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	The District will use the following methods to identify the extent of COVID-19 on student social and emotional learning: results of Panorama student SEL/well-being survey, PBIS data (improvement in classroom behaviors: decrease in level 1 infractions and participating teacher report), and student feedback.
Professional Development for Social and Emotional Learning	The District will use the following methods to identify the extent of COVID-19 on professional development for social and emotional learning: surveys from PD sessions, Teaching and Learning Conditions survey data, teacher feedback and use of practices as observed by school administrators, coaches, and Learning Environment Specialists.
Reading Remediation and Improvement for Students	The District will use the following methods to identify the extent of COVID-19 on reading remediation and improvement for students: NWEA data, grades, DIBELS, and formative assessment.
Other Learning Loss	The District will use the following methods to identify the extent of COVID-19 on other areas of learning loss for students: NWEA data, grades, and formative assessment.

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.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Social and Emotional Learning	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Children from Low-Income Families	Social and Emotional Learning	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Children from Low-Income Families	Reading Remediation and Improvement	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Children with Disabilities	Social and Emotional Learning	Improvement on Learning Goals as indicated in the student's IEP and when applicable Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Children with Disabilities	Reading Remediation and Improvement	Improvement on Learning Goals as indicated in the student's IEP and when applicable Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
English Learners	Social and Emotional Learning	Improvement in Language Proficiency as measured by WIDA, Lexile Growth, RIT Growth, as measured by NWEA MAP, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	Improvement in Language Proficiency as measured by WIDA, Lexile Growth, RIT Growth, as measured by NWEA MAP, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Gender	Social and Emotional Learning	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Gender	Reading Remediation and Improvement	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Students Experiencing Homelessness	Social and Emotional Learning	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Students Experiencing Homelessness	Reading Remediation and Improvement	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Youth in Foster Care	Social and Emotional Learning	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement
Youth in Foster Care	Reading Remediation and Improvement	Lexile Growth, RIT Growth, and DIBELS data will be used to measure impacts of Reading Remediation & Improvement

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	5,563,152	30%	1,668,946

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 will review multiple data sources to help identify the social and emotional needs of students. Some of those sources include looking at students with consistently low grades and poor attendance. As well as: --Aggregate tripod and Teaching and Learning Conditions (TLC) survey results; --Panorama survey data; --SAP referrals; --Feedback from principals and teachers; and --Discipline data (referrals & infractions).

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
American School Counselor Association (ASCA)Training - Professional Development	Major Racial and Ethnic Groups	Universal	10,154
American School Counselor Association (ASCA)Training - Professional Development	Children from Low-Income Families	Universal	19,159
American School Counselor Association (ASCA)Training - Professional Development	Children with Disabilities	Universal	4,215
American School Counselor Association (ASCA)Training - Professional Development	English Learners	Universal	1,108
American School Counselor Association (ASCA)Training - Professional Development	Gender	Universal	9,579
American School Counselor Association (ASCA)Training - Professional Development	Students Experiencing Homelessness	Universal	287
American School Counselor Association (ASCA)Training - Professional Development	Youth in Foster Care	Universal	287

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Therapeutic Services for students to support their mental health	Major Racial and Ethnic Groups	Targeted	2,538
Therapeutic Services for students to support their mental health	Children from Low-Income Families	Targeted	4,789
Therapeutic Services for students to support their mental health	Children with Disabilities	Targeted	1,054
Therapeutic Services for students to support their mental health	English Learners	Targeted	277
Therapeutic Services for students to support their mental health	Gender	Targeted	2,395
Therapeutic Services for students to support their mental health	Students Experiencing Homelessness	Targeted	72
Therapeutic Services for students to support their mental health	Youth in Foster Care	Targeted	72
Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists, Learning Environment Specialists (LES's)	Major Racial and Ethnic Groups	Universal	10,154
Association of Black Psychologists SEL Support PD for			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
identified role groups (Counselors, Social Workers, School Psychologists, Learning Environment Specialists (LES's)	Children from Low-Income Families	Universal	19,159
Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists, Learning Environment Specialists (LES's)	Children with Disabilities	Universal	4,215
Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists, Learning Environment Specialists (LES's)	English Learners	Universal	1,108
Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists, Learning Environment Specialists (LES's)	Gender	Universal	9,579
Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists,	Students Experiencing Homelessness	Universal	287

