

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Foose Elementary	1766
Scott Elementary	7667

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student 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]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Foose Elementary	<p>Acadience is utilized to diagnose early literacy skill deficits in all children K-2. Based on the tiered process, an If-Then menu of research-based interventions is utilized based on the child's needs. Intervention materials at this level include but are not limited to, 95 Percent Group, West Virginia Phonics, and Heggerty. Students in grades 3-5 are tiered based on their literacy development. The interventions used for children that demonstrate skill deficits include, but are not limited to: Intervention Component to Open Court, Bridging the Gap, 95 Percent group and West Virginia Phonics. A similar tiered intervention for students that exhibit skill deficits in mathematics is utilized for students in need. These research-based math interventions include, but are not limited to, small group instruction, Imagine Math, Xtra Math, Fluency Sprints, the use of intentional productive struggle and mathematical discourse.</p>
	<p>Acadience is utilized to diagnose early literacy skill deficits in all children K-2. Based on the tiered process, an If-Then menu of research-based interventions is utilized based on the child's needs. Intervention materials at this level include but are not limited to, 95 Percent Group, West Virginia Phonics, and Heggerty. Students in grades 3-5 are tiered based on their literacy development. The interventions used for</p>

School Building Name	Methods Used to Understand Each Type of Impact
Scott Elementary	<p>children that demonstrate skill deficits include, but are not limited to: Intervention Component to Open Court, Bridging the Gap, 95 Percent group and West Virginia Phonics. A similar tiered intervention for students that exhibit skill deficits in mathematics is utilized for students in need. These research-based math interventions include, but are not limited to, small group instruction, Imagine Math, Xtra Math, Fluency Sprints, the use of intentional productive struggle and mathematical discourse.</p>

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Foose Elementary	<p>Chronic absenteeism is tracked through the OnHands database. The building follows its Absence Plan with interventions which include a teacher call home, a SAIP meeting with the guidance counselor and then a referral to a social worker. Buildings have also just started Check in Connect with PA counseling. This program is used when someone is identified as chronically absent. PA Counseling then begins to work with the family to begin putting strategies in place to address the barriers to attending school.</p>
Scott Elementary	<p>Chronic absenteeism is tracked through the OnHands database. The building follows its Absence Plan with interventions which include a teacher call home, a SAIP meeting with the guidance counselor and then a referral to a social worker. Buildings have also just started Check in Connect with PA counseling. This program is used when someone is identified as chronically absent. PA Counseling then begins to work with the family to begin putting strategies in place to address the barriers to attending school.</p>

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Foose Elementary	Second Step would be implemented during the advisory period at all levels. Daily average attendance is monitored at the building and district levels. Additionally, suspension data is examined monthly by building and district administration.
Scott Elementary	Second Step would be implemented during the advisory period at all levels. Daily average attendance is monitored at the building and district levels. Additionally, suspension data is examined monthly by building and district administration. To further support the social-emotional well-being of its students, Scott school implements a PBIS system which sets positive behavioral expectations and then rewards students who are demonstrating those behaviors. Play therapy through PA Counseling is also another therapeutic service that is being offered. When needed, PA Counseling can also offer family-based counseling services. Group therapy is being facilitated through school counselors and social workers.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Foose Elementary	In addition to tracking daily average attendance and other data through SWIS, central office staff conduct academic walkthroughs. Feedback concerning active engagement is gathered as one part of the walkthrough tool. Through PBIS, students can also earn tickets to attend incentive events.
	In addition to tracking daily average attendance and other data through SWIS, central office staff conduct academic walkthroughs. Feedback concerning active engagement is gathered as one part of the walkthrough tool. Through PBIS,

School Building Name	Method Used to Understand Each Type of Impact
Scott Elementary	students can also earn tickets to attend incentive events. Scott school also offers the Principal 200 club that recognizes students who go above and beyond. They receive a ticket which they can use for incentives. They are also publicly recognized on a bulletin board and can participate in a special event quarterly.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Foose Elementary	N/A
Scott Elementary	N/A

