

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 recognizes the impact of COVID 19 on social/emotional well-being and has provided students with access to a social worker four days a week. In addition, the district is offering a telehealth site that allows students, families and staff the opportunity to meet with a medical professional on-site. This opportunity eliminates financial and transportation barriers and provides access to a trained medical professional. The district had also purchased behavioral rating scales to help gauge student perception and satisfaction if warranted. The BASC-Self Report has been purchased and can be utilized along with the BASC-Teacher and Parent Report.
Professional Development for Social and Emotional Learning	The district will monitor student engagement by observations of interactions, classroom participation and attendance and academic performance. If a staff member has a concern pertaining to student engagement, a referral will be made to the district guidance counselor or school psychologist. A classroom observation can be completed and a phone call home will be made. If warranted, the school psychologist can complete a behavioral consult and a referral to the school based social worker can be made. The district staff has been trained on the adverse impacts of the pandemic and is aware of waning signs (i.e., disengagement, withdrawn, social isolation, decrease in academic performance, etc.).
Reading Remediation and Improvement for Students	The district will continue to offer high quality educational opportunities for all students. The district will use the ESSER funds to help identify, locate and provide educational opportunities for vulnerable students and those at risk of failing to recoup lost skills. Academic impacts will be measured by student performance on local and state assessments, CBAs, and progress toward IEP goals. The district will look for trends in learning and focus instructional methods to remediate deficient skills. After School Programs will be offered specifically in the area of reading, facilitated by a Reading Specialist. Morning and After School Title Programs will be offered and

	Method used to Understand Each Type of Impact
	frequent progress monitoring will be completed and reviewed with the Reading Specialist.
Other Learning Loss	As a result of the mandated school closure in March 2020, the education of our students has been disrupted and the district faces many challenges as a result. The pandemic exacerbated economic disparities and technological barriers of students from low income families. The district plans to continue to use ESSER funds to support all students and provide technology needs to families in need. By doing so, students can have the option to select from various instructional models and continue to remain engaged in a virtual or hybrid setting.

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.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Other Areas of Learning Loss	The district plans to continue to use ESSER funds to support all students and provide technology needs to families in need. By doing so, students can have the option to select from various instructional models and continue to remain engaged in a virtual or hybrid setting. While the pandemic could have easily deepened the disparities for students from low income families, the district used funds to provide all families in need with access to the technology (devices and internet access) needed to remain academically engaged.
		Some early indicators suggest that children with disabilities

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	<p>may show even more significant academic-achievement discrepancies from their same-age peers as a result of the pandemic. As with all students, children with disabilities experienced a disruption to their academic learning and access to in-person related aids and services. Last year, the district located and identified students in need of CCS services, provided a summer learning opportunity for all students, and offered an ESY program along with related aids and services for eligible students. The district plans to continue to monitor student progress and carefully examine regression and recoupment by utilizing the newly purchased STAR Reading and Math series, EasyCBM tool, offering related services to students in need through the implementation of the MTSS model and monitoring student progress through the Student Success Team. Furthermore, in an effort to lessen the impact, the district will offer an After-School Program four days a week at both the Elementary and High School to provide additional learning opportunities for our students.</p>

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	115,803	30%	34,741

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 monitor student engagement by observations of interactions, classroom participation and attendance and academic performance. If a staff member has a concern pertaining to student engagement, a referral will be made to the district guidance counselor or school psychologist. A classroom observation can be completed and a phone call home will be made. If warranted, the school psychologist can complete a behavioral consult and a referral to the school based social worker can be made. The district staff has been trained on the adverse impacts of the pandemic and is aware of waning signs (i.e., disengagement, withdrawn, social isolation, decrease in academic performance, etc.). The district recognizes

the impact of COVID 19 on social/emotional well-being and has provided students with access to a social worker four days a week. In addition, the district is offering a telehealth site that allows students, families and staff the opportunity to meet with a medical professional on-site. This opportunity eliminates financial and transportation barriers and provides access to a trained medical professional. The district had also purchased behavioral rating scales to help gauge student perception and satisfaction if warranted. The BASC- Self Report has been purchased and can be utilized along with the BASC-Teacher and Parent Report. The district will explore options for a SEL curriculum K-8 to assist with character building, positive peer relations and conflict resolution. In addition, the district will continue to work with outside providers to help students who may have experienced a negative impact from the pandemic.

