

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 is seeking to implement a social emotional learning program kindergarten through 6th grade. The district is moving forward with the Classroom Champions in which programming consists of SEL curriculum and mentorship programs to improve engagement, growth mindsets and inspire positive classroom culture. The district is seeking to employ an LSW in order to work within the SEL curriculum in grades k-6, work within parameters of homeless liaison for students entering and exiting and ensuring SEL services within the district, as well as working within Behavioral support plans and functional behavioral assessments for student supports. The high school will continue to implement PBIS at the high school in relation to social emotional learning.
Professional Development for Social and Emotional Learning	Professional development will be for staff and social worker(s) for the Classroom Champions in order to be implemented across k-6 grade levels. The district is seeking to employ a LSW and seeks to offer training for a BCB certification as well in order for the LSW to be able to assist with FBA, PBSP, and school wide positive behavioral plans. The district seeks to incorporate trauma training, behavioral management training, CPI training, and SEL training district wide.
Reading Remediation and Improvement for Students	Reading remediation includes the Qualitative Reading Inventory for fluency checks and retell. The Primary Spelling Inventory and Elementary Spelling inventory from Bear from Words Their Way K-3. Making Sense of Phonic Word Building will also be utilized K-3. The Wonders Reading series is utilized K-6, and the district is seeking to implement Wonder Works K-6 (in which the district is currently utilizing this 4-6). Decoding SRA material will be utilized 4-6 in order to remediate and improve student achievement. The high school will be working with Elements of Literature and McGraw Hill Glencoe in order for student remediation and improvement.
Other Learning Loss	The district is seeking to employ a LSW in order to assist with social emotional learning district wide, as well as work within positive behavior intervention supports district wide. The LSW will work to assist the team to

	Method used to Understand Each Type of Impact
	implement school wide positive behavior supports which also supports social emotional learning for all students district wide.

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	The SAP process will be used across the district to identify students, K-12. Classroom Champions will be utilized as curricular strategies in order measure impacts K-6. .
Children from Low-Income Families	Reading Remediation and Improvement	Qualitative Reading Inventory, Primary Spelling and Elementary Spelling Inventory, Making sense of Phonic Word Building, The Wonders Reading series and Wonderworks, Decoding, Elements of Literature and McGraw Hill Glencoe

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	466,738	30%	140,021

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.

SAP Process (Any student who is referred through the SAP process for behavioral and mental health support services.)
 PBIS Data from SWIS (In looking at SWIS data through team meetings, any student that has been suspended 3 or more times or served 5 or more ISS days.
 Attendance (Any student who has missed more than 20 days of school)

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
Classroom Champions Curriculum	Major Racial and Ethnic Groups	Universal	1,500

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
Reduction of rates in the SAP process	quarterly	The number of referrals will go down by 2 students per quarter.
Through SWIS Team data meeting	monthly	The number of office referrals will go down by 3 referrals per month.
Attendance Data	Every other week in SAP meetings	2% increase in attendance

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%			

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
SEL PD Requirement	466,738	10%	46,674

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	70	Other	In house Trainer/teacher	Internal Staff	Crisis Prevention Intervention Training for all staff (Teacher, paraprofessionals, etc.)
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	1	Support Staff	Pressley Ridge	External Contractor	Training for a LSW to obtain a behavioral consultant certification.

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
look at data through survey, SAP team referrals, Attendance and SWIS/PBIS data	2 times a year	Decrease SAP referrals Increase in Attendance rate Decrease in Students referrals in SWIS
Observation/Walk through	monthly	Classroom engagement Reduction of behaviors in school setting Increase in attendance Increase in Student Achievement

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	466,738	8%	37,339

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 lower 30% of students in the district as observed in State and local assesments (Dibels, STAR, PSSA PVASS data (which last that is available is 2019) and Keystone). The lowest 30% of students need academic remedial instruction as well as social emotional learning.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

The PVASS data is showing that students are not making 1 years worth of growth over the timeframe. The data from 2019 is demonstrating the subpopulation of special education is meeting or exceeding growth, although this indicates that special education students may not be in the bottom 30% of the lowest learners. District data demonstrates that the lowest 30% of students are in need of Reading remediation and social emotional learning as indication in the SAP process, SWIS/PBIS data and state and local assessments (this data was not analyzed through subgroups but as a whole).

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
Wonderworks Training	4-6	15
Decoding	4-6	15
Lettrs	K-3	24
Haggerty	K-3	24

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
Wonderworks	Major Racial and Ethnic Groups	700	Wonderworks is an intervention for students below grade level which breaks down the content and skills for student understanding.
Decoding/Reading Mastery	Children with Disabilities	290	Student will receive explicit phonics instruction from the SRA 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
PVAAS	Yearly	increase in student growth measure
Dibels, STAR	3 x a year	increase in student academic growth (3-5%)

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	466,738	52%	242,704

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
Licensed Social Worker	Children from Low-Income Families	150	To employ a licensed social worker district wide Oversee PBIS Program Implement SEL programming Assist Home-School Visitor

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
Data through SAP and SWIS/PBIS	Monthly	Decrease in SAP and Office behavior referrals
Attendance Data	Monthly	Increase in student attendance.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$466,738.00

Allocation

\$466,738.00

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)

140,021

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$105,000.00	Classroom Champions Curriculum will purchased for K-12 teacher use for SEL program for 3 years.
2000 - SUPPORT SERVICES	600 - Supplies	\$35,021.00	Each teacher will be allotted monies to purchase curricular materials for the Classroom Champions Program.
		\$140,021.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$466,738.00

Allocation

\$466,738.00

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)

46,674

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$30,674.00	Professional Development for staff in CPI in order to support the Social Emotional Program.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$16,000.00	Licensed Social Worker training in order to obtain a BCB and drive an SEL program, as well as support home school visitor and FBA/PBSP
		\$46,674.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$466,738.00

Allocation

\$466,738.00

Budget Over(Under) Allocation

\$0.00

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

37,340

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$33,000.00	Wonderworks Intervention program for the Wonders reading will be purchased
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,340.00	SRA Decoding Materials will be purchased for use of students,
		\$37,340.00	

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	242,702	140,021	46,674	37,340	18,667

Learning Loss Expenditures

Budget

\$466,738.00

Allocation

\$466,738.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	\$123,000.00	Salary for a LSW for 3 year time frame
2000 - SUPPORT SERVICES	200 - Benefits	\$119,703.00	Benefits for LSW for 3 year time frame
		\$242,703.00	



Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$466,738.00

Allocation

\$466,738.00

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	\$37,340.00	\$0.00	\$37,340.00
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	\$123,000.00	\$119,703.00	\$105,000.00	\$0.00	\$0.00	\$35,021.00	\$0.00	\$382,724.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$46,674.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,674.00
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
	\$123,000.00	\$119,703.00	\$151,674.00	\$0.00	\$0.00	\$72,361.00	\$0.00	\$466,738.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$466,738.00