Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
McCaskey High School	2596
Phoenix Academy	922

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
McCaskey High School	McCaskey High School demonstrates a significant impact on absenteeism, student learning, and social-emotional well-being during the COVID-19 pandemic. This is demonstrated by a 12% increase in absenteeism, and a significant reduction in student achievement on the IB/AP/CTE, as well as local benchmark exams such as the Classroom Diagnostic. Further, student survey data completed in 2021 (spring) shows an increase in student anxiety as students self-reported.
Phoenix Academy	Phoenix Academy collected and reviewed data from a variety of sources including end of year report cards, retention rates and semester based data from virtual vs in person instruction, standardized testing, classroom diagnostic testing, classroom formative assessments, student feedback, and parent/guardian feedback.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
McCaskey High School	Student attendance data was monitored and reviewed for the previous five school years. The student attendance data was compared and related to student achievement, student outcomes, and student performance on standardized tests.
	Student attendance data, home visit records, and

School Building Name	Methods Used to Understand Each Type of Impact
Phoenix Academy	contact logs were analyzed when reviewing the average daily attendance at Phoenix Academy. Chronic Absenteeism doubled as a result of COVID>

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
McCaskey High School	Student survey instruments are conducted each spring at McCaskey High School. This instrument specifically included Likert scales designed to impact the overall social-emotional health and well-being as self-reported by students (n-1046). There was a noted drop in student self-efficacy and overall mental health feeling as evidenced by the percentage decrease in the responses of students who indicated their mental health was a strength.
Phoenix Academy	In determining the social-emotional impact on students, Phoenix Academy reviewed the student requests for counseling, annecdotal records from wellness check-ins, and documentation specific to student contacts for students coming onsite during the larger scale shut down.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
McCaskey High School	Student survey instruments are conducted each spring at McCaskey High School. This instrument specifically included Likert scales designed to impact the overall sense of student engagement both with school at large, and specific classes and grade levels. There was a noted drop and well-being as self-reported by students (n-1046). There was a noted drop in student engagement as evidenced by the percentage decrease in the responses of students who indicated they felt engaged at McCaskey.

School Building Name	Method Used to Understand Each Type of Impact
Phoenix Academy	Student engagement during virtual learning suffered as demonstrated in a decrease in attendance, lack of growth and achievement as measured by progress reports, electronic grade book, period attendance tracking, and report cards.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Phoenix Academy	Students requested to return on site for in-person instruction. Students who received services outside of school reported that those needs were not being met. There was an increase in retentions due to lack of attendance.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
McCaskey High School	Students from low-income families	McCaskey High School will track student attendance (chronic absenteeism) weekly to monitor the impact on attendance. Further, student grades and performance on benchmark exams (NOCTI, IB, AP) will be tracked and evaluated quarterly.
Phoenix Academy	Students from low-income families	Home visits, on-site learning hubs, food resources, internet resources, and outside agency support will used to re-engage learners and families.

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
McCaskey High School	Investing in a student-centered tiered support leader will provide the high school campus with a single point of contact for attendance, PBIS, a academic support needs. This administrator will promote academic engagement and success, but also a sense of social-emotional well-being. Research indicates that students who have a high locus of academic engagement and social-emotional health are less likely to be chronically absent.
Phoenix Academy	Increasing opportunities for students to remain onsite have demonstrated the most significant impact on student attendance and engagement. Providing learning hubs during school closures and extended day opportunities have been successful in supporting students in accelerating learning and closing gaps. Addiitonally, new resources that provide hands on and project based opportunities for learning have redeveloped a commitment to school in learners.

i. **Impacts that Strategy #1 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
McCaskey High School	☐	☑	☑	☑	☐	
Phoenix Academy	☑	☑	☑	☑	☐	

ii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
McCaskey High School	☐	☑	☐	☐	☐	☐	☐	☐	☐	
	☑	☑	☐	☑	☑	☑	☑	☑	☐	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
McCaskey High School	To ensure that instructional time is maximized and students are engaged, McCaskey High School leadership will participate in the District Management Groups High School Schedule Professional Learning Cohort.

i. **Impacts that Strategy #2 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
McCaskey High School	☐	☑	☑	☐	☐	

ii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
McCaskey High School	☐	☑	☐	☐	☐	☐	☐	☐	☐	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. **Impacts that Strategy #3 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	☐	☐	☐	☐	☐	

ii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public— all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI desginated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
McCaskey High School	A diverse group of McCaskey HS stakeholders met to review various needs, as well as specific opportunities to improve academic outcomes for McCaskey students. Stakeholders met in person on September 16, 2021, to discuss the allocation of funds. Stakeholders represented students, administration, parents, community members, and a wide variety of specific interest groups. Consensus was reached regarding the best use of funds. Moving forward, stakeholders will be consulted on an as needed basis to evaluate outcomes and provide direction as we continue through implementation.
Phoenix Academy	A diverse group of Phoenix Academy stakeholders met to review various needs, as well as specific opportunities to improve academic outcomes for Phoenix Academy students. Stakeholders met in person on September 16, 2021, to discuss the allocation of funds. Stakeholders represented students, administration, parents, community members, and a wide variety of specific interest groups. Consensus was reached regarding the best

School Building Name	Stakeholder Engagement
	use of funds. Moving forward, stakeholders will be consulted on an as needed basis to evaluate outcomes and provide direction as we continue through implementation.