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Learning Environment Specialists (LES's)			
Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists, Learning Environment Specialists (LES's)	Youth in Foster Care	Universal	287
Staff Wellness Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	Major Racial and Ethnic Groups	Universal	10,154
Staff Wellness Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	Children from Low-Income Families	Universal	19,159
Staff Wellness Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	Children with Disabilities	Universal	4,215
Staff Wellness			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	English Learners	Universal	1,108
Staff Wellness Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	Gender	Universal	9,579
Staff Wellness Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	Students Experiencing Homelessness	Universal	287
Staff Wellness Consultant to support programming and initiatives for staff wellness and provide opportunities to build upon wellness, physically, mentally and emotionally	Youth in Foster Care	Universal	287
School Wellness Coordinator stipend to identify school wellness needs, complete			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	Major Racial and Ethnic Groups	Universal	10,154
School Wellness Coordinator stipend to identify school wellness needs, complete school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	Children from Low-Income Families	Universal	19,159
School Wellness Coordinator stipend to identify school wellness needs, complete school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	Children with Disabilities	Universal	4,215
School Wellness Coordinator stipend to identify school wellness needs, complete school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	English Learners	Universal	1,108
School Wellness Coordinator stipend to identify school wellness needs, complete			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	Gender	Universal	9,579
School Wellness Coordinator stipend to identify school wellness needs, complete school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	Students Experiencing Homelessness	Universal	287
School Wellness Coordinator stipend to identify school wellness needs, complete school wellness survey and plan and implement a school wellness night for students, parents, and/or the community	Youth in Foster Care	Universal	287
SAP Support - Stipends for internal staff and consultant fees for training	Major Racial and Ethnic Groups	Universal	10,154
SAP Support - Stipends for internal staff and consultant fees for training	Children from Low-Income Families	Universal	19,159
SAP Support - Stipends for internal staff and consultant fees for training	Children with Disabilities	Universal	4,215

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
SAP Support - Stipends for internal staff and consultant fees for training	English Learners	Universal	1,108
SAP Support - Stipends for internal staff and consultant fees for training	Gender	Universal	9,579
SAP Support - Stipends for internal staff and consultant fees for training	Students Experiencing Homelessness	Universal	287
SAP Support - Stipends for internal staff and consultant fees for training	Youth in Foster Care	Universal	287
SEL integration and alignment – curriculum writers	Major Racial and Ethnic Groups	Universal	10,154
SEL integration and alignment – curriculum writers	Children from Low-Income Families	Targeted	19,159
SEL integration and alignment – curriculum writers	Children with Disabilities	Universal	4,215
SEL integration and alignment – curriculum writers	English Learners	Universal	1,108
SEL integration and alignment – curriculum writers	Gender	Universal	9,579

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
SEL integration and alignment – curriculum writers	Students Experiencing Homelessness	Universal	287
SEL integration and alignment – curriculum writers	Youth in Foster Care	Universal	287

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
Collaborative for Academic, Social and Emotional Learning (CASEL) Aligned SEL survey (currently collected through Panorama platform)	2 times per year	At least 50% of the students who participate in the SEL program, take the SEL survey and who have less than the average number of strengths compared to their grade level will improve at least one of the five categories to an area of strength.
ASCA PD - ASCA National Model Components in School Counseling Program Assessment	Annually	All school counselors participate in the professional development, all ASCA National Model Components in School Counseling Program Assessment are met in 75% of buildings at the end of the two-year period.
Therapeutic Services for Students - Number of students in need of service compared to the number served	Annually	Evaluation of number of students in need of services compared to number served – at least 80% of students referred to or requesting services are seen within 90 days.
		All counselors and social

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Assoc. of Black Psychologists PD - Tripod and Teaching and Learning Conditions (TLC) Survey	Annually	workers will participate in the scheduled PD and coaching sessions; there will be an increase in research-based culturally-responsive, trauma-informed practices which lead to equitable systems for nurturing learning environments as evidenced by data on the TRIPOD and TLC survey.
Staff Wellness - Staff Wellness Survey	Annually	Identification of a school wellness coordinator for every building, occurrence of a school wellness event in every building, quarterly meetings of School Wellness/Healthy School Team and, an increase in favorable responses on the staff wellness survey.
SAP - Monthly SAP Meetings	Annually	At least one point person per building is identified, the SAP team meets monthly as evidenced by team meeting minutes, and there is an increase in the number of referrals that receive parent permission and subsequent supports.
SEL Integation - Panorama Student SEL and Well-Being Survey	Twice per year	Curricula and lesson plans across K-12 ELA, math, science and social studies will specifically include SEL integration, which will lead to an increase of 3 percentage points each in the areas of self-management, learning strategies and self-efficacy on the Panorama student SEL and well-being survey.

