

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	Surveys, attendance records, discipline records, SAP referrals, S2S referrals, guidance and social worker interviews
Professional Development for Social and Emotional Learning	Staff Surveys, conversation/interviews, focus groups
Reading Remediation and Improvement for Students	RTII data reviews, focus groups
Other Learning Loss	PSSA and Keystone results, LinkIt, CDT, and Study Island benchmark data

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 and Emotional Learning	implementation of 3-12 SEL program
Children with Disabilities	Social and Emotional Learning	implementation of SEL program
		implementation of an intensive,

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	multi-sensory reading intervention program in grades K-8 to help our struggling readers
Children with Disabilities	Reading Remediation and Improvement	implementation of an intensive, multi-sensory reading intervention program in grades K-8 to help our struggling readers
Children from Low-Income Families	Other Areas of Learning Loss	better address students' academic needs through smaller class sizes in grades 7 and 8
Children with Disabilities	Other Areas of Learning Loss	better address students' academic needs through smaller class sizes in grades 7 and 8

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	105,352	30%	31,606

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

The district relies on numerous sources to identify SE needs of students. Being a small, rural school, observation by the staff is one method used by the district. In the event a student's behavior does not reflect normal characteristics, staff speak with the student and/or refer the student for additional services which might include the guidance counselor or social worker. Other indicators used by the district include attendance and discipline records as well as academic record and extra-curricular participation.

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
SEL class-room based program	Children from Low-Income Families	Universal	510
SEL-classroom based program	Children with Disabilities	Universal	120

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
Attendance	daily	student attendance/tardiness will improve by 10%
S2S reports	daily	a significant reduction in number of S2S reports for social-emotional health concerns
Academic achievement	daily	improvement of student outcomes in core subjects
SAP referrals	weekly	a significant reduction in number of SAP referrals for social-emotional health concerns
student self-referrals	daily	an increase in number of students seeking assistance by guidance counselor, school nurses, or social worker

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	105,352	10%	10,535

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;	72	Teacher	PSU professor	External Contractor	PD focus on self-care as result of stress associated with pandemic

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
Act 48 continuing professional education learning experience evaluation	following each PD activity	100% completion of form by staff to determine PD impact

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	105,352	8%	8,428

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 district relies on numerous assessments to determine reading skills of students. Students entering Kindergarten are assessed with a locally developed K inventory to assess school readiness prior to the start of the school year. During the first weeks of school, students in grades K-3 are assessed using Acadience Reading to identify those at risk for early reading

difficulties in order to provide timely instructional support. This information is then combined with other classroom data such as LinkIt data and reading series tests/quizzes to identify students in need of Tier 2 and 3 MTSS reading interventions. With the variety of learning models used during the pandemic, the district found over 70% of those in grades K-2 were below expectation with their reading skills. This requires significant modifications of both the core reading program and the MTSS program with more intensive reading interventions required.

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:

With the variety of learning models used during the pandemic, the district found over 70% of those in grades K-2 were below expectation with their reading skills. This requires significant modifications of both the core reading program and the MTSS program with more intensive reading interventions required. PSSA and PVAAS for ELA data in Grades 3-6 did not meet district expectations. Less than 50% of the students met proficiency standards as a result of the pandemic. In both instances, students with disabilities and/or students from low income families fared worse than other students. Without significant intervention, student reading skills will continue to flounder.

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
Heggerty phonological awareness training	K-3 Reading Specialists and Spec Ed teachers	7

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
Heggerty Phonological Awareness	Children from Low-Income Families	100	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers
95% Group	Children from Low-Income Families	100	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers
Wilson Foundations	Children from Low-Income Families	100	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers
Reading A-Z	Children from Low-Income Families	100	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers
Heggerty Phonological Awareness	Children with Disabilities	36	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers
95% Group	Children with Disabilities	36	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wilson Foundations	Children with Disabilities	36	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers
Reading A-Z	Children with Disabilities	36	phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency for struggling readers

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
Acadience Reading	Quarterly/Bi-Weekly	each individual student has targets determined by MTSS Team as part of the program. Based on interventions, targets may be quarterly and/or bi-weekly. MTSS team meets on monthly basis to review student progress.

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	105,352	52%	54,783

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
Smaller class size for core instruction	Children from Low-Income Families	26	Prior to ARP-ESSER set aside funding, the district anticipated reducing the number of sections for ELA in Grade 7 and 8 due to overall class size numbers. Set-aside money will allow the position to remain which will reduce class size allowing for more individualized instruction within the core curriculum.
Smaller class size for core instruction	Children from Low-Income Families	10	Prior to ARP-ESSER set aside funding, the district anticipated reducing the number of sections for ELA in Grade 7 and 8 due to overall class size numbers. Set-aside money will allow the position to remain which will reduce class size allowing for more individualized

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			instruction within the core curriculum.

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
PSSA ELA assessments	yearly	Increase in % of students meeting ELA proficiency.
PVAAS	yearly	increase in student growth to exceed expectations
LinkIt	quarterly	10% increase in individual student achievement

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$105,352.00

Allocation

\$105,352.00

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)

31,606

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$31,606.00	SEL programming
		\$31,606.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$105,352.00

Allocation

\$105,352.00

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)

10,535

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$10,535.00	SEL PD programming
		\$10,535.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$105,352.00

Allocation

\$105,352.00

Budget Over(Under) Allocation

\$0.00

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

8,428

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,428.00	intensive, multi-sensory reading intervention program
		\$8,428.00	

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	105,352	31,606	10,535	8,428	54,783

Learning Loss Expenditures

Budget

\$105,352.00

Allocation

\$105,352.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$36,555.00	ELA teacher salary
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$18,228.00	ELA teacher benefits
		\$54,783.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$105,352.00

Allocation

\$105,352.00

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	\$31,606.00	\$0.00	\$31,606.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$47,090.00	\$18,228.00	\$0.00	\$0.00	\$0.00	\$8,428.00	\$0.00	\$73,746.00
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	\$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
	\$47,090.00	\$18,228.00	\$0.00	\$0.00	\$0.00	\$40,034.00	\$0.00	\$105,352.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$105,352.00