5. Use of Stakeholder Input

Describe how the A-TSI desginated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
McCaskey High School	Stakeholders represented students, administration, parents, community members, and a wide variety of specific interest groups. Consensus was reached regarding the best use of funds. Moving forward, stakeholders will be consulted on an as needed basis to evaluate outcomes and provide direction as we continue through implementation.
Phoenix Academy	Stakeholders represented students, administration, parents, community members, and a wide variety of specific interest groups. Consensus was reached regarding the best use of funds. Moving forward, stakeholders will be consulted on an as needed basis to evaluate outcomes and provide direction as we continue through implementation.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
McCaskey High School	Public Access will be provided through the district website and school board public meetings.
Phoenix Academy	Public Access will be provided through the district website and school board public meetings.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
McCaskey High School	Staffing	Funds will be utilized to hire a Coordinator of Tiered Support who will work in partnership with school leaders and teachers to oversee interventions necessary to promote attendance and engagement, social emotional learning, and tier 2 academic support. This position will also oversee the extended day and extended year programs.
		McCaskey High School will participate in District Management

School Building Name	Use of Funds	Plan for Funds
McCaskey High School	Access to Instruction	Group's High School Scheduling Professional Learning Series to ensure insructional time is maximized.
Phoenix Academy	Continuity of Services	Funds will be utilized to provide a robust extended day program for students which will focus on recovery of lost learning and remediation.
Phoenix Academy	Access to Instruction	Based on the need to re-engage students in learning, classroom supplemental resources will be purchased that encourage practical application of content, hands on and project based learning.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
McCaskey High School	McCaskey High School collects and aggregates student data by all demographic subgroups on a weekly basis. This data will inform not only the ongoing school success, but the impact of the SEL, and academic engagement strategies that are funded through this grant with quarterly access and progress monitoring.
Phoenix Academy	Phoenix Academy collects and aggregates student data by all demographic subgroups. This data will inform the academic engagement strategies that are funded through this grant with quarterly access and progress monitoring.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
McCaskey High School	Benchmark exams will provide details on student attendance and growth. SEL growth will be monitored through the 2022 student survey and attendance results.
	Students will demonstrate their learning through the

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Phoenix Academy	classroom progress monitoring, unit end assessments, CDTs, APEX diagnostic reports, Reading Inventory, and Math Inventory.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
McCaskey High School	The Coordinator of Tiered Support will oversee all aspects of Tier 2 interventions specific to attendance, social emotional, and academic needs.
Phoenix Academy	N/A

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
McCaskey High School	The Coordinator of Tiered Support will oversee the extended day and summer learning opportunities.
Phoenix Academy	Phoenix Academy will utilize funding to expand their extended day program. Students will demonstrate their learning through the classroom progress monitoring, unit end assessments, CDTs, APEX diagnostic reports, Reading Inventory, and Math Inventory.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$376,857.00
Allocation
$376,857.00

Budget Over(Under) Allocation
$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Phoenix Academy	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$7,292.00	American Reading Company Literacy Labs
Phoenix Academy	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$11,877.00	Amplify Science
Phoenix Academy	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$29,213.00	Extended Day Program
McCaskey High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$20,000.00	District Management Group: Secondary School Scheduling
McCaskey High School	1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	$8,475.00	Provide SEL/Equity resouces

School Building Name	Function	Object	Amount	Description
McCaskey High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$99,157.00	Tiered Support Team Coordinator
McCaskey High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$184,148.00	Tiered Support Team Coordinator
			$360,162.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$376,857.00
Allocation

$376,857.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
McCaskey High School	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	$16,695.00	
			$16,695.00	

Section: Budget - Budget Summary

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	$184,148.00	$99,157.00	$20,000.00	$0.00	$0.00	$19,169.00	$0.00	$322,474.00
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	$29,213.00	$0.00	$8,475.00	$0.00	$0.00	$0.00	$0.00	$37,688.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher 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

	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
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
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
	$213,361.00	$99,157.00	$28,475.00	$0.00	$0.00	$19,169.00	$0.00	$360,162.00
					Approved Indirect Cost/Operational Rate: 0.0443			$16,695.00
							Final	$376,857.00