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	5,563,152	10%	556,315

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
a. Social emotional learning and					Presentation at January Leading and Learning (LLI) on foundations of SEL – Collaborative for

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
support for students that have suffered trauma during the COVID-19 pandemic;	101	Admin	Student Support Services	Internal Staff	Academic, Social and Emotional Learning (CASEL) wheel & competencies; implementation via reThink Ed with ties to Panorama data.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	2,000	Teacher	Student Support Services	Internal Staff	Asynchronous PD covering same topics as above (this PD will also include Counselors and Support staff).
b. Identifying signs of possible mental health issues and providing culturally relevant support;	500	Teacher	Training originates from the National Council for Well Being but the specific presenter is TBD		1 day training focused on how to help an adolescent (age 12-18) who is experiencing mental health or addictions challenge or is in crisis. Follow this link to learn more: https://www.mentalhealthfirstaid.org/population-focused-modules/youth/(this PD will also include support staff, Admin and

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
					Other staff).

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
Professional Development Survey	Upon completion of the training	At least 80% of the staff who complete the SEL training will indicate that the training was helpful and that they will use it in their daily activities.
Professional Development Survey	Enrollment and upon completion of training	90% of the schools will ensure school leadership (principal, assistant principal, social worker, school counselor) participate in the SEL training for school admins within the first year of the initial provision of the training.

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	5,563,152	8%	445,052

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 provided NWEA MAP data to the state to examine the overall learning loss and lag using the PVAAS data systems. Additionally, the district leveraged the Regional Educational Laboratory (REL) to augment the analysis capacity of the district in examining student performance in relation to NWEA MAP data, student attendance, and usage of online systems. The preliminary REL analyses demonstrate that students in the district have a lag in learning compared to the national average for growth in all grade levels. The PVAAS analyses of the NWEA results have not yet been returned to the district.

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:

There is insufficient data to make this determination. The PVAAS does not provide one year's growth information, it provides a projection of what a student should do if they were to continue their trajectory of prior assessment results (which if they have a shallow growth trajectory may never rise to the level of "one year's growth"). It provides what an individual student's year of growth should be, but it does not provide a "gold" standard for what one year's growth is, nor does it indicate if the trajectory for a student is above or below that "gold" standard. The district began using the NWEA the year that the pandemic occurred, so we do not have sufficient data to make a statement about student performance over a full year. The District does have some initial information that will assist in identifying students that need support and short-term performance, but nothing across an entire "normal" year. The district provided NWEA MAP data to the state to examine the overall learning loss and lag using the PVAAS data systems. Additionally, the district leveraged the Regional Educational Laboratory (REL) to augment the analysis capacity of the district in examining student performance in relation to NWEA MAP data, student attendance, and usage of online systems. The preliminary REL analyses demonstrate

that students in the district have a lag in learning compared to the national average for growth in all grade levels. The PVAAS analyses of the NWEA results have not yet been returned to the district.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Reading Horizons	K-12, ESL, Special Education	542
Structured Literacy	K-5	323

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
Reading Horizons, Discovery Professional Development for Staff	Major Racial and Ethnic Groups	434	Staff PD on explicit phonics curriculum for students in need of decoding skills in grades K-3.
Reading Horizons, Discovery Professional Development for Staff	Children from Low-Income Families	147	Staff PD on explicit phonics curriculum for students in need of decoding skills in grades K-3.
Reading Horizons, Discovery Professional Development for Staff	Children with Disabilities	150	Staff PD on explicit phonics curriculum for students in need of decoding skills in grades K-3.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading Horizons, Discovery Professional Development for Staff	English Learners	100	Staff PD on explicit phonics curriculum for students in need of decoding skills in grades K-3.
Reading Horizons, Discovery Professional Development for Staff	Students Experiencing Homelessness	18	Staff PD on explicit phonics curriculum for students in need of decoding skills in grades K-3.
Reading Horizons, Discovery Professional Development for Staff	Youth in Foster Care	11	Staff PD on explicit phonics curriculum for students in need of decoding skills in grades K-3.
Reading Horizons, Elevate Professional Development for staff	Major Racial and Ethnic Groups	250	Staff PD on explicit phonics curriculum for students in need of support with decoding and fluency skills in grades 4+.
Reading Horizons, Elevate Professional Development for staff	Children from Low-Income Families	300	Staff PD on explicit phonics curriculum for students in need of support with decoding and fluency skills in grades 4+.
Reading Horizons, Elevate Professional Development for staff	Children with Disabilities	145	Staff PD on explicit phonics curriculum for students in need of support with decoding and fluency skills in grades 4+.
			Staff PD on explicit

