

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	<ul style="list-style-type: none"> • Identified Students will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. • A Personal Development course has been created as an elective credit; analysis of the semester grades shall be facilitated. • Each morning all Students receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Student Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
Professional Development for Social and Emotional Learning	The Mental Health Therapist within the Student Assistance Program will intervene with teachers and students via focus groups to address social emotional needs and develop strategies to assist students in overcoming these barriers that may inhibit their learning and achievement.
Reading Remediation and Improvement for Students	<ul style="list-style-type: none"> • CDT data shall be compared using student September 2021 scores to their CDT for the previous school year. • Number of Days that remote or synchronous instruction occurs within the 20-21 & 21-22 sy. • Connectivity issues relative to technology is being enhanced, continued analysis relative to band width and accessibility for our students and instructional staff. • Student Focus Groups shall take place in October, December, February, and May to evaluate the student's perception relative to lost instructional time.
Other Learning Loss	na

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	Reading Remediation and Improvement	CDT and internal best practice assessments to measure the impact that will include pre-post test analysis.
Children from Low-Income Families	Social and Emotional Learning	The Mental Health Therapist within the Student Assistance Program will intervene with teachers and students via focus groups to address social emotional needs and develop strategies to assist students in overcoming these barriers that may inhibit their learning and achievement. Students who identify significant barriers to pro-social and positive feelings shall be referred to the Mental Health facilitator to support these concerns.
Children with Disabilities	Reading Remediation and Improvement	CDT and internal best practice assessments to measure the impact that will include pre-post test analysis.
Children with Disabilities	Social and Emotional Learning	The Mental Health Therapist within the Student Assistance Program will intervene with teachers and students via focus groups to address social emotional needs and develop strategies to assist students in overcoming these barriers that may inhibit their learning and achievement. Students who identify significant barriers to pro-social and positive feelings shall be referred to the Mental Health facilitator to support these concerns.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
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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	151,533	30%	45,460

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 data sources include Sanctuary based assessments, feedback from student focus groups, input from staff, and outcome measures from the Aggression Replacement Training model.

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
Sanctuary	Children from Low-Income Families	Universal	575
Sanctuary	Children with Disabilities	Universal	185
Aggression Replacement Training	Children from Low-Income Families	Targeted	250
Aggression Replacement Training	Children with Disabilities	Targeted	100

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
Sanctuary Community Meeting	Daily	Student identify their feeling, goal and support system to the teacher/ facilitator.
Aggression Replacement Training	Weekly	Significan growth outcomes on the pre-post assement in the areas of social skills, anger control and moral development.

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	151,533	10%	15,153

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;	100	Other	Independent School Mental Health Contractor	External Contractor	Workshops to address the impact of pandemic related mental health issues, and effective strategies to deal with the impact of these issues on students and the school and learning environment.
					Workshops to

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
g. Working with community agencies to address non-academic needs.	70	Other	Perseus House	External Contractor	address the training of staff with the application of the Sanctuary “Community Meeting”.

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
Sign-in sheets for workshop training and evaluation tool for participants to judge value of workshop	1 per category	90% of all participants will increase their understanding of pandemic related issues and school concerns.

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	151,533	8%	12,123

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?

CDT and HMH Reading Inventory pre-post assessment scores from the 20-21 sy for all student groups were analyzed and identified a significant amount of scores less than equivalent to a years worth of academic progress, as well as lower than assessment outcomes from previous academic years.

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:

CSE PVAAS scores show indicators of meeting the academic growth scores for reading. These outcomes vary from our local assessments that included all students including those from the high school grades where progress did not meet similar academic scores in reading.

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
DOK	6-12 All student Groups	40

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
HMH Reading and Math	Children with Disabilities	575	The Houghton Mifflin Harcourt Read and Math 180 programs.
Depth of Knowledge	Children with Disabilities	575	Webb's DOK instructional model.
Text Dependent Analysis	Children with Disabilities	575	TDA instructional strategies
HMH Reading and Math	Children from Low-Income Families	575	The Houghton Mifflin Harcourt Read and Math 180 programs.
Depth of Knowledge	Children from Low-Income Families	575	Webb's DOK instructional model.
Text Dependent Analysis	Children from Low-Income Families	575	TDA instructional strategies

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
Pre-Post test Reading Inventory Scores	2 times per year, September and May	On average the increase in inventory scores shall show one year of academic growth on average for at least 70% of the students tested.

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	151,533	52%	78,797

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
Assistant Principal Position	Children from Low-Income Families	300	An additional Administrator to support the daily operations regarding SEL and Academics shall be applied. The role within this additional position will be responsible to work with our Data Warehousing intervention to support the analysis of student data and support the instructional staff as well as students in the identified areas indicated from the mining of data from the warehouse.

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 Note, Plans, Meeting, Teacher Conferences, Classroom Observations	Daily	The outcomes from these efforts will increase the data driven instructional strategies delivered to students. Instructional staff shall become better versed and be able to apply instructional strategies that support the mined data.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$151,533.00

Allocation

\$151,533.00

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)

45,460

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$20,000.00	Instructional Staff will provide Sanctuary "Community Meetings" during Home room. The funds will support the instructional salaries to deliver this approach.
3300 - Community Services	300 - Purchased Professional and Technical Services	\$15,000.00	Education Treatment Alternatives to train and supervise staff to deliver the evidence based model of Aggression Replacement Training.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$12,000.00	Mental Health Specialists to support students via the Student Assistance Program model, as warranted when the

Function	Object	Amount	Description
			community meeting assessments indicate.
		\$47,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$151,533.00

Allocation

\$151,533.00

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)

15,153

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,000.00	Support from School Psychologist to provide workshops to support staff through the C19 Pandemic. Workshops will focus on self-care and how to teach students how to apply self-care toward the traumas stemming from C19 Pandemic.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,000.00	Perseus House to train instructional staff on the use, application and interpretation of the Sanctuary "Community Meetings".
		\$16,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$151,533.00

Allocation

\$151,533.00

Budget Over(Under) Allocation

\$0.00

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

12,123

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$7,500.00	Partner with IU5 to provide training to all instructional staff on DOK and TDA best practice strategies.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$7,500.00	Engage Houghton Mifflin Harcourt Read 180 program training series for instructional staff, regarding the Read 180 program and the Reading Inventory.
		\$15,000.00	

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	151,533	47,000	16,000	15,000	73,533

Learning Loss Expenditures

Budget

\$151,533.00

Allocation

\$151,533.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$55,000.00	Salary for Assistant Principal to focus on Instructional strategies, specifically with Data Warehouse and classroom processes. This support will include

Function	Object	Amount	Description
			students with regards to ensuring both academic and SEL success.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$18,533.00	Benefits for Salary for Assistant Principal to focus on Instructional strategies, specifically with Data Warehouse and classroom processes. This support will include students with regards to ensuring both academic and SEL success.
		\$73,533.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$151,533.00

Allocation

\$151,533.00

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	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$31,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,000.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$55,000.00	\$18,533.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$73,533.00
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	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$87,000.00	\$18,533.00	\$46,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$151,533.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$151,533.00