' needs.

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
PBIS	Children from Low-Income Families	Universal	518

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
Office Disciplinary Referrals	Monthly	We expect the number of Office Discipline Referrals to decrease.

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.

7. 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	217,773	10%	21,777

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
    a. Social emotional learning and support for students that have suffered trauma during the

COVID-19 pandemic;
b. Identifying signs of possible mental health issues and providing culturally relevant support;
c. Motivating students that have been disengaged;
d. Mentoring students who have attendance issues before it becomes a pattern;
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 (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;	150	Teacher	Undetermined	External Contractor	Motivational Speakers

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
Surveys and Teacher Feedback	After each event	We expect the results to be positive about strategies that teachers can use immediately to support students.

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.

10. 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
Minimum 8% Reading Improvement Requirement	217,773	8%	17,422

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?

The District analyzes achievement and growth data, more specifically the PSSA and Keystone Exams and well as Measures of Academic Progress (MAP) data. Teachers also use Classroom Diagnostic Tools as well as other formative assessments.

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:

The data indicates that students, particularly in the Middle School (Grades 6-8) are not making a year's worth of growth.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Title One	Children from Low-Income Families	100	The students receive addtional ECRI instruction and other services provided by our Reading Specialists.
Exact Path	Major Racial and Ethnic Groups	816	Exact Path provides a personalized learning path based on the students' MAP assessment scores to master specific Reading skills and close learning gaps.
SuccessMaker	Major Racial and Ethnic Groups	1,208	SuccessMaker provides a personalized learning path based on the students' diagnostic assessment scores to master specific math skills.

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
Program Data Reports	Quarterly	We expect student to make progress. Students who use SuccessMaker are expected to make a .1 0 .15 gain per month.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation **t**o 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	217,773	52%	113,242

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
Smart Goal Interventions (MTSS)	Children from Low-Income Families	40	The interventions vary depending on individual student's needs.

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
The success is assessed using an MTSS approach.	The number of weeks is dependent on individual's goal	We expect the students to make progress.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$217,773.00

Allocation

$217,773.00

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)

65,332

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$50,000.00	These funds will support the salary for an additional School Counselor for one year to address mental health needs.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$15,332.00	These funds will support the benefits for an additional School Counselor for one year to address mental health needs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$15,000.00	These funds will support the purchase of a social-emotional learning program for the Middle School to address students' mental health needs.

		$80,332.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$217,773.00
Allocation
$217,773.00

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)

21,777

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	$21,777.00	These funds will support the cost of a motivational speaker for the beginning-of-the-school-year Staff Day and throughout the 22-23 and 23-24 school years to address teachers regarding social-emotional learning for their students as well as their own mental health needs.
		$21,777.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$217,773.00
Allocation

$217,773.00

Budget Over(Under) Allocation

$0.00

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

17,422

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$7,000.00	These funds will support the salaries for additional hours for a district-wide teacher literacy training to improve reading.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$5,037.00	These funds will support benefits for additional hours for a district-wide teacher literacy training to improve reading.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,000.00	These funds will support the purchasing of books and other supplies for a district-wide teacher literacy training to improve reading.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$4,385.00	These funds will support the purchasing of Enhanced Core Reading Instruction (ECRI) material for elementary school teachers to improve reading.
		$17,422.00	

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	217,773	80,332	21,777	17,422	98,242

Learning Loss Expenditures

Budget

$217,773.00
Allocation
$217,773.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$36,000.00	These funds will support the purchase of the Measures of Academic Progress (MAP) Assessments that will assess students' academic growth and address

Function	Object	Amount	Description
			learning loss (2 years).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$50,000.00	These funds will support the salaries for our Instructional Design Leaders to oversee the creation and implementation of online curricula and lesson plans to address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$12,242.00	These funds will support benefits for our Instructional Design Leaders to oversee the creation and implementation of online curricula and lesson plans to address learning loss.
		$98,242.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$217,773.00

Allocation

$217,773.00

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	$57,000.00	$17,279.00	$0.00	$0.00	$0.00	$56,385.00	$0.00	$130,664.00
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	$50,000.00	$15,332.00	$0.00	$0.00	$0.00	$0.00	$0.00	$65,332.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$21,777.00	$0.00	$0.00	$21,777.00
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
	$107,000.00	$32,611.00	$0.00	$0.00	$21,777.00	$56,385.00	$0.00	$217,773.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$217,773.00