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading Horizons, Elevate Professional Development for staff	English Learners	5	phonics curriculum for students in need of support with decoding and fluency skills in grades 4+.
Reading Horizons, Elevate Professional Development for staff	Students Experiencing Homelessness	18	Staff PD on explicit phonics curriculum for students in need of support with decoding and fluency skills in grades 4+.

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
Professional development survey completion	After completion of training	80% of participants will indicate that they will use the information that they learned in their instruction.
NWEA MAP (K-12) ELA	3 times per year	At least 75% of the students who are in classes for the instructional staff who indicate they will use the training in their instructional practice, will demonstrate growth at a greater rate than their expected RIT score improvement.
PSSA ELA assessment	Lagging indicator once per year	The aggregate proficiency for the PSSA ELA assessment for those instructional staff who indicate that they will use the information that they learned in their instruction will improve at a single year's rate based on the state approved accountability

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		formula using the 2018-19 rate as the base. ELA/Lit – 2.1% point increase to 51.4%
NWEA MAP	3 times per year	80% of the students who are in classes of the instructional staff who indicate they will use the training in their instructional practice, will demonstrate greater increases in their national percentile rank in ELA and Math compared to students who are in classes with staff who do not indicate that they will use the information they learned in their instructional practice.
NWEA, AIR, CEPR results (Math)	2-3 times per year for programs with usage/attendance information	National partnership to examine impacts of programs based on participation and NWEA MAP results. This will provide an analysis for programs with usage / attendance information and NWEA test results.
DIBELS	2-3 times per year for students in specific interventions	80% of students who are in classes of the instructional staff who indicate they will use the training in their instructional practice with DIBELs results will demonstrate improvement in associated subtest category and overall score.

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	5,563,152	52%	2,892,839

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
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	Major Racial and Ethnic Groups	19,159	Core instructional materials for the following content areas and grade levels: science (9-12), social studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art
			Core instructional materials for the following content areas and grade levels: science (9-12), social

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	Children from Low-Income Families	19,159	studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	Children with Disabilities	4,074	Core instructional materials for the following content areas and grade levels: science (9-12), social studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art
			Core instructional materials for the following content areas and grade levels: science (9-12), social

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	English Learners	1,023	studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	Gender	19,159	Core instructional materials for the following content areas and grade levels: science (9-12), social studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art
			Core instructional materials for the following content areas and grade levels: science (9-12), social

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	Students Experiencing Homelessness	287	studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art
Purchase core instructional materials that are at grade-level and reflect current State or National Standards with appropriate scaffolds and supports	Youth in Foster Care	287	Core instructional materials for the following content areas and grade levels: science (9-12), social studies (PreK-12), Health and Physical Education (K-12), Advanced Courses and Enrichment (3-12), CTE and Career Middle School (6-12), World Languages: Chinese, French, and Spanish (K-12), PreK (Previous adoption was discontinued December 2020), and Art

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Purchase core instructional materials to develop language proficiency for English Learners with embedded intervention and enrichment lessons and activities to further support student learning	English Learners	75	Core instructional materials for ESL courses (6-12) specifically for students scoring below a 2.0 in language acquisition as determined by WIDA and less than three years in a U.S. school.
Purchase core instructional materials for students receiving alternate standards and resources to support learning behaviors	Children with Disabilities	4,074	Core instructional materials for students receiving alternate standards and various resources to support learning behaviors, i.e., sensory rooms or contracted services.