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Foose Elementary	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	In order to support inclusion, the school will conduct quarterly meetings with staff to monitor and adjust the schedule and provide any further professional learnings that may be required based on teachers' needs. Also, Foose will develop, distribute and collect an inclusion survey from all professional staff. Goals towards students' individual IEP goals will also be tracked through progress monitoring.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Foose Elementary	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	<p>Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-4 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-4 as well as Imagine Math for grades K-4 would be administered at the beginning of the year, middle of the year and end of the year.</p>
Foose Elementary	Students from low-income families	<p>The assessments outlined above for students from each racial or ethnic group would also apply to students from low-income families. Again, data from Acadience for grades K-2 and Star Assessments for grades 3-4 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-4 as well as Imagine Math for grades K-4 would be</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		administered at the beginning of the year, middle of the year and end of the year.
Scott Elementary	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	In following the district calendar of assessment, various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-4 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-4 as well as Imagine Math for grades K-4 would be administered at the beginning of the year, middle of the year and end of the year.
Scott Elementary	Students from low-income families	The assessments outlined above for students from each racial or ethnic group would also apply to students from low-income families. Again, data from Acadience for grades K-2 and Star Assessments for grades 3-4 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-4 as well as Imagine Math for grades K-4 would be administered at the beginning of the year, middle of the year and end of the year.

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Foose Elementary	Various assessments have been incorporated into the Harrisburg School District Assessment Map. For universal screeners, Foose School would use Acadience Learning, Star Reading and Math and the WIDA Screener/Kindergarten Screener. Additionally, it uses Acadience, Star Reading and Math, Imagine Math, and Imagine Learning to provide benchmark data for its students. These tools can also provide growth data which teachers analyze during PLCs using practices from DataWise.
Scott Elementary	Various assessments have been incorporated into the Harrisburg School District Assessment Map. For universal screeners, Scott School would use Acadience Learning, Star Reading and Math and the WIDA Screener/Kindergarten Screener. Additionally, it uses Acadience, Star Reading and Math, System 44, Imagine Math, and Imagine Learning to provide benchmark data for its students. These tools can also provide growth data which teachers analyze during PLCs using practices from DataWise.

School Building Name	Strategy Description

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Foose Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scott Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Foose Elementary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scott Elementary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

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School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); 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 A-TSI designated School, 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 students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Foose Elementary	In developing a plan of how ARP ESSER would be used, building leaders from Foose School and district administrators discussed how the funds might best support students identified as needing additional support. This plan was then brought back to the leadership team to have further discussion. Updates through the “quick reference guide” share out progress on the comprehensive plan to families and community members; this is posted on the school’s website. This is updated quarterly. The plan for the A-TSI funding will also be incorporated into the quick reference guide. During staff meetings, progress toward the plan’s goals are shared monthly. This information will also be discussed with staff in the future as well during one of these monthly staff meetings.
	In developing a plan of how ARP ESSER would be used, building leaders from Scott School and district administrators discussed how the funds

School Building Name	Stakeholder Engagement
Scott Elementary	might best support students identified as needing additional support. The leadership shares progress on the comprehensive school plan with its staff monthly. Additionally, the building administration has met with its building's leadership team which includes a member of the HEA teacher's union, a community partner from PA Counseling and Mrs. Brown, the Family Engagement Specialist. Mrs. Brown then also communicates key aspects of the plan with families as part of her role. Building leadership also will post the building's progress regarding the comprehensive plan on its website.

5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Foose Elementary	Building administration has met with district administrators to discuss how the funds could be used to best support the goals of the school plan. Additionally, the building leadership team has also previewed the plan. In January, Foose school will gather more feedback from the Steering Committee at the quarterly comp plan meeting. The Steering Committee is comprised of a variety of stakeholders.
Scott Elementary	Building administration has met with district administrators to discuss how the funds could be used to best support the goals of the school plan. Additionally, the building leadership team has also previewed the plan; this team contains multiple stakeholders. The plan will be further discussed with the rest of the staff in the winter of 2022.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in

alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Foose Elementary	The A-TSI plans were approved by the Board of Directors on November 15th and then added to the school's website for the public to access. Additionally, parents/caregivers and community givers are able to provide feedback on the A-TSI plan through the website. If a family does not speak English or Spanish, the district utilizes Language Line to provide the requested information in the family's first language.
Scott Elementary	The A-TSI plans were approved by the Board of Directors on November 15th and then added to the school's website for the public to access. Additionally, parents/caregivers and community givers are able to provide feedback on the A-TSI plan through the website. If a family does not speak English or Spanish, the district utilizes Language Line to provide the requested information in the family's first language.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Foose Elementary	Access to Instruction	Purchase collaborative educational project-based learning activities to use in inclusion classrooms. These STEM activities for students across grades K-4 will allow them to work with each other on hands-on activities.
		Allocation for teachers to attend training outside of the normal school day on a comprehensive instructional

