

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	Within the MTSS framework, students will complete a SEL survey for the district and schools to collect and analyze data and information for specific focus groups. Utilizing Panorama, the EPSD SEL survey and data platform, administrators and school teams will walk through the Panorama reports to analyze strengths and needs in the various SEL domains. In the comparison or groups reports, administrators and school teams will identify specific groups of students who may need additional support. The data will also call out inequities or gaps both at the district level and at school level. Goals and action steps will be created around the data collected. Survey results will also be utilized to support the selection of a SEL curriculum based on the needs of students as well as supports for high risk students through CIS.
Professional Development for Social and Emotional Learning	Utilizing the Panorama platform, professional development will be provided to teachers to reflect on their own data. Also, teachers will learn to prioritize the needs of their students for action planning. Further, professional development will be provided for teachers and staff based on the SEL curriculum implemented at both the elementary and secondary levels. The program will be selected based on the needs of the students utilizing the survey data.
Reading Remediation and Improvement for Students	Utilizing the MTSS framework, universal screening data will be utilized to identify specific focus groups of students who may be in need of reading remediation. Results will drive the need for specific reading interventions to deliver for students who are at-risk k-12.
Other Learning Loss	Utilizing the MTSS framework, EPSD will utilize a SEL curriculum during morning meetings and advisory blocks for SEL tier 1 instruction. If students are not responding to the tier 1 SEL curriculum additional tier 2 and tier 3 interventions will be put in place based on students who are at risk. The personnel from Communities in Schools (CIS) will run the tier 2 and tier 3 groups for students.

Documenting Disproportionate Impacts

- 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	Utilizing the MTSS framework, EPSD will provide tier 2 and tier 3 supports for students at high risk working with CIS program.
Children from Low-Income Families	Social and Emotional Learning	Utilizing the MTSS framework, EPSD will provide tier 2 and tier 3 supports for students at high risk working with CIS program.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Utilizing the MTSS framework, universal screening data will be utilized to identify specific focus groups of students who may be in need of reading remediation. Monitoring data will be tracked in Panorama to monitor progress or lack there of for student subgroups. ROI will be analyzed over 8-12 weeks.
Children from Low-Income Families	Reading Remediation and Improvement	Utilizing the MTSS framework, universal screening data will be utilized to identify specific focus groups of students who may be in need of reading remediation. Monitoring data will be tracked in Panorama to monitor progress or lack there of for student subgroups. ROI will be analyzed over 8-12 weeks.
		Utilizing the MTSS framework,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	EPSD will provide tier 2 and tier 3 supports for students at high risk working with CIS program.
Children with Disabilities	Reading Remediation and Improvement	Utilizing the MTSS framework, universal screening data will be utilized to identify specific focus groups of students who may be in need of reading remediation. Monitoring data will be tracked in Panorama to monitor progress or lack there of for student subgroups. ROI will be analyzed over 8-12 weeks.

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	312,276	30%	93,683

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.

Panorama will administer the EPSD research based SEL screener in grades 3-12 to measure the core components of SEL which includes: self awareness, social awareness, relationship skills, responsible decision making, & self management. Panorama reports will be reviewed at data meetings, child study meetings, and advisory meetings to monitor district & school-wide trends in attendance, behavior, and SEL. Administrators and teachers can sort by students who are at risk or those on track in each that are at risk or those on track in each area. Further, trends can be viewed by reviewing a list of students' recent changes for each indicator (SEL, attendance, and academics) and viewing a students full Student Profile to

identify what's causing certain patterns. Further, students who are high risk or some risk will work in small group with counselor provided through Communities in Schools (CIS) at the secondary level.

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
Communities in Schools	Major Racial and Ethnic Groups	Targeted	250

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
Panorama Screening Data	Pre and Post measures-2	The number of students at risk on SEL screener data will decrease by 10%

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	312,276	10%	31,228

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	504	Teacher	Vendor	External Contractor	The selected SEL curriculum will provide training on implmentation for classroom teachers K-12
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	18	Admin	Vendor	External Contractor	The selected SEL curriculum will provide training on implmentation for administrators K-12

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
Panorama SEL Survey	Pre and Post- 2	The number of students at risk on SEL screener data will decrease by 10%

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.

- 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	312,276	8%	24,982

- 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?

Based on K-1 student data including universal screening data in reading from Fastbridge, overall, 38% of our students are at risk. 18% of Black students and 21% of Hispanic students were at high risk.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

Based on the 2019 PVASS data the at-risk readers are not making one year's growth or more in one school year. The group aggregated as the subgroup of at-risk readers is our students with disabilities.

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
Orton Gillingham Training	2-12/ESL/Special Education	50

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
			The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Orton Gillingham	Major Racial and Ethnic Groups	39	individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.
Orton Gillingham	Children from Low-Income Families	44	The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.
			The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Orton Gillingham	English Learners	1	prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.

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
Fastbridge Screening data	Monthly-Progress Monitoring	The number of at risk reders will decrease by 10%

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)

			Maximum Allocation
--	--	--	---------------------------

	Total LEA Allocation	Multiply by 52% (.52)	for Other Learning Loss Activities
52% Other Learning Loss Activities	312,276	52%	162,384

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
Communities In Schools	Major Racial and Ethnic Groups	21	CIS supports and coaches the school adults and students within the school community to implement and incorporate Restorative Practices into their daily curriculum, practice, and overall school culture, and daily life. This is an opportunity for school adults and students to further strengthen their relationships and to cultivate an inclusive community where everyone feels a sense of belonging.
			CIS supports and coaches the school adults and students within the school community to implement and incorporate Restorative Practices into their daily

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Communities in Schools	Children with Disabilities	63	curriculum, practice, and overall school culture, and daily life. This is an opportunity for school adults and students to further strengthen their relationships and to cultivate an inclusive community where everyone feels a sense of belonging.
Communities in Schools	Children from Low-Income Families	59	CIS supports and coaches the school adults and students within the school community to implement and incorporate Restorative Practices into their daily curriculum, practice, and overall school culture, and daily life. This is an opportunity for school adults and students to further strengthen their relationships and to cultivate an inclusive community where everyone feels a sense of belonging.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Panorama SEL Survey	Pre and post data-2	The number of secondary students at risk on SEL screener data will decrease by 10%

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$312,756.00

Allocation

\$312,756.00

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)

93,827

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$206,716.69	Communities In Schools supports for our secondary students to provide tier 2 and tier 3 social and emotional support groups.
		\$206,716.69	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$312,756.00

Allocation

\$312,756.00

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)

31,376

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$31,376.00	Professional Development for teachers to implement SEL selected curriculum in tier 1 K-12
		\$31,376.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$312,756.00

Allocation

\$312,756.00

Budget Over(Under) Allocation

\$0.00

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

24,982

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$20,123.18	Professional development to train teachers in research based reading interventions to support at risk students.
1000 - Instruction	600 - Supplies	\$54,540.13	Reading intervention materials to in research based reading interventions to support at risk students.
		\$74,663.31	

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	31,275,600	9,382,700	3,137,600	25,020	18,730,280

Learning Loss Expenditures

Budget

\$312,756.00

Allocation

\$312,756.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$312,756.00

Allocation

\$312,756.00

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	\$258,215.87	\$0.00	\$0.00	\$54,540.13	\$0.00	\$312,756.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	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
	\$0.00	\$0.00	\$258,215.87	\$0.00	\$0.00	\$54,540.13	\$0.00	\$312,756.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$312,756.00