

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 be using research-based student surveys to assess social and emotional learning needs. We will be including BLaST IU 17 support for this process using Casel aligned study to help provide surveys and develop metrics for SEL assessment and intervention planning to address identified SEL needs for our students. We will also be looking and Student Assistance Program referrals to help identify students with SEL needs.
Professional Development for Social and Emotional Learning	We will be utilizing BLaST IU 17 services to help train staff on the social, emotional and mental health issues students are facing due to the pandemic. The training will include current research, policies, issues, identification strategies and interventions for teachers to implement with their students.
Reading Remediation and Improvement for Students	The local district LEA will be implementing testing to determine academic baselines and identify areas of skill deficiencies in reading. We will also be working within our current Title Programs framework and expand our use of DIBELS to acquire additional information on current skill levels and areas of focus in reading. Additional rounds of testing will assess progress toward addressing the identified skill deficiencies and areas of focus.
Other Learning Loss	The local district LEA will be implementing testing to determine academic baselines and identify areas of skill deficiencies in math. Additional rounds of testing will assess progress toward addressing the identified skill deficiencies and areas of focus.

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
Children from Low-Income Families	Social and Emotional Learning	<p>1. We will be utilizing Positive Behavior Plans throughout the school (K-12). 2. We will be implementing Behavioral Contracts for students identified through program assessments. 3. A school designated Emotional Support teacher will provide E.S. services. This teacher will be supported by BLaST IU 17 for additional counseling and other services as determined through the assessment process. 4. BLaST IU 17 will provide teacher training on Social, Emotional and Mental Health concerns caused by the pandemic. This training will include current policies, issues, strategies and interventions that will help teachers identify and address these concerns with their students.</p>
Children from Low-Income Families	Reading Remediation and Improvement	<p>1. The local LEA will analyze baseline and progress assessment data to determine skill deficiencies of our students in reading. They will use this data analysis to develop programs to remediate and improve student skills in reading. Programs that will be utilized to assist in skill acquisition will include Study Island and supports through our Title Program. 2. Teacher training for utilized software programs and tools will be provided by local educators and administrators. BLaST IU</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		17 will supplement training, as needed.
Children from Low-Income Families	Other Areas of Learning Loss	<p>1. The local LEA will analyze baseline and progress assessment data to determine skill deficiencies of our students in math. They will use this data analysis to develop programs to remediate and improve student skills in math. Programs that will be utilized to assist in skill acquisition will include Study Island, Math Seeds, a new elementary math series, Math XL and other programs as needed.</p> <p>2. Teacher training for utilized software programs and tools will be provided by local educators and administrators. BLaST IU 17 will supplement training, as needed.</p> <p>3. We will assign a teacher specifically for our elementary cyber program to improve skill acquisition across subjects.</p> <p>4. We will enhance our summer school program to include credit recovery and remediation courses for students in grades K-12. This program will utilize current teachers to the extent possible.</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	56,247	30%	16,874

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 local LEA will coordinate with BLaST IU 17 to utilize the Casel Aligned Study to assess social and emotional needs of the students. This will help the local LEA gather data to develop metrics for Social Emotional assessment and create a framework for intervention strategies to address identified SEL needs for our students. We will also utilize the Student Assistance Program referral process to help identify students with SEL needs. The local LEA will utilize baseline and periodic progress testing to identify areas of skill deficiencies in reading and math. Periodic testing will include multiple assessment measures including, but not limited to, Dibels, Foresight, and Study Island.

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
IU17 Provided Emotional Support Services	Children from Low-Income Families	Universal	284
CASEL based School-Wide Positive Behavior Program	Children from Low-Income Families	Universal	284

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
Casel aligned study	Evaluation based on programs usage	Evaluation metrics would provide individual progress of students requiring services. Program would enable students to

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	56,247	10%	5,625

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	3	Counselor	BLaST IU17	External Contractor	Counselors will be trained on strategies, techniques and resources to use to assist identified student SEL needs; available outside resources will be reviewed and utilized as needed by the counselors.
					Teachers will be trained so that

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;	61	Teacher	BLaST IU17	External Contractor	they will be able to identify and address their own social, emotional and mental health needs.
c. Motivating students that have been disengaged;	61	Teacher	BLaST IU17	External Contractor	Teachers will be trained on classroom engagement and motivational strategies and techniques to enhance classroom instruction.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	58	Teacher	BLaST IU17	External Contractor	Teachers will be trained to identify students who have suffered trauma related to the pandemic; procedures for referring students, as well as intervention strategies for teacher to utilize and implement in their classrooms will be taught.

