

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	The district already implements a SEW, called Caring School Community for students K-8. The district already had one social worker to assist with student mental health. In addition, 3 more social workers will be hired to help manage the social-emotional well-being of students K-12. These social workers, in conjunction with existing school counselors, and school psychologists will assess students identified as being in need. SAP teams are currently in place and the CST process will also assist in this area if needed.
<b>Professional Development for Social and Emotional Learning</b>	Since the district decided to continue using a SEW that was in place, no new outside professional development was required. PD was done by school administrators.
<b>Reading Remediation and Improvement for Students</b>	The AASD will find ways to increase student learning and decrease student learning loss for all students. Teachers will use student data from September of 2021 using Acadience Reading and Math assessment scores, edInsight Benchmarks, CDTs, PSSA, and other assessments. Teachers will use formative assessments continually and refer struggling students to the CST. Adjustments to instruction will be made based on the information provided by the assessments given to students. The addition of teaching staff, both classroom teachers and a learning loss teacher will reduce the student-teacher ratio allowing for classrooms that are socially distanced and decrease the need for quarantining students. The reduction of class size will increase individualized instruction being provided to students. ESL teachers will work with students to identify areas of need. Once identified, ESL teachers will collaborate with regular education teachers to provide additional support to ESL students. Additional time may be provided if needed.
	The AASD will implement several evidence-based interventions that will be utilized over three years to address the impact of the lost instructional time due to COVID-19. Smaller class sizes: All children, especially special needs, ESL, and low income, need smaller classes for more academic and

	<b>Method used to Understand Each Type of Impact</b>
<b>Other Learning Loss</b>	<p>social-emotional support, and they will need this due to learning loss suffered from the COVID-19 pandemic. Smaller classes also allows for greater social distancing which will result in fewer students needing to quarantine. Research shows smaller classes lead to better outcomes for all kids – especially those who need help the most. Class size reduction results in better grades and improved outcomes for students. Increased number of social workers: School social workers play an important role in bridging the gap between school and home. They are also equipped to handle the diverse needs that our students come to school with on a daily basis. They are an asset to our team in many ways, especially when it comes to absenteeism and counseling. After school tutoring: Afterschool tutoring will be utilized to close the gap of students who have been required to quarantine or isolate due to COVID-19. Teachers at all district buildings will provide tutoring twice a week after school to work with students who require additional support. This is especially important for our vulnerable populations. Learning Loss Teacher: A teacher was hired to work directly with students while they are quarantined or isolated from school. This will help mitigate the amount of loss that occurs while they are out of school.</p>

**Documenting Disproportionate Impacts**

- 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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
English Learners	Other Areas of Learning Loss	<p>The AASD will address any barriers that may prevent a child from learning (i.e. language deficiencies, cultural and relocation issues, etc.). Assessments will be given by ESL teachers with the results allowing teachers to focus our instruction on the skills that our students have missed due to COVID-19. Formative assessments will continue to be given to inform instruction by</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		the regular education teacher and the ESL teacher.
Children from Low-Income Families	Social and Emotional Learning	The ASSD will utilize our social workers to assist our low-income families in finding the needed and necessary supports that will help them. We will continually look for ways to support our families outside of the school day and assist them with helping their children academically, socially, mentally, and physically. This will include afterschool tutoring and the addition of a learning loss teacher.
Children with Disabilities	Reading Remediation and Improvement	The AASD will use a number of assessments to determine the needs of our students. These include, Acadience (DIEBLS), Spring Math, edInsight benchmark assessments, Classroom Diagnostic Tool (CDT), and local assessments. Progress monitoring will be conducted to determine what success the students are making and where they still have skill/knowledge deficits. Instruction by regular education teachers and a special education teacher will focus on identified areas of need. In addition to academic needs, IEP holders will monitor students for other needs as well, social-emotional, speech, etc.

**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
<b>Minimum 30% SEL Requirement</b>	247,380	30%	74,214

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 AASD used conduct reports, SAP data, social work, and school counselor referrals to assess the need for SEL support.

