

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	Counselor, Principals, Academic Coaches, Teachers Instructional Assistants, Parent Liaison and Truancy Officer, Social Worker observations for daily check ins. Restorative Practice through enhanced efforts to get to know students at a deeper level to determine potential needs. Small group counseling. SEL, Cultural and Emotional Learning Programs that are implemented through the writing curriculum. SEL Program units includes: self-efficacy, empathy, patience, confidence, self-esteem, personal agency, conflict resolution skills, morality, persistence and communication skills
Professional Development for Social and Emotional Learning	Restorative Practice was used to help students' dialogue issues and concerns with their peers, teachers, and surrounding school community. This occurs by use of proactive student circles discussing values, differences, responsibilities, and overall human behavior. The restorative model brings repair and restoration of any harm. Additionally, the SEL program supports student emotional behaviors through discussion and writing. Students are able to address how they feel about themselves in relation to their environment and global society. SEL provided a strong safety net during the pandemic as students were able to discuss their feelings with regards to trauma, crisis, death, and disease etc... in an ever-changing world. Faculty and staff are trained to use the tools and resources of both restorative practice and SEL
Reading Remediation and Improvement for Students	Universal Screening-Exact Path and Dibels will be used as the Diagnostic Assessment tools to analyze student data. Small focused groups will be used to target various skills based on the data. On-going progress monitoring will be implemented to assess students' progress. Fountas and Pinnell curriculum will be used for small skilled focused guided reading groups. After school programs are in progress to address learning gaps, using the universal screening tools, to assign students in small focused groups.
	Utilization of 1 to 1 technology to close the gap will allow students to work

	Method used to Understand Each Type of Impact
Other Learning Loss	on their individual learning path. As well as, student specific focused skills based on the results of their assessments.

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	Surveys of our student families revealed that a number of our students needed help with obtaining wifi and computer technology. These students were provided with the necessary technology. Breakfast and lunch were provided weekly for families during the summer months. One to one technology was provided to all students.
Children from Low-Income Families	Reading Remediation and Improvement	Student Group Surveys of our student families revealed that a number of our students needed help with obtaining wifi and computer technology. These students were provided with the necessary technology. Counselors, administrators and teachers maintained close contact with families to determine level of physical need, financial and emotional needs. Assessed students in ELA and math final quarter to measure loss. Students with disability, students that were underserved and low income

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		will be invited to the summer academy
Children with Disabilities	Social and Emotional Learning	We administered the Wide Range Achievement Test, Woodcock Johnson, Key math and Brigance Diagnostic curriculum to support learners specifically to give students with complex learning needs meaningful access to the general education curriculum while working remotely. We utilized data collection from pre-COVID to post COVID to determine skill loss and continue to collect data through targeted progress monitoring and teacher observation. Students having difficulties with recoupment and retention of information will attend ESY during the summer.
English Learners	Other Areas of Learning Loss	We will use the scores from the WIDA to determine the areas academic deficits and apply resources as needed. The diagnostic scores from Exact Path and dibels will assess the students access to the general education curriculum. Students will have the opportunity to attend summer enrichment program to address learning loss.

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	284,633	30%	85,390

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.

Restorative practice checklists will be used to identify the social and emotional needs as well as the rubric which will be used to progress monitor the strategies and support as needed. The strength of the Restorative Practice program will be used to help students' dialogue issues and concerns with their peers, teachers, and surrounding school community. This occurs by use of proactive student circles checklists and surveys. The restorative model brings repair and restoration of any harm. Additionally, the SEL program supports student emotional behaviors through discussion and writing. Students are able to address how they feel about themselves in relation to their environment and global society. The concern is

implementation and rigor with fidelity and consistency.

