

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	In December of 2021 the students in grades K-12 will complete the PASS Survey to identify the social emotional barriers to learning faced by the student population.
<b>Professional Development for Social and Emotional Learning</b>	In November of 2021, teaching staff in the district will complete the "Self Assessing Social and Emotional Instruction and Competencies" tool and report their findings on a survey. The survey results will be used to prioritize professional development for the staff.
<b>Reading Remediation and Improvement for Students</b>	The learning loss in ELA will be assessed using NWEA Map growth assessments in reading and language usage in grades 3-12. Grades K-2 will use the DIBELS assessments and the MAP Reading Fluency assessment to analyze learning loss.
<b>Other Learning Loss</b>	The NWEA MAP Growth assessments will be used to assess learning loss in math. The locally designed assessments will be used to identify learning loss in other courses. The results of state testing may be used to identify learning loss in science, ELA, and Math for the grade levels/subjects tested.

### 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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
		The NWEA MAP Growth

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children from Low-Income Families	Other Areas of Learning Loss	<p>assessments will be used to assess learning loss in math and ELA. The locally designed assessments will be used to identify learning loss in other courses. The results of state testing may be used to identify learning loss in science, ELA, and Math for the grade levels/subjects tested. The district will also look at attendance data to identify students from low income families with higher truancy rates.</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
<b>Minimum 30% SEL Requirement</b>	43,987	30%	13,196

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 administer the PASS survey to all students in grades K-12 and use the results of the survey to identify the strengths and concerns for the students. Prior to this administration the district has used attendance, referrals from teachers, or disciplinary referrals to assess the overall behaviors and patterns in student's as groups and individually.

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
Full Time Social Worker		Universal	275
Supplies and materials for the social worker to use in working with student groups and individuals		Universal	275

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PASS Survey	Twice per year in the fall and spring	We expect to see a decrease in the impact that the specific areas of social emotional need have on learning as we address the needs indicated by the surveys. The surveys will show that the targetted areas have less impact on learning than the prior survey.
Social worker caseload	Once per year	We expect to see the number of students receiving services increase from current levels.
Discipline referrals	Monthly report	We expect to see a decrease in referrals for discipline related to behaviors that may be caused by social emotional barriers.

**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
<b>Minimum 10% SEL PD Requirement</b>	43,987	10%	4,399

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
f. Engaging and communicating effectively with parents;	35	Teacher	TBD	External Contractor	Specific topics will be determined after the staff surveys are collected. The staff needs identified on the survey will be used to find a

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
					provider and provide specific in person or virtual trainings to the staff.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	35	Teacher	TBD	Internal Staff	The school district is currently training a team of staff to be trauma certified educators through the IU08. The team will provide training in trauma and the impact of trauma on students to the rest of the district staff.
e. Self-care and mindfulness strategies for teachers;	35	Teacher	TBD	External Contractor	The district will assess the teacher's need through the survey and hire service providers to provide PD on the prioritized topics either in person or virtually.

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
Self Assessing Social and Emotional Instruction and Competencies	Once yearly	The survey results will show the areas of priority changing as staff receive more training and indicate a decrease in need for training.
Session Surveys	Every training session	A survey will collect information on the sessions and effectiveness of the pd sessions after each training.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	43,987	8%	3,519



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 assessments that will be used to determine the need addressed to reading will be MAP Growth assessments in grades 3-12 and the Reading Fluency assessment in grades K-2. Teacher observations and student performance on class assignments and assessments will also be used to assess learning loss. The expected findings will be that learning loss is highest in the primary grades. The students in grade 6 actually improved and passed the state PSSA with a proficiency rate of 65% last spring. This was one of the highest scores in any year.

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:

We have not been able to complete a full cycle of assessment and instruction/remediation to determine if at risk readers are making progress that exceeds expected growth. The MAP data collection was inconsistent last year due to COVID disruptions. This fall we have had much more success in getting students tested with consistency and accuracy.

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Structured Literacy Framework		60	Staff will receive training and use instructional techniques of the Structured Literacy Framework.

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
Reading fluency	Three times per school year (fall, winter, spring)	The number of students showing growth will increase.
DIBEL Benchmarking	Three times per year (fall, winter, spring)	The number of students below benchmarks will decrease.

**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
<b>52% Other Learning Loss Activities</b>	43,987	52%	22,873

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
One to One supports		75	An additional full time classroom aide will be hired to support instruction and enable more one to one support and remediation help for students in core classes.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
MAP Growth	Three times per year (fall, winter, spring)	The number of students meeting or exceeding expected growth in classes served by the aide will increase.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$43,987.00

**Allocation**

\$43,987.00

**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)

13,196

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$12,500.00	Salary for school social worker
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$12,500.00	Benefits for school social worker
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$750.00	Supplies and materials for the school social worker
		<b>\$25,750.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$43,987.00

**Allocation**

\$43,987.00

**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)

4,399

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,000.00	Pay for professional service providers such as the IU08 to provide training
2200 - Staff Support Services	600 - Supplies	\$1,000.00	Materials and supplies needed by staff to implement the changes to instruction and learning as a result of trainings
2200 - Staff Support Services	100 - Salaries	\$1,500.00	Salary to pay for district staff to hold trainings outside of the contracted work days/times
2200 - Staff Support Services	200 - Benefits	\$1,500.00	Benefits to pay for district staff to hold trainings outside of the contracted work

Function	Object	Amount	Description
			day/times
		<b>\$5,000.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$43,987.00

**Allocation**

\$43,987.00

**Budget Over(Under) Allocation**

\$0.00

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

3,519

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,000.00	Pay for professional service providers to hold professional development training on the Structured Literacy Framework.
2200 - Staff Support Services	600 - Supplies	\$1,000.00	Materials and supplies needed to implement the Structured Literacy Framework practices into instruction and learning
		<b>\$4,000.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	43,987	13,196	4,399	3,519	22,873

**Learning Loss Expenditures**

**Budget**

\$43,987.00

**Allocation**

\$43,987.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,237.00	Salary of an additional classroom aide to support students in the classroom and in remediation to accelerate learning



		<b>\$9,237.00</b>	
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**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$43,987.00  
**Allocation**  
 \$43,987.00

**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	\$9,237.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,237.00
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								

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$12,500.00	\$12,500.00	\$0.00	\$0.00	\$0.00	\$750.00	\$0.00	\$25,750.00
<b>2200 Staff Support Services</b>	\$1,500.00	\$1,500.00	\$4,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$9,000.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$23,237.00</b>	<b>\$14,000.00</b>	<b>\$4,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,750.00</b>	<b>\$0.00</b>	<b>\$43,987.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$43,987.00</b>