

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	Data taken from our Student Information Systems. In particular this includes data on how attendance has been affected for all students. It also focuses very strongly on the tremendous increase in severely maladaptive behaviors that have been observed in students since their return to face to face instruction since the spring of 2021. This mostly includes fighting, deliberate disrespect and defiance and chronic elopement from classes on a recurring basis. These have come to be understood as reflections of student's difficulty in adjusting to the realities of highly structured academic classes.
Professional Development for Social and Emotional Learning	The majority of requested and scheduled professional development has been centered on how to successfully implement and understand Restorative Practice strategies for students at all grade levels. Teachers are finding that existing strategies for establishing and maintaining orderly, safe and instructionally oriented classes has become overwhelmingly difficult in the current school year.
Reading Remediation and Improvement for Students	The District makes extensive use of the Cadience (Formerly Dibels) system for measuring early indicators of reading proficiency. These measures have dropped off dramatically and are the most quantitative measures we have that the Learning Loss experienced during the 20-21 school year go beyond simply losing some superficial concept proficiencies and instead show a substantive loss in cognitive skills.
Other Learning Loss	As noted above it would be expected that students should 'forget' a few concepts and skills that were only acquired in the previous year. That kind of learning loss would not be considered as unusual. But what is instead being observed is the loss of years worth of what should have been well-assimilated knowledge and skills. Students are coming back to school, in some cases, years behind where they were when the pandemic became ubiquitous in the United States

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Social and Emotional Learning	Data comparisons between previous school years before 20-21 and since their return in the 21-22 school year
Children with Disabilities	Reading Remediation and Improvement	Summative and formative assessments such as Cadience (K-6) and Renaissance (7-10) demonstrate the loss of multiple years (in some cases) of reading level equivalencies
Children from Low-Income Families	Social and Emotional Learning	Data comparisons between previous school years before 20-21 and since their return in the 21-22 school year

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	268,019	30%	80,406

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.

We are primarily utilizing data from our own Student Information Systems along with anecdotal reports from teachers, administrators and even families.

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
Restorative Practices Implementation	Major Racial and Ethnic Groups	Universal	700

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
Discipline Referrals	Monitored Weekly	We expect to see a minimum 25% reduction in discipline referrals in by the end of the school year
SAP Referrals	Monitored Weekly	We expect to see at least a 33% reduction in SAP referrals by the end of the school year

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	268,019	10%	26,802

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	6	Counselor	University of Pittsburgh	External Contractor	University will provide targeted training on Trauma Informed Care
b. Identifying signs of possible mental health issues and providing culturally relevant support;	65	Teacher	School Administrator	Internal Staff	The School Principal has substantial expertise in providing culturally sensitive and appropriate interventions
e. Self-care and mindfulness strategies for teachers;	20	Teacher	Teacher	Internal Staff	We have a teacher who is certified in mindfulness training who will be providing in-service training on mindfulness

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
					training for teachers
c. Motivating students that have been disengaged;	10	Support Staff	Trainers from a partnering agency that specializes in mental health services	External Contractor	The District works with a partner agency that is provided to the schools via a grant. These partners specialize in recognizing and intervening with students exhibiting signs that they are about to disengage or drop out of school altogether.

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
Student Information System	Weekly or as needed	We expect and hope to see a 25% reduction in the behaviors consistent with poor SEL outcomes.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate

the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. *(Calculation will populate when you click the Save button)*
 - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	208,019	8%	16,642

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 primary tool for measuring learning loss in the area of reading is the Cadience (formerly DIBELS) platform of literacy assessment. At the secondary level we utilized an ELA assessment tool known as Renaissance to measure secondary student reading level.

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:

The answer is not unequivocal. Some At-risk readers are making a year's worth of growth but it varies from grade level to grade level and even teacher to teacher. The most comprehensive answer we can provide is that fewer st-risk readers are making a year's worth of progress following the 20-21 school year than were doing it previous to that.