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 Practice	Children from Low-Income Families	Universal	900
SEL	Major Racial and Ethnic Groups	Universal	900
Targeted Counseling and Social Skills Development	Children with Disabilities	Intensive	100
Supplemental English Services and Instruction	English Learners	Targeted	30

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
SEL Check List	Weekly	Identify needs
Surveys	Quarterly	Feedback from Stakeholders
Rubrics	Daily	Monitoring consistency and fidelity
ProActive Circles	daily	Integrate successful reflection and self-regulating strategies

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	284,633	10%	28,463

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

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;	150	Other	Community Agencies and Staff	External Contractor	Monthly Workshops and Trainings with activities to address Restorative practice and SEL
c. Motivating students that have been disengaged;	150	Other	Community Agencies and Staff	External Contractor	Monthly Workshops and Trainings Weekly Grade Group Meetings
e. Self-care and mindfulness strategies for teachers;	80	Other	Community Agencies and Staff	External Contractor	Weekly Contact Meetings Quarterly Meetings

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
Climate Walk + Stakeholder Interviews	Beginning of school year/ ongoing	Assess current and SEL approaches to integrating academic, social and emotional learning across classrooms, the school building and in collaboration with parents/families and community partners. Use assessment results to guide achievement of schoolwide SEL goals

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Pre-, During-, and Post-Schoolwide SEL Implementation Survey	3x a year	Determine the impact and effectiveness of schoolwide SEL implementation efforts from the perspectives of a variety of stakeholders, including students, teachers, parents, administrators, and community partners.
CASEL's Schoolwide SEL implementation Rubric	Weekly	Implementation guidance customized to meet the specific needs of the Lab Charter community. Increased fidelity to the schoolwide SEL implementation model.

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	284,633	8%	22,771

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?

-Exact Path, Dibels, -All of our students-80% Students with Special Education needs are performing significantly lower than at grade 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:

Students with Special Education needs did not make a 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

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Balance Literacy and PA SAS	K-5, ESOL Teacher and Special Education Teachers	30

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
Focused Small Group Instruction, RACE Strategy, Graphic	Children from Low-Income Families	900	Weekly Grade Group Meetings Bi-Weekly Data Meetings Daily

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Organizers			Lesson Planning
Differentiation	Children with Disabilities	100	Individualized Instruction to meet specific needs
Focused Small Group Instruction, RACE Strategy, Graphic Organizers	Major Racial and Ethnic Groups	900	Weekly Grade Group Meetings Bi-Weekly Data Meetings Daily Lesson Planning

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
Exact Path Diagnostic and Dibels	Beginning, Middle and End of School Year	5% Increase Yearly
Progress Monitoring	Daily	Daily Progress
Student Progress on Standard Based IEP Goals	Daily and Quarterly	Progress on IEP Goals

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	284,633	52%	148,009

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
Focused Small Group Instruction, RACE Strategy, Graphic Organizers	Children from Low-Income Families	900	Weekly Grade Group Meetings Bi-Weekly Data Meetings Daily Lesson Planning
Differentiation	Children with Disabilities	100	Individualized Instruction to meet specific needs
Focused Small Group Instruction, RACE Strategy, Graphic Organizers	Major Racial and Ethnic Groups	900	Weekly Grade Group Meetings Bi-Weekly Data Meetings Daily Lesson Planning

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
Exact Path Diagnostic and Dibels	Beginning, Middle and End of School Year	5% Increase Yearly
Student Progress on Standard Based IEP Goals	daily and quarterly	Progress on IEP Goals

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$284,633.00

Allocation

\$284,633.00

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)

85,390

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$140,000.00	Restorative Practices - SEL
		\$140,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$284,633.00

Allocation

\$284,633.00

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)

28,463

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$60,093.00	PD for restorative practices programs
		\$60,093.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$284,633.00

Allocation

\$284,633.00

Budget Over(Under) Allocation

\$0.00

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

22,771

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$84,540.00	Fontas and Pinnell Reading programs (2 FY's)
		\$84,540.00	

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					0

Learning Loss Expenditures

Budget

\$284,633.00

Allocation

\$284,633.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$284,633.00

Allocation

\$284,633.00

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	\$84,540.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,540.00
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	\$200,093.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,093.00
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
	\$0.00	\$0.00	\$284,633.00	\$0.00	\$0.00	\$0.00	\$0.00	\$284,633.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$284,633.00