School Building Name	Use of Funds	Plan for Funds
Foose Elementary	Staffing	<p>framework to support teacher implementation of inclusive practices. Frameworks being investigated are: LFS, UDL, and UBD. Additionally, funds will be used for teachers and admin to engage in three 90-minute math PL sessions after school hours during Jan-Mar 2022 and another full day of PL in June 2022. Sessions will focus on a deeper dive into: the Standards for Mathematical Practices and their application to classroom instruction; incorporating rigorous and relevant tasks; moving from concrete to representational to abstract thinking and the use of manipulatives; mathematical discourse; and addressing student misconceptions. To further support math instruction, funds will be allocated for 30 teachers to attend 12 hours of math training sessions after school hours and in the summer. Rate of pay is \$24 per hour.</p>
Foose Elementary	Access to Instruction	<p>Purchase research-based math intervention materials for Tier 2 and 3 students.</p>
Foose Elementary	Continuity of Services	<p>Purchase of educational incentives for demonstration of student growth in relation to personal goals (pencils, pens, highlighters, notebooks, colored pencils, etc.). This will also help to support a positive school environment, placing a focus on learning and growth throughout the school community.</p>

School Building Name	Use of Funds	Plan for Funds
Foose Elementary	Access to Instruction	Purchase of math program for supplemental asynchronous use through June 2024 for Grades 3-4.
Scott Elementary	Staffing	Funds will be used for teachers and admin to engage in three 90-minute math PL sessions after school hours during Jan-Mar 2022 and another full day of PL in June 2022. Sessions will focus on a deeper dive into: the Standards for Mathematical Practices and their application to classroom instruction; incorporating rigorous and relevant tasks; moving from concrete to representational to abstract thinking and the use of manipulatives; mathematical discourse; and addressing student misconceptions. To further support math instruction, funds will be allocated for 30 teachers to attend 12 hours of math training sessions after school hours and in the summer. Rate of pay is \$24 per hour.
Scott Elementary	Access to Instruction	Purchase research-based math intervention materials for Tier 2 and 3 students.
Scott Elementary	Continuity of Services	Purchase of educational incentives for demonstration of student growth in relation to personal goals (pencils, pens, highlighters, notebooks, colored pencils, etc.). This will also help to support a positive school environment, placing a focus on learning and growth throughout the school community.

School Building Name	Use of Funds	Plan for Funds
Scott Elementary	Continuity of Services	Purchase of a program to progress monitor the effectiveness of targeted instruction in math vocabulary and math fact fluency.
Scott Elementary	Access to Instruction	Purchase of math program for supplemental asynchronous use through June 2024 for Grades 3-4.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Foose Elementary	<p>Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-4 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-4 as well as Imagine Math for grades K-4 would be administered at the beginning of the year, middle of the year and end of the year. Using the Harrisburg School District Dashboard, the school can disaggregate Acadience and Star data by economically disadvantaged, students with disabilities and various ethnic and racial groups.</p>
Scott Elementary	<p>Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-4 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from</p>

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	Acadience for grades K-2, Star Assessments for grades 3-4 as well as Imagine Math for grades K-4 would be administered at the beginning of the year, middle of the year and end of the year. Using the Harrisburg School District Dashboard, the school can disaggregate Acadience and Star data by economically disadvantaged and various ethnic and racial groups.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Foose Elementary	Student progress on the asynchronous math software will be tracked and their growth will be measured using Imagine math. Professional learning will be measured using surveys that are administered as part of the Act 48 process. To gauge the effectiveness of the inclusion activities, both parent and student focus groups will be conducted.
Scott Elementary	Student progress on the asynchronous math software will be tracked and their growth will be measured using Imagine math. Professional learning will be measured using surveys that are administered as part of the Act 48 process.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Foose Elementary	There are no FTE positions created by or sustained by A-TSI funds
Scott Elementary	There are no FTE positions created by or sustained by A-TSI funds

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Foose Elementary	<p>A-TSI funds will not be used to support summer and afterschool programs. However, students from Foose School will have access to summer and after school programs which will be funded through ESSER and ARP/ESSER funds. For after school programs, data from Acadience for grades K-2 and Star assessments for grades 3-4 will be compared to students who did not participate in the after-school program. For the summer school program, STAR assessments will be utilized to determine academic needs. Diagnostic assessments will be used in Imagine Math and STAR. This data will be compared to students who did not complete the summer program to measure the effectiveness of the program.</p>
Scott Elementary	<p>A-TSI funds will not be used to support summer and afterschool programs. However, students from Scott School will have access to summer and after school programs which will be funded through ESSER and ARP/ESSER funds. For after school programs, data from Acadience for grades K-2 and Star assessments for grades 3-4 will be compared to students who did not participate in the after-school program. For the summer school program, STAR assessments will be utilized to determine academic needs. Diagnostic assessments will be used in Imagine Math and STAR. This data will be compared to students who did not complete the summer program to measure the effectiveness of the program.</p>