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
Tutoring	Major Racial and Ethnic Groups	65	We have implemented individual tutoring for our at-risk readers. The tutoring is being provided by teachers themselves during non-classroom and after school times

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
Cadience	Quarterly	We are expecting and hoping to see a recovery of reading proficiency to 95% of that demonstrated prior to the 20-21 school year.

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	268,019	52%	139,370

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
			It is our view that learning loss, while a critical issue in all content areas is nowhere more important than it is in the area of student social and emotional well-being. Students who are unable to coexist, cooperate or work successfully with their teachers and their peers place themselves and the entire school community at risk of failure and decline. Until that issue is addressed and remedied, other

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Restorative Practices	Major Racial and Ethnic Groups	1,400	<p>academic interventions will be of questionable value. As a school we must help our students regain control of their emotions and their willingness to become part of the necessary social compact without which all our other interventions will be for naught.</p> <p>Accordingly, we plan to to make a maximum effort to implement a comprehensive system of restorative practices that will provide our teachers and students with a proven and capable framework for dealing with these critical SEL issues. Our reserve funds will be used to further develop Restorative Practices as the default mechanism for dealing with behavioral and emotional issues that disrupt the day for an individual student and her peers. We will finally contract with an appropriate provider for the provision of full time trained Restorative Practice facilitators who will work with the RP teams in each school and assess the</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			effectiveness of the RP teams

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
Student Information Systems	Weekly or as needed	We will frequently and consistently monitor our environmental data as recorded in our SIS for signs of progress in any area or at anytime. We will also monitor this data geographically and chronologically as a means of 'digging deeper' into the meaning of our data and what they say to us about our prevention and early intervention efforts. By the end of the current school year we expect to see significant decreases in negative environmental data. We will stride for a 40% reduction but will accept a 33% reduction as evidence of a successful effort.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$268,019.00

Allocation

\$268,019.00

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)

80,406

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$50,000.00	In-service and training on the effective use of Restorative Practices and Positive Behavior Intervention Supports
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Salaries for teacher and administrator teams for working in data and analysis teams outside the regular school day and year.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$10,406.00	Travel as needed to conferences on Restorative Practices and/or Positive Behavior Intervention Supports
		\$80,406.00	



Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$268,019.00

Allocation

\$268,019.00

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)

26,802

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,000.00	Teachers to provide regularly scheduled in-service programs on mindfulness for teachers and other staff
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$18,802.00	Purchase professional training for mental health providers who will present in-service on recognizing and intervening for students at risk of disengagement
		\$26,802.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$268,019.00

Allocation

\$268,019.00

Budget Over(Under) Allocation

\$0.00

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

21,441

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$21,141.00	Funds to be used to provide targeted reading tutoring for students at elem and secondary sites who have demonstrated a high degree of risk for losing substantial reading capacity
		\$21,141.00	

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	268,019	80,406	26,802	21,141	139,670

Learning Loss Expenditures

Budget

\$268,019.00

Allocation

\$268,019.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$100,000.00	Purchase services of a Full time restorative practices facilitator for the junior senior high school and for the elementary school. These will tentatively be provided by the

Function	Object	Amount	Description
			University of Pittsburgh
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Salaries for teachers and support staff who participate in after school, evening and weekend public and private meetings to discuss District data as it relates to Restorative practices implementation
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$19,670.00	Supplies, Books and other materials needed for full Restorative Practice and PBIS implementations
		\$139,670.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$268,019.00

Allocation

\$268,019.00

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$69,141.00	\$0.00	\$168,802.00	\$0.00	\$10,406.00	\$19,670.00	\$0.00	\$268,019.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$69,141.00	\$0.00	\$168,802.00	\$0.00	\$10,406.00	\$19,670.00	\$0.00	\$268,019.00
Approved Indirect Cost/Operational Rate: 0.0800								\$0.00
Final								\$268,019.00