

## 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>	PAYS Survey, CARES Team, Counselor antedotal notes, teacher antedotal notes, discipline records
<b>Professional Development for Social and Emotional Learning</b>	Surveys upon completion of PD; student progress in terms of discipline referrals, attendance and grades
<b>Reading Remediation and Improvement for Students</b>	Data from various sources such as Benchmarks, DIBELS, BAS, Lexia, PSSA, teacher and counselor notes
<b>Other Learning Loss</b>	Data from various sources such as Benchmarks, DIBELS, BAS, Lexia, IXL, PSSA, teacher and counselor notes

### 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>
Children with Disabilities	Reading Remediation and Improvement	Full implemetation of Lexia Reading Program. Data provided will allow teacher to remediate to individual student specific needs as well as placement in GAIN groups.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	Data from PAYS survey, CARE referrals, discipline referrals, attendance and grades, as well as teacher and counselor anecdotal notes will be used to identify and measure impacts of programs being implemented.
English Learners	Reading Remediation and Improvement	Full implementation of Lexia Reading Program. Data provided will allow teacher to remediate to individual student specific needs as well as placement in GAIN groups and appropriate ELL Supports.

**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>	191,261	30%	57,378

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.

PAYS Data as well as CARE (Colonial Assistance and Referral Effort) data, which includes Student Assistance Program Data is reviewed both individually and annually. This data includes attendance, grades and discipline data. Middle School HPE curriculum has been reviewed and recommended to incorporate more with self-esteem, and decision-making skills.

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
Botvin Life: <a href="https://www.lifeskillstraining.com/lst-overview/">https://www.lifeskillstraining.com/lst-overview/</a>	Children with Disabilities	Universal	1,160
Second Step Digital Program	Children with Disabilities	Universal	2,583
Be Part of the Conversation Student Workshop (High School)	Children with Disabilities	Targeted	500
Second Step Resources for Instruction	Children with Disabilities	Universal	2,583

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
Pre and Post Test	15 Lessons in each 6th, 7th and 8th grades	Student scores will increase between pre and post testing. Botvin LifeSkills Training is designed to use developmentally appropriate and collaborative learning strategies taught through lecture, discussion, coaching, and practice to enhance students' self-esteem, self-confidence, ability to make decisions, and ability to resist peer and media pressure. Goal is to decrease the number of SAP referrals for entire student body.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Second Step Digital Program	Weekly	The Second Step digital program tracks student progress over time. Goal is to decrease the number of SAP referrals for entire student body.
Post Workshop Student Survey	After each workshop	Students develop a better sense of self as evident in student survey feedback. Also, decreased number of CARE/SAP referrals, improved grades.

**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>	191,261	10%	19,126

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
  - a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
  - b. Identifying signs of possible mental health issues and providing culturally relevant support;
  - c. Motivating students that have been disengaged;
  - d. Mentoring students who have attendance issues before it becomes a pattern;

- e. Self-care and mindfulness strategies for teachers;
- f. Engaging and communicating effectively with parents;
- g. 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
g. Working with community agencies to address non-academic needs.	124	Teacher	Second Step (Carson Valley)/ County	External Contractor	All teachers K-5 will receive a Second Step kit and be trained by Carson Valley to implement in their morning routines.

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
Pre and Post DESSA mini test of students	2 times (pre/post)	Students will show improvement in post DESSA mini testing

**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
<b>Minimum 8% Reading Improvement Requirement</b>	191,261	8%	15,301

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?

Students were assessed using DIBELS (K-5), phonemic awareness measures, Read 180 diagnostics, BAS, local/state reading benchmark assessments, and PSSAs/Keystones. For specific subgroups, students designated as ELLs were assessed using the WIDA Access tests to determine L2 language learning levels; students with disabilities were assessed using Read 180/Systems 44 diagnostics and locally-developed adapted benchmarks. The findings for each of the subgroups indicated a gap in reading levels, oral reading fluency, comprehension, and word recognition; in all student groups, grade-level reading gaps were identified as a universal need based on student performance measures. The efficacy of Lexia as a research-based intervention warrants expanded, universal use for all students as both a remediation and enrichment tool.

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:

Based on student performance measures for at-risk readers, data indicates that additional supports are needed to ensure students in this subgroup are making at least one year of reading growth a year.

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
Fundations	K-3	65
Sheltered Instruction Observation Protocol	ESL/K-3	50
95%	Grade 3	35
Benchmark Reading Group	Grades K-1	65
Lexia (2021-22)	K-12 / ESL / Special Education	145

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
Response to Intervention (GAIN)	Children with Disabilities	250	Students with disabilities participate in daily interventions including LLI, Rise/Rise Up Guided Reading Interventions, Vocabulary Surge, Multisyllabic Routines, Fundations, additional guided reading, Reading Mastery, and/or Lexia Core 5/Power Up
			Students with

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Response to Intervention (GAIN)	English Learners	185	disabilities participate in daily interventions including LLI, Rise/Rise Up Guided Reading Interventions, Vocabulary Surge, Multisyllabic Routines, Foundations, additional guided reading, Reading Mastery, and/or Lexia Core 5/Power Up/English

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
Universal Data Tracking Protocols	Daily	Students in the two identified subgroups will grow by one full year in reading.

**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</b>	191,261	52%	99,456

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
Lexia	Children with Disabilities	942	Lexia Core 5/Power Up functions as a reading remediation tool to ensure that students increase their reading fluency, phonemic awareness, word identification, and comprehension skills through intensive, adaptive lessons delivered by both the program and instructor(s).
Lexia	English Learners	182	Lexia Core 5/Power Up/English functions as a reading remediation tool to ensure that students increase their reading fluency, phonemic awareness, word identification, and comprehension skills through intensive, adaptive lessons delivered by both the program and instructor(s).

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

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Lexia Data Dashboard	Daily	Student reading levels will improve by one grade level or more over the course of an academic year.
PSSA/Keystone Performance Measures	Annually	Student growth and proficiency levels will improve over the course of an academic year.

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

Social and Emotional Learning Budget

**Budget**

\$191,261.00

**Allocation**

\$191,261.00

**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)

57,378

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$7,200.00	Botvin Workbooks for students in Middle School HPE Classes.
1000 - Instruction	600 - Supplies	\$6,200.00	Second Step Elementary Digital Program
1000 - Instruction	300 - Purchased Professional and Technical Services	\$6,188.00	Student Workshop Series provided by Be Part of the Conversation
1000 - Instruction	600 - Supplies	\$37,790.00	Second Step Kits used to provide direct instructions to students
		<b>\$57,378.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$191,261.00

**Allocation**

\$191,261.00

**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)

19,126

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$19,126.00	Teacher kits to be used with PD from Carson Valley for Second Step Program
		<b>\$19,126.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$191,261.00

**Allocation**

\$191,261.00

**Budget Over(Under) Allocation**

\$0.00

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

15,300

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$15,300.00	Lexia Subscription for Reading Intervention
		<b>\$15,300.00</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>	191,261	57,378	19,126	15,300	99,457

**Learning Loss Expenditures**

**Budget**

\$191,261.00

**Allocation**

\$191,261.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$99,457.00	Remaining balance for Lexia as indicated in the Reading Improvement Area
		<b>\$99,457.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$191,261.00

**Allocation**

\$191,261.00

**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	\$6,188.00	\$0.00	\$0.00	\$165,947.00	\$0.00	\$172,135.00
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								

	<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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,126.00	\$0.00	\$19,126.00
<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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$6,188.00	\$0.00	\$0.00	\$185,073.00	\$0.00	\$191,261.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								\$0.00
<b>Final</b>								\$191,261.00