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
NWEA MAP (K-12) Math and Science	3 times per year	At least 75% of the students who use the new curriculum materials and are present for 80% of the days that the curriculum is in place will demonstrate growth at a greater rate than their expected RIT score.
PSSA (3-8) Math and Science	Lagging indicator once per year	The aggregate district proficiency from the state Math and Science related assessments for students who use the new curriculum materials will improve at a single year's rate based on the

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		approved state accountability formula using the 2018-19 rate as the base. Math – 2.8% point increase to 33.6% and Science 2.1% point increase to 49.5%.
NWEA MAP	3 times per year	80% of the students participating in at least 80% of the available program days, will demonstrate greater increases in their national percentile rank in ELA and Math compared to all other students.
IEP Learning Goals and 504 Plans	Quarterly 4 times per year	Progress on individual student goals.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$5,563,152.00

Allocation

$5,563,152.00

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)

1,668,946

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$48,000.00	American School Counselor Association (ASCA)Training - Professional Development - Consultant Fee
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$998,532.00	Therapy Supports - Social Worker Certification / Licensing Fee
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$51,315.00	Association of Black Psychologists Training - Staff Salaries
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$13,693.00	Association of Black Psychologists Training - Mandatory Benefits for Staff Salaries

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$100,000.00	Staff Well-being - Consultant Fees
2400 - Health Support Services	100 - Salaries	$54,000.00	School Wellness - Coordinator Stipends
2400 - Health Support Services	200 - Benefits	$14,410.00	School Wellness - Mandatory Benefits for Coordinator Stipends
2200 - Staff Support Services	100 - Salaries	$60,600.00	Integration and Alignment - Curriculum Writers' Salaries
2200 - Staff Support Services	200 - Benefits	$13,171.00	Integration and Alignment - Mandatory Benefits for Curriculum Writers' Salaries
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$162,000.00	SAP Supports - School Outreach - Staff Salaries ($1000/staff x 54 schools/staff x 3 years)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$43,035.00	SAP Supports - School Outreach - Mandatory Benefits for Staff Salaries
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$6,000.00	SAP Supports - School Outreach Monitoring Salaries ($2,000 x 1 staff x 3 years)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$1,593.00	SAP Supports - School Outreach Benefits for Monitoring Salaries
2100 - SUPPORT SERVICES –	300 - Purchased Professional and	$78,750.00	SAP Supports - SAP Training - Consultant Fee ($375 x 35 staff x

Function	Object	Amount	Description
STUDENTS	Technical Services		2 trainings/yr x 3 years)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$18,900.00	SAP Supports - SAP Coordinator Salaries($350 x 54 schools/staff)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$4,947.00	SAP Supports - Mandatory Benefits for SAP Coordinator Salaries
		$1,668,946.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget
$5,563,152.00
Allocation
$5,563,152.00

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)

556,315

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$439,132.00	Teacher Academy - Staff Salaries
2200 - Staff Support Services	200 - Benefits	$117,183.00	Teacher Academy - Mandatory Benefits for Staff Salaries
		$556,315.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$5,563,152.00

Allocation

$5,563,152.00

Budget Over(Under) Allocation

$0.00

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

445,052

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$351,306.00	Professional Development - Teacher Salaries
2200 - Staff Support Services	200 - Benefits	$93,746.00	Professional Development - Mandatory Benefits for Teacher Salaries
		$445,052.00	

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	5,563,152	1,668,946	556,315	445,052	2,892,839

Learning Loss Expenditures

Budget

$5,563,152.00
Allocation

$5,563,152.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,608,006.00	Textbooks, inlcuding e-books
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	$284,833.00	Indirect Costs @ 5.12%

		$2,892,839.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$5,563,152.00

Allocation

$5,563,152.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$2,608,006.00	$0.00	$2,608,006.00
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	$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
Programs								
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	$238,215.00	$63,268.00	$1,125,282.00	$0.00	$0.00	$0.00	$0.00	$1,426,765.00
2200 Staff Support Services	$851,038.00	$224,100.00	$100,000.00	$0.00	$0.00	$0.00	$0.00	$1,175,138.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$54,000.00	$14,410.00	$0.00	$0.00	$0.00	$0.00	$0.00	$68,410.00
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

	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
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
	$1,143,253.00	$301,778.00	$1,225,282.00	$0.00	$0.00	$2,608,006.00	$0.00	$5,278,319.00
				Approved Indirect Cost/Operational Rate: 0.0512				$284,833.00
				Final				$5,563,152.00