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
Evaluation Survey	Post training	Teachers will report the key ideas learned during the training; they will also predict how they will integrate these ideas, procedures & techniques in their classrooms.
Feedback Reports	Monthly	Teachers & counselors will report on the techniques that they implemented, number of students referred, and resources utilized.

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	56,247	8%	4,500

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Requirement			

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 local LEA utilized baseline and progress assessment to determine areas of learning loss and develop strategies to address areas of skill deficiency. The specific group of students identified was socio-economically disadvantaged students. There was a disproportional loss of learning in reading and math within this student group. During the pandemic this student group lacked the necessary home resource to maintain progress with their peers.

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:

At the elementary level, the PVAAS data indicated that the students did not meet growth expectations in ELA. At the high school level, the PVAAS data indicated that the students met the percentage proficient or advanced in ELA; however, they did not meet growth expectations. They were within 3% of the expected growth standard in ELA.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Title Programs	Children from Low-Income Families	165	Various resources will be utilized by the dedicated Title teacher to identify and address reading deficiencies; individual and small group instruction will be implemented to assist in skill acquisition and remediation.
Study Island	Children from Low-Income Families	284	Program identifies areas of individual student skill deficiencies and remediates these areas; reports provide skill levels to teachers for further skill acquisition and remediation.

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
Progress assessment measures including Foresight, CDTs and Dibels	Quarterly	We expect to see student levels increase and the acquisition of skills in deficient areas.
Study Island reports (show skills and levels)	Weekly	We expect to see student advancement in grade level reported and increase in skills in deficient areas.

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	56,274	52%	29,262

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
New elementary math series, Math Seeds, Math XL	Children from Low-Income Families	165	New math program will assess current student levels and enhance skill acquisition and address areas of skill deficiency.
Study Island	Children from Low-Income Families	284	Program identifies areas of individual student skill deficiencies and remediates these areas; reports provide skill levels to teachers for further skill acquisition and remediation.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Progress assessment measures including Foresight, CDTs and Dibels	Quarterly	We expect to see student levels increase and the acquisition of skills in deficient areas.
Study Island reports (show skills and levels)	Weekly	We expect to see student advancement in grade level reported and increase in skills in deficient areas.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$56,247.00

Allocation

\$56,247.00

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)

16,874

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Salary expense for dedicated staff teacher assigned to students engaged in our Cyber program providing individualized supports for remote students and credit recovery for learning loss.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$17,000.00	Additional purchased emotional support services to expand our current program to address the increased demand for these services created by the COVID-19 isolation.
		\$37,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$56,247.00

Allocation

\$56,247.00

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)

5,625

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,800.00	Purchased professional development supporting the implementation of a district-wide positive behavior program and teacher emotional support training.
		\$5,800.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$56,247.00

Allocation

\$56,247.00

Budget Over(Under) Allocation

\$0.00

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

4,500

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,000.00	Salary expense for additional classroom programs supporting reading programs to include the Title program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	Reading material supplies, workbooks, texts and additional supplements.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$3,000.00	Expense related to testing and assessment measures.
		\$9,000.00	

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

\$56,247.00

Allocation

\$56,247.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,447.00	Supplies for math programs for skill aquisition.
		\$4,447.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$56,247.00

Allocation

\$56,247.00

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	\$23,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$7,447.00	\$0.00	\$33,447.00
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	\$17,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$5,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,800.00
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
	\$23,000.00	\$0.00	\$25,800.00	\$0.00	\$0.00	\$7,447.00	\$0.00	\$56,247.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$56,247.00