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$143,604.00

Allocation

\$143,604.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$6,480.00	Hourly pay for 30 teachers to attend 9 hours of training outside of the normal school day. Professional training will support teacher implementation of inclusive practices using comprehensive instructional framework. Rate of pay is \$24 per hour.
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,909.00	Benefits for 30 teachers to attend 9 hours of training for inclusive practices
				Purchase collaborative educational

School Building Name	Function	Object	Amount	Description
Foose Elementary	1000 - Instruction	600 - Supplies	\$15,000.00	project based learning activities to use in inclusion classrooms. This will allow students in grades K-4 to work with each other on hands-on activities.
Foose Elementary	1000 - Instruction	600 - Supplies	\$2,270.00	Materials to support professional learning related to inclusive practices using comprehensive instructional framework.
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$12,007.00	Professional learning fees to support instructional framework for inclusive practices.
				Professional learning fees for teachers to attend training outside of the normal school day. Professional training will support mathematics instruction. Teachers and admin will engage in three 90-minute math

School Building Name	Function	Object	Amount	Description
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,250.00	PL sessions after school hours during Jan-Mar 2022 and another full day of PL in June 2022. Sessions will focus on a deeper dive into: the Standards for Mathematical Practices and their application to classroom instruction; incorporating rigorous and relevant tasks; moving from concrete to representational to abstract thinking and the use of manipulatives; mathematical discourse; and addressing student misconceptions.
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,640.00	Hourly pay for 30 teachers to attend 12 hours of math training sessions after school hours and in the summer. Rate of pay is \$24 per hour.
				Benefits for 30

School Building Name	Function	Object	Amount	Description
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,879.00	teachers to attend 12 hours of math training sessions after school hours and in the summer.
Foose Elementary	1000 - Instruction	600 - Supplies	\$14,000.00	Purchase of research-based math intervention materials for Tier 2 and 3 students.
Foose Elementary	1000 - Instruction	600 - Supplies	\$8,500.00	Purchase Imagine Math for supplemental asynchronous use through June 2024 for Grades 3-4.
Scott Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY /	300 - Purchased Professional and Technical	\$7,250.00	Professional learning fees for teachers and administrators to attend training outside of the normal school day. Professional training will support mathematics instruction. Teachers and admin will engage in three 90-minute math PL sessions after school hours during Jan-Mar 2022 and another full day of PL in June 2022. Sessions will focus on a

School Building Name	Function	Object	Amount	Description
	SECONDARY	Services		deeper dive into: the Standards for Mathematical Practices and their application to classroom instruction; incorporating rigorous and relevant tasks; moving from concrete to representational to abstract thinking and the use of manipulatives; mathematical discourse; and addressing student misconceptions.
Scott Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,640.00	Hourly pay for 30 teachers to attend 12 hours of math training sessions after school hours and in the summer. Rate of pay is \$24 per hour.
Scott Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,879.00	Benefits for 30 teachers to attend 12 hours of math training sessions after school hours and in the summer.
Scott Elementary	1000 - Instruction	600 - Supplies	\$14,000.00	Purchase of research-based math intervention

School Building Name	Function	Object	Amount	Description
				materials for Tier 2 and 3 students.
Scott Elementary	1000 - Instruction	600 - Supplies	\$400.00	Purchase of a program such as Acadiance Math to progress monitor the effectiveness of targeted instruction in math vocabulary and math fact fluency.
Scott Elementary	1000 - Instruction	600 - Supplies	\$8,500.00	Purchase Imagine Math for supplemental asynchronous use through June 2024 for Grades 3-4.
Foose Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Purchase of educational incentives for demonstration of student growth in relation to personal goals (pencils, pens, highlighters, notebooks, colored pencils, etc.)
Scott Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Purchase of educational incentives for demonstration of student growth in relation to personal goals (pencils, pens,

School Building Name	Function	Object	Amount	Description
				highlighters, notebooks, colored pencils, etc.)
			\$143,604.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget
\$143,604.00
Allocation
\$143,604.00

Budget Over(Under) Allocation
\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Budget Summary

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	\$62,670.00	\$0.00	\$62,670.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$23,760.00	\$10,667.00	\$26,507.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$80,934.00
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 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support 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
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
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
	\$23,760.00	\$10,667.00	\$26,507.00	\$0.00	\$0.00	\$82,670.00	\$0.00	\$143,604.00
Approved Indirect Cost/Operational Rate: 0.0483								\$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
							Final	\$143,604.00