

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?

| | Methods Used to Understand Each Type of Impact |
|---|---|
| Social and Emotional Learning | Using our SAP System to identify any mitigating factors to address the needs of our students |
| Professional Development for Social and Emotional Learning | Our SSS Team will be participating in two professional development workshops |
| Reading Remediation and Improvement for Students | We will be focusing on increased small group instruction by hiring 4 (FOUR) intervention support specialists, as well as creating an after school tutoring program and a summer school tutoring program |
| Other Learning Loss | All academic staff, regardless of grade or field of study, will be taking on small groups to help with learning loss. |

Documenting Disproportionate Impacts

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

| Student Group | Area of Impact | Provide specific strategies that were used or will be used to identify and measure impacts |
|--|--|---|
| Children from Low-Income Families | Social Emotional Learning | The students will receive character education weekly from staff in our Family First Center |
| Children from Low-Income Families | Reading Remediation and Improvement | The students will receive additional small group instruction, as well as be offered the chance to participate in our after-school tutoring program and summer school tutoring program |
| Children with Disabilities | Social Emotional Learning | The students will receive character education weekly from staff in our Family First Center |
| Children with Disabilities | Reading Remediation and Improvement | The students will receive additional small group instruction, as well as be offered the chance to participate in our after school tutoring program and summer school tutoring program |

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.

| | Multiply total allocation by 30% (.30) |
|-----------------------------|--|
| Minimum 30% SEL Requirement | 18,385.80 |

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 will be utilizing our SAP program, which identifies student needs and rates them on a scale; the scale is then used as a baseline to determine the depth of intervention support that is needed and then tailored 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 |
|------------------|---------------|---------------------------------------|---------------------------|
|------------------|---------------|---------------------------------------|---------------------------|

| | | | |
|--------------------------------|--|------------------|-----|
| Small Group Instruction | Children from Low-Income Families | Intensive | 340 |
| Small Group Instruction | Children with Disabilities | Intensive | 340 |

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

| Tools Used to Evaluate Success | Frequency of Use | Expected Results |
|---------------------------------------|-------------------------|---|
| SAP | Bimonthly | Growth via addressing the needs of the students |

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.

| | Multiply total allocation by 10% (.10) |
|---------------------------------------|---|
| Minimum 10% SEL PD Requirement | 6,128.60 |

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 | # of Staff involved | Type of staff involved (Teacher, Counselor, Support Staff, Admin, Other) | Provider- Who will present the PD | Is the provider an internal staff member or outside contractor? | Brief Description of Planned Activity |
|--|----------------------------|---|--|--|--|
|--|----------------------------|---|--|--|--|

| | | | | | |
|---|---|--|-----|--------------------|--|
| a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic | 2 | Director of Family First Center & School Social Worker and our Associate Director of Family First Center | TBD | Outside Contractor | Working with an outside consultant who will provide the appropriate training to address the needs of our students. |
| b. Identifying signs of possible mental health issues and providing culturally relevant support | 2 | Director of Family First Center & School Social Worker and our Associate Director of Family First Center | TBD | Outside Contractor | Working with an outside consultant who will provide the appropriate training to address the needs of our students. |

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 |
|-------------------------------|------------------|-----------------------|
| Survey | Twice | The PD was successful |

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.

| | Multiply total allocation by 8% (.08) |
|---|--|
| Minimum 8% Reading Improvement Requirement | 4,902.88 |

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?

| |
|--|
| STAR Testing was used to determine the learning loss; All of our students were assessed, and it found that the majority of them suffered learning loss, stayed stagnant or regressed from their previous assessment. |
|--|

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

- Yes
- No

Please explain:

We have some students who are making that progress and others who are not. Unfortunately, many of our students come to us behind grade level. Our goal each year is for all of our students, especially those who are at-risk, to make at least 1 (ONE) year's growth.

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

- Yes
- No

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

| Training | Grade Level/ ESL/ Special Education | Number of Teachers Trained |
|------------------|-------------------------------------|----------------------------|
| Wonders Training | K-5 & Special Education | 21 |

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 |
|-------------------------|--|---|---|
| Small Group Instruction | Children from Low-Income Families | 100 | Our scholars are broken out into ability groups, where they receive differentiated instruction from one of our intervention support specialists |
| Small Group Instruction | Children with Disabilities | 100 | Our scholars are broken out into ability groups, where they receive differentiated instruction from one of our intervention support specialists |

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

| Tools Used to Evaluate Success | Frequency of Use | Expected Results |
|--------------------------------|------------------|--|
| STAR | 4 times a year | That the students progress by 1 (ONE) 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)

| | Multiply total allocation by 52% (.52) |
|---|--|
| 52% Other Learning Loss Activities | 31,868.72 |

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 |
|-------------------------|--|---|---|
| Small Group Instruction | Children from Low-Income Families | 100 | Our scholars are broken out into ability groups, where they receive differentiated instruction from one of our intervention support specialists |
| Small Group Instruction | Children with Disabilities | 100 | Our scholars are broken out into ability groups, where they receive differentiated instruction from one of our intervention support specialists |

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

| Tools Used to Evaluate Success | Frequency of Use | Expected Results |
|--------------------------------|------------------|------------------|
|--------------------------------|------------------|------------------|

| | | |
|------|----------------|--|
| STAR | 4 times a year | That the students progress by 1 (ONE) year |
|------|----------------|--|

ARP ESSER Learning Loss Set Aside Budget

Social and Emotional Learning Budget – minimum 30%

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round up to the whole dollar)

| | |
|---|-----------|
| # | 18,385.80 |
|---|-----------|

| Function | Object | Amount | Description |
|--|----------------|-----------|--|
| 1400 - Other Instructional Programs - Elementary/Secondary | 100 - Salaries | 18,385.80 | Salary and Benefits of Associate Director of Family First Center |

Social and Emotional Learning Professional Development Budget – minimum 10%

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round up to the whole dollar)

| | |
|---|--------|
| # | 6128.6 |
|---|--------|

| Function | Object | Amount | Description |
|--|---|----------|--|
| 1400 - Other Instructional Programs - Elementary/Secondary | 300 - Purchased Professional and Technical Services | 6,128.60 | Professional Development for our Family First Center |

Reading Improvement Budget – minimum 8%

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

| | |
|---|------------------|
| # | 36,589.60 |
|---|------------------|

| Function | Object | Amount | Description |
|--|----------------|-----------|---|
| 1400 - Other Instructional Programs - Elementary/Secondary | 100 - Salaries | 36,589.60 | Salary and Benefits of Intervention Support Specialists |

Other Learning Loss Activities Budget:

| Function | Object | Amount | Description |
|----------|--------|--------|-------------|
| N/A | N/A | N/A | N/A |