

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	We will review the number of guidance counselor visits related to SEL issues. Also, the guidance counselor surveyed all teachers at the beginning of the 2021-22 school year to determine SEL need.
Professional Development for Social and Emotional Learning	Teachers will be surveyed to determine professional development needs related to SEL issues.
Reading Remediation and Improvement for Students	PSSA and benchmark data was analyzed to determine the extent of needed reading remediation for students.
Other Learning Loss	PSSA and benchmark data was analyzed to determine the extent of needed remediation.

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	We will review the number of guidance counselor visits related to SEL issues. Also, the guidance counselor surveyed all teachers at the beginning of

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		the 2021-22 school year to determine SEL need.
Children from Low-Income Families	Reading Remediation and Improvement	PSSA and benchmark data was analyzed to determine the extent of needed reading remediation for students.
Children with Disabilities	Reading Remediation and Improvement	PSSA and benchmark data was analyzed to determine the extent of needed reading remediation for students.
English Learners	Reading Remediation and Improvement	PSSA and benchmark data was analyzed to determine the extent of needed reading remediation for students.

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	19,803	30%	5,941

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.

Teacher surveys, observation, data related to the number of visits to the guidance counselor's office for SEL concerns. After reviewing guidance counselor visit data and teacher survey data, we have determined the following concerns: Strengths: Students appear to know when they need help and seek help when needed. Staff very much encourages students to use their resources, as they are very attuned to mental health needs and encourage transparency. Concerns: Social awareness and responsibility are areas that need to be restrengthened. Personal responsibility, due to the shift in personal responsibility as students return to in-person learning.

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
Second Step, Move This World, or another SEL program TBD (whole class)	Major Racial and Ethnic Groups	Universal	256
Second Step, Move This World, or another SEL program TBD (intervention)	Major Racial and Ethnic Groups	Targeted	8

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
Teacher observation	ongoing	Decrease in anti-social and/or disruptive behaviors.
Guidance counselor visit data	ongoing	Decrease in number of students visiting the guidance counselor for SEL needs.

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	19,803	10%	1,980

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
e. Self-care and mindfulness strategies for teachers;	30	Teacher	Guidance Counselor	Internal Staff	Staff development related to self-care and mindfulness strategies for teachers.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	30	Teacher	SEL Program Provider	External Contractor	Professional development related to the use of the SEL program resources to meet student 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;	30	Teacher	Guidance Counselor	Internal Staff	Providing professional development to help teachers identify ACES and implementing Trauma-informed practices.

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
Data related to guidance counselor visits for SEL concerns	ongoing	Decrease in number of students visiting the guidance counselor for SEL needs.
Teacher observation	ongoing	Decrease in anti-social and/or disruptive behaviors.

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	19,803	8%	1,584

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?

We used information gathered for Title I qualification, which included the following assessments (these varied, depending on the student grade level): DIBELS, Qualitative Reading Inventory, iReady diagnostic, Study Island diagnostic, a writing sample, Envision diagnostic, knowledge of high-frequency words, Reading A-Z Running Records, CORE Phoneme Deletion, CORE Phoneme Segmentation, CORE Phonics Survey, WIDA scores, Primary Spelling Inventory, to evaluate student need. In most cases, students identified scored at least one grade level below their current grade in reading and/or math.

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:

In the past, students typically made a year's worth of growth or more in the area of reading. However, last year, we had a disproportionate amount of students scoring basic or below basic on the reading PSSA, indicating, to us, that a year's worth of growth was not made.

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
Planning a Novel Study	3-8	10
Writing Across the Curriculum	K-8	20

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
Small, needs-based group	Major Racial and Ethnic Groups	7	Targeted instruction using Foundations and Megawords - to improve phonics
Small, needs-based group	Major Racial and Ethnic Groups	7	Targeted instruction using Words Their Way - to improve spelling
Small, needs-based group	Major Racial and Ethnic Groups	7	Targeted instruction using Comprehension Toolkit - to improve comprehension
Small, needs-based group	Major Racial and Ethnic Groups	7	Targeted instruction using Foundations and Megawords - to improve phonemic awareness

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
PSSA Scores	Annually	At-risk students will move from basic or below basic to proficient or advanced
Benchmark Assessments	3x / year	Students will score closer to or at grade level.

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	19,803	52%	10,298

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
Small, needs-based groups	Major Racial and Ethnic Groups	20	Targeted instruction using Foundations, Megawords, Words Their Way, Comprehension Toolkit.
			Chess Club: Students

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>will be introduced to the basics of chess or more advanced strategies depending on skill level. Chess provides opportunities for students to develop critical thinking, problem solving, strategic thinking, strengthens executive functioning skills, and perseverance. Students reluctant to participate in the activity will have the opportunity to develop a growth mindset.</p> <p>Drama Club: Students will be introduced to basic acting and drama skills. More advanced students will sharpen their existing skills and have opportunities to take a leadership role. Drama provides students with the opportunity to express their emotions, role play in a safe environment, develop teamwork skills, collaboration, and cooperation. Students reluctant to participate in the activity will have the opportunity to develop a growth mindset.</p> <p>Critical Thinking Club: Students will be given</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
SEL/Growth Mindset Activities	Major Racial and Ethnic Groups	20	<p>the opportunity to learn creative problem-solving methods while having fun in the process. Young scholars will stretch their minds and jump head first into logic puzzles, Socratic critical thinking exercises, and riddles with no right answer to encourage creativity and ingenuity without fear of criticism. Students reluctant to participate in the activity will have the opportunity to develop a growth mindset.</p> <p>Kaizen Club: Students will have the opportunity to develop a better understanding of themselves through self-reflection exercises and group activities along with guided discussions. These activities and discussions will focus on building servant leadership skills in students (empathy, awareness, listening, building community, & commitment to the growth of people). Students reluctant to participate in the activities and discussions will have</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			the opportunity to develop a growth mindset.

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
PSSAs	Annually	Students will move from basic/below basic to advanced/proficient.
Benchmark Assessment	3x/year	Students will score closer to or at grade level.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$19,803.00

Allocation

\$19,803.00

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)

5,941

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,941.00	Purchase of Second Step, Move This World, or other SEL program for use K-8.
		\$5,941.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$19,803.00

Allocation

\$19,803.00

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)

1,980

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,980.00	Professional training for use of Second Step, Move This World, or other SEL program which we purchase.
		\$1,980.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$19,803.00

Allocation

\$19,803.00

Budget Over(Under) Allocation

\$0.00

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

1,584

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,584.00	Salaries and Benefits for after-school program to address reading needs.
		\$1,584.00	

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	19,803	5,941	1,980	1,584	10,298

Learning Loss Expenditures

Budget

\$19,803.00

Allocation

\$19,803.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,650.00	Salaries for after school program.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	Supplies and materials for after-school program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$648.00	Benefits for after school program.
		\$10,298.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$19,803.00

Allocation

\$19,803.00

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	\$10,234.00	\$648.00	\$0.00	\$0.00	\$0.00	\$6,941.00	\$0.00	\$17,823.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$1,980.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,980.00
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
	\$10,234.00	\$648.00	\$1,980.00	\$0.00	\$0.00	\$6,941.00	\$0.00	\$19,803.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$19,803.00