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
Caring School Community	Children from Low-Income Families	Universal	700
Caring School Community	Children with Disabilities	Universal	300
Caring School Community	English Learners	Universal	20

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
SAP referalls, social work and school counselor referrals	Ongoing	We will use these sources of data to determine if the number of students needing SEL support decreases.

**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
<b>Minimum 10% SEL PD Requirement</b>	247,380	10%	24,738

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
  - Identifying signs of possible mental health issues and providing culturally relevant support;
  - Motivating students that have been disengaged;
  - Mentoring students who have attendance issues before it becomes a pattern;
  - Self-care and mindfulness strategies for teachers;
  - Engaging and communicating effectively with parents;
  - 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 support for students that have suffered trauma during the COVID-19 pandemic;	150	Teacher	Social Workers	External Contractor	PD will cover SEL issues, mental health issues and trauma-informed care.

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
Teacher survey	Ongoing	Teachers will share information on their ability to assist with SEL issues.

**Section 3c - Reading Improvement for Students:**

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
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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.

- 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
<b>Minimum 8% Reading Improvement Requirement</b>	247,380	8%	19,790

- 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?

Acadience, STAR reading, CDT, edInsight benchmarks. These assessments are needed to identify which students are in need of intervention. We have a larger than normal number of students who are behind academically.

- 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:



This is not universal, but there are students who are more than a year behind.

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
LETRS	k-2	9

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
Raz Kids, Foundations, Heggerty Routine, Spring Math, Reflex Math	Children from Low-Income Families	500	Reading and math intervention.
Raz Kids, Foundations, Heggerty Routine, Spring Math, Reflex Math	Children with Disabilities	200	Reading and math intervention.
Raz Kids, Foundations, Heggerty Routine, Spring Math, Reflex Math	English Learners	20	Reading and math intervention.

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
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Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience, STAR reading, CDT, edInsight benchmarks.	Ongoing	Acadience, STAR reading, CDT, edInsight benchmarks. These assessments will be used to determine how our interventions are progressing.

**Section 3d - Other Learning Loss Activities:** LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. 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
<b>52% Other Learning Loss Activities</b>	247,380	52%	128,638

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
Raz Kids, Foundations, Heggerty Routine, Spring Math, Reflex Math	Children from Low-Income Families	500	Reading and math intervention.
Raz Kids, Foundations, Heggerty Routine, Spring Math, Reflex Math	Children with Disabilities	200	Reading and math intervention.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Raz Kids, Foundations, Heggerty Routine, Spring Math, Reflex Math	English Learners	20	Reading and math intervention.

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
Acadience, STAR reading, CDT, edInsight benchmarks, Spring Math, Reflex Math.	Ongoing	Acadience, STAR reading, CDT, edInsight benchmarks Spring Math and Reflex Math. These assessments will be used to determine how our interventions are progressing.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$247,380.00

**Allocation**

\$247,380.00

**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)

74,214

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$74,214.00	Additional social workers to assist with student mental health.
		<b>\$74,214.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$247,380.00

**Allocation**

\$247,380.00

**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)

24,738

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$24,738.00	PD for administrators on SEW (Caring School Communities)
		<b>\$24,738.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$247,380.00

**Allocation**

\$247,380.00

**Budget Over(Under) Allocation**

\$0.00

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

19,790

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$19,790.00	Added 2 additional teachers to reduce student to teacher ration.
		<b>\$19,790.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	247,380	74,214	24,738	19,790	128,638

**Learning Loss Expenditures**

**Budget**

\$247,380.00

**Allocation**

\$247,380.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$128,638.00	Additional teachers to aide in learning loss, tutoring, reduction of class sizes
		<b>\$128,638.00</b>	





**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$247,380.00

**Allocation**

\$247,380.00

**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	\$148,428.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$148,428.00
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								

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$74,214.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74,214.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$24,738.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,738.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$148,428.00</b>	<b>\$0.00</b>	<b>\$98,952.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$247,380.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$247,380.00</b>