

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	Social and Emotional learning has been assessed by utilizing the PASS screening tool for students to self-identify their social and emotional wellness as well as classroom observational data from the return to school in the 2021-2022 school year. The needs of students are then defined by the counselors and teachers through the data and strategies can be implemented for support.
Professional Development for Social and Emotional Learning	Based on the needs we are seeing with students, we are determining with the staff the type of additional professional development support they need in this area through informal and small group conversations.
Reading Remediation and Improvement for Students	The needs of students in this area have been identified through current MAP assessment data, classroom assessment data, and historical trends.
Other Learning Loss	Information related to learning loss and needs for support is being gathered regularly through state assessment data, MAP assessment data, classroom data, parent surveys, small group and informal conversations with administrators and teachers.

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	Professional development for working with students with significant social and emotional needs, as exhibited through behaviors will be provided to support teachers and support staff in this area. This should lead to reduction of behaviors, greater options for response to behaviors and general feelings of prepared-ness among staff to assist students in these areas as indicated by staff survey responses.
Children with Disabilities	Reading Remediation and Improvement	Through strategic and targeted reading intervention for middle school students struggling with reading concerns significantly below grade level. We should see student reading readiness levels increase through the assessments provided in the Sonday system as well as periodic MAP assessments.
Children from Low-Income Families	Reading Remediation and Improvement	Through strategic and targeted reading intervention for students struggling with reading concerns significantly below grade level. We should see student reading readiness levels increase through the assessments provided in the Sonday system as well as periodic MAP assessments.
		Participation in programming will likely impact attendance, MAP assessments, as well as results on the WIDA

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Other Areas of Learning Loss	assessment. The district will evaluate the success of these targeted programs after assessment results are returned.
English Learners	Reading Remediation and Improvement	Through strategic and targeted reading intervention for students struggling with reading concerns significantly below grade level. We should see student reading readiness levels increase through the assessments provided in the Soday system as well as periodic MAP assessments.

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	94,317	30%	28,295

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 LEA is utilizing the PASS Assessment to identify social and emotional needs of students as well as teacher-observed data in the classroom.

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
PASS Assessment	Children from Low-Income Families	Universal	861
K-5 Counselor	Children from Low-Income Families	Universal	509

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
PASS Screening tool	annual	Students will indicate less social, emotional, and mental health concerns over time.

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	94,317	10%	9,432

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:

- a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
- b. Identifying signs of possible mental health issues and providing culturally relevant support;
- c. Motivating students that have been disengaged;
- d. Mentoring students who have attendance issues before it becomes a pattern;
- e. Self-care and mindfulness strategies for teachers;
- f. Engaging and communicating effectively with parents;
- g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	100	Other	Allegheny Health Network	External Contractor	This professional development experience is still under development. The goal is to provide strategies for support staff and specific teachers to identify what needs students may have and to learn strategies to provide support for those students to be successful in the classroom and their daily lives.

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	once immediately after PD experience, once after implementation	Survey will indicate that staff will feel equipped with strategies to use with students exhibiting significant behaviors due to mental health concerns and will be able to implement strategies in times of need.

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.

- 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	94,317	8%	7,545

- 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?

We will be piloting the use of the Souday System for strategic reading intervention for those students most at-risk in reading. MAP Assessments and local assessments were used to identify students with significant reading challenges in grades 3-8. At the middle level, these

are students with disabilities. At the elementary level, one group is title I students and one group is English language learners. Those students were then screened with the Sonday System screening tool to determine the level at which their intervention should begin.

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:

MAP Assessment data from the 2020-2021 school year indicates that of students with growth data available, less than 50% met the projected growth targets in reading.

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
Fundations	K-2	15
Sonday System	3-8	3

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
			Students will receive strategic reading intervention using the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Sunday System Reading Intervention	Children with Disabilities	10	Sunday System multiple times per week from an instructor who has been trained in the use of the program.
Sunday System Reading Intervention	Children from Low-Income Families	7	Students will receive strategic reading intervention using the Sunday System multiple times per week from an instructor who has been trained in the use of the program.
Sunday System Reading Intervention	English Learners	5	Students will receive strategic reading intervention using the Sunday System multiple times per week from an instructor who has been trained in the use of the program.

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
Sunday Progress Monitoring Tool	intermittently throughout program	Students will make progress within the reading intervention program.
MAP Assessment Tool	3 times per year	Students will show growth in the area of reading in the MAP assessment.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
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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
52% Other Learning Loss Activities	94,317	52%	49,045

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
Summer School and Enrichment Programs	Children from Low-Income Families	100	Students will participate in summer learning opportunities for remediation or enrichment, depending on their needs.
Common core math practices professional development	Children from Low-Income Families	509	Teachers will receive professional development in common core math practices to include in their classroom for Tier 1 intervention for

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			all students.
ELA instructional strategies professional development	Children from Low-Income Families	509	ELA teachers in elementary grades will receive professional development in ELA instructional strategies to implement with all students as Tier 1 intervention and best practice towards strategic reading instruction.
Visual representation math intervention	Children from Low-Income Families	509	Math teachers will have access to the intervention materials to use with students who may have significant content gaps from previous years for just in time content learning.

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
MAP Assessment Data	three times per year	Students will show growth on MAP assessments.
Summer Enrichment Program Survey	after summer program	Students will express connection to those in the program (staff/students). Students may express new interests or exposure to new concepts, ideas, or habits.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Summer School Promotion	after summer school	Students who participate in summer school will be promoted to the next grade level.
Summer School Attendance	throughout summer program	Students will participate regularly in summer programming through daily attendance.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$94,317.00

Allocation

\$94,317.00

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)

28,295

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$11,200.00	Online access and assessment guide for the PASS SEL assessment for all students in grades 3-8 to evaluate social and emotional health.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$18,655.00	A portion of the salary for the K-5 school counselor to support the social, emotional and mental health of students in grades K-5.
		\$29,855.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$94,317.00

Allocation

\$94,317.00

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)

9,432

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$9,432.00	Professional development for supporting students with significant behaviors due to social and emotional needs for support staff and teachers.
		\$9,432.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$94,317.00

Allocation

\$94,317.00

Budget Over(Under) Allocation

\$0.00

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

7,545

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,030.50	Materials and fees for the Sondag System strategic reading intervention training for use for three school years.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$250.00	Professional development for the Sondag System strategic reading intervention training.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,264.50	Materials to support reading intervention.
		\$7,545.00	

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	94,317	29,855	9,432	8,452	46,578

Learning Loss Expenditures

Budget

\$94,317.00

Allocation

\$94,317.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,700.00	Math intervention materials for students in grades K-5.
			Math practices

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,000.00	professional development for teachers in grades K-5.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,500.00	ELA instructional strategies for elementary teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$27,285.00	Salaries for Summer School and Enrichment Program.
		\$47,485.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$94,317.00

Allocation

\$94,317.00

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	\$27,285.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,995.00	\$0.00	\$48,280.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$18,655.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,200.00	\$0.00	\$29,855.00
2200 Staff Support Services	\$0.00	\$0.00	\$16,182.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,182.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$45,940.00	\$0.00	\$16,182.00	\$0.00	\$0.00	\$32,195.00	\$0.00	\$94,317.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$94,317.00