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
Social Work Services	Children from Low-Income Families	Universal	50
Social Work Services	Children with Disabilities	Universal	50

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
Student observations, parent/staff input, generalization of skills taught, and self reflections	every nine weeks	Students are expected to improve overall social/emotional well-being through the provision of social work services. Students should be able to generalize taught skill across settings.

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	115,803	10%	11,580

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
					Mrs. Hunger (school social worker) will continue to update staff on student performance and ways to support student engagement and motivation

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
c. Motivating students that have been disengaged;	10	Teacher	Erin Hunger	External Contractor	in the classroom. She will share strategies that have worked and frequently collaborate with service providers. She will continue to attend parent and staff meetings and share her expertise to help facilitate student success. The district may also reach out to the IU for additional resources/professional development to promote positive behaviors and a healthy school climate.

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
		As Mrs. Hunger continues to educate staff on student behaviors, the LEA should see

Tool Used to Evaluate Success	Frequency of Use	Expected Results
decrease in referrals	Each nine weeks	a decrease in referrals for school based social work services. As staff becomes more educated on how to handle student behaviors, Mrs. Hunger's role should shift from a direct service provider to support for school personnel in some cases.

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	115,803	8%	9,264

- 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 is committed to making a full recovery from the pandemic by focusing funds and

resources from the ESSER grant to strengthen the educational opportunities for our students. The funds will be directed to those most vulnerable and impacted within the dynamics of our district (students from low income families, children with disabilities and students who did not consistently participate in remote instruction when offered). The district will continue to offer free breakfast and lunch for all students, provide means of technology to those in need, monitor academic progress by utilizing the STAR and EasyCBM tools, monitoring student growth and progress through IEP's, progress on local and state assessments and frequent collaboration with service providers and staff through the newly implemented Student Success Team.

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

Yes

Please explain:

The school district has placed an emphasis on the use of CDT's in grades 3-12 and STAR Testing in grades K-5. These testing initiatives along with a number of literacy resources purchased by the school district has proved to be valuable for student growth. The majority of our at-risk students are showing significant growth in their benchmarking and PSSA test results. The school district's PSSA results continue to exceed the state average. The school district is also providing after school programs such as tutoring, Classroom Success, and Title I club to address student deficiencies.

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
STAR Reading	K-5, all Special Education K-12	32

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
After School Classroom Success	Children from Low-Income Families	30	Students have the opportunity to participate in an After School Program based on identified needs.
After School Programs	Children with Disabilities	30	Students have the opportunity to participate in an After School Program based on identified needs.

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
STAR Reading	monthly for students in Title, three times a year for all other students K-5, annually for IEP development grades 6-12	Students are expected to make meaningful progress on STAR Reading assessments

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	115,803	52%	60,218

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
Provide technology to families in need	Children from Low-Income Families	100	The district plans to continue to use ESSER funds to support all students and provide technology needs to families in need.
Provide technology to families in needs	Children with Disabilities	100	The district plans to continue to use ESSER funds to support all students and provide technology needs to families in need.

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
Student Engagement and participation	daily	By providing technology, students can have the option to select from various instructional models and continue to remain engaged in a virtual or hybrid setting. Student attendance and participation in expected.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$115,803.00

Allocation

\$115,803.00

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)

34,741

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$34,741.00	Contracted social worker 4 days a week.
		\$34,741.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$115,803.00

Allocation

\$115,803.00

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)

11,580

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$11,580.00	contracted social worker to educate staff on student behaviors.
		\$11,580.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$115,803.00

Allocation

\$115,803.00

Budget Over(Under) Allocation

\$0.00

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

9,264

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$9,264.00	Monitoring tools and literacy resources.
		\$9,264.00	

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					0

Learning Loss Expenditures

Budget

\$115,803.00

Allocation

\$115,803.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,218.00	Chromebooks
		\$60,218.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$115,803.00

Allocation

\$115,803.00

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	\$60,218.00	\$0.00	\$60,218.00
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	\$0.00	\$0.00	\$34,741.00	\$0.00	\$0.00	\$9,264.00	\$0.00	\$44,005.00
2200 Staff Support Services	\$0.00	\$0.00	\$11,580.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,580.00
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
	\$0.00	\$0.00	\$46,321.00	\$0.00	\$0.00	\$69,482.00	\$0.00	\$115,803.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$115,803.00