

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	As students returned to school following the shutdown, it was obvious they were "out of practice" being in groups of people. Students struggled with basic communication and social interactions. This was evident in the increased number of referrals for counseling and behavioral health supports, as documented in the student information system and in monthly reports provided by the Coordinator of Student Services. Additionally, teachers expressed concerns during School Improvement meetings and school leaders requested time with their colleagues to discuss strategies to combat social and emotional challenges.
Professional Development for Social and Emotional Learning	Post-professional development surveys include a question asking about future training topics. Since the return to school, strategies to support social-emoioinal learning and PBIS were consistently requested topics.
Reading Remediation and Improvement for Students	At the start of the 2021-2022 school year, baseline assessments to establish reading level for elementary and middle school students showed that some learners were significantly behind when compared to historical data. The Independent Reading Level Assessment (American Reading Company) was used for this measurement.
Other Learning Loss	Prior to the pandemic, middle school students struggled with math achievement. This was evident on CDTs, PSSAs, Step Up to Writing, and text dependent analysis questions. At the start of this school year, the IXL diagnostic was administered to all middle school students and showed that a majority of students were below or far below grade level.

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	<p>Attendance and Behavioral Referrals as documented in the Student Information System: Top 3 Types of Majors Documented 1. Insubordination 222/431 (52%) 2. Physical Aggression 114/431 (26%) 3. Harassment 33/431 (8%) Top 3 Interventions utilized by staff to address Major infractions 1. Corrected/Warned- (356/1017) 35% 2. Conferencing with Student- (225/1017) 22% 3. Called Parent- (169/1017) 17% Top 3 Dispositions assigned by administrators to students as consequences 1. Detention- (305/691) 44% 2. Out of School Suspension- (150/691) 22% 3. In School Suspension- (126/691) 18% PBIS/Student Assistance Team Referrals</p>
Children from Low-Income Families	Reading Remediation and Improvement	Independent Reading Level Assessment CDTPSSA
Children from Low-Income Families	Other Areas of Learning Loss	IXL Diagnostic CDTPSSA Common Assessments

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	2,353,287	30%	705,986

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.

Immediately upon the return to school, it was obvious that students were out of practice functioning in a large group setting. This was evident in the increase in behavioral health and conduct referrals documented in the Student Information System. These challenges when compounded with learning loss have created a need for a greater level of school based support for students. Additionally, concerns were raised by school counselors and classroom teachers based on one on one, class circles, and other direct student feedback. As a result, it has become obvious that the middle schools need the greatest level of resources to combat this concern. Key Insights: From September to October there was a Thirty (30) percent increase in the number of documented major infractions. Forty (40) percent of major infractions resulted in suspension (OSS- 22%, ISS- 18%) This data will be monitored to determine frequency, intensity

(number of days out), and possibility of disproportionalities. Five (5) percent of major infractions result in a Restorative Conference. Twenty-three (23) percent of the middle school students were African American (compared to 16% district-wide)

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
Hire 4 Tiered Support Team Leaders to oversee the implementation of PBIS and Tiered Intervention	Children from Low-Income Families	Targeted	500
Hire a Coordinator of School Climate	Children from Low-Income Families	Universal	11,000

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
Tiered Fidelity Inventory	3x yearly	A minimum score of 80% to be considered implementing with fidelity
Self Assessment Survey	1x yearly	A minimum score of 80% to be considered implementing with fidelity

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	2,353,287	10%	235,329

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
					Train all school staff in CPI's De-Escalation strategies. Provide resources and expectations to Building Leaders to

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;	1,900	Teacher	Coordinator of School Climate	Internal Staff	increase use of Restorative Practices and alternatives to suspensions to reduce ISS/OSS consequences. Increase use of small groups and individualized supports for students led by School Counselors and SFRS' based on discipline data and antecedent behaviors.

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
Synergy	Monthly	Decrease in conduct and behavioral health referrals

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	2,353,287	8%	188,263

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 School District of Lancaster utilizes the American Reading Company's Independent Reading Level Assessment to measure student reading levels. Based on the Fall 2021 baseline scores, students were reading at significantly lower reading levels than in past years.
 Elementary K-5 On Target Reading Level: 32.86% District K-8 On Target Reading Level: 30.5%

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:

When reviewing PVAAS data across all 19 schools, the following data from 2019 exists: Moderate Evidence that the School Exceeded: 2 schools Evidence that the School Met: 8 schools Moderate Evidence that the School Did Not Meet: 4 schools Significant Evidence that the School Did Not Meet: 5 schools

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 Training	K-2, ESL,	60
American Reading Company Executive Coaching	K-5, ESL, SPED	250

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	Children from Low-Income Families	2,500	Daily lessons teach early, basic, and advanced skills such as: • Rhyming and onset fluency • Isolating final or medial sounds • Blending and segmenting sounds • Adding and deleting phonemes • Substituting phonemes

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
Independent Reading Level Assessment	1x every 2 weeks	Students are gaining .1 steps per month

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	2,353,287	52%	1,223,709

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
Middle School Math Coaches	Children from Low-Income Families	2,650	1. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. 2. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, Comprehensive Curriculum, and math interventions. 3. Coordinate training with Professional Development Staff and Administration 4. Meet with the Professional

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Development trainer and administrators to promote collaboration.

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
IXL Diagnostic	Weekly	85% of students will earn increases of 100 points in the IXL Diagnostic Arena

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$2,353,287.00

Allocation

\$2,353,287.00

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)

705,986

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$600,600.00	Salaries for Tiered Support Team Leaders - \$70,000 per team leader x 4 team leaders x 2.145 years
2200 - Staff Support Services	200 - Benefits	\$105,386.00	Benefits for Tiered Support Team Leaders @ (0.3494/2)
		\$705,986.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$2,353,287.00

Allocation

\$2,353,287.00

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)

235,329

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$200,162.00	Salary for Coordinator of School Climate x 2.81 years
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$35,167.00	Benefits for Coordinator of School Climate @ (0.3494/2)
		\$235,329.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$2,353,287.00

Allocation

\$2,353,287.00

Budget Over(Under) Allocation

\$0.00

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

188,263

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$188,263.00	Contract with American Reading Company (ARC) for Coaches
		\$188,263.00	

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	2,353,287	705,986	235,329	188,263	1,223,709

Learning Loss Expenditures

Budget

\$2,353,287.00

Allocation

\$2,353,287.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$937,500.00	Salaries for Math Instructional Coaches - \$75,000 per coach x 5 middle schools x 2.5 years
2200 - Staff Support Services	200 - Benefits	\$163,781.00	Benefits for Math Instructional Coaches @ (0.3494/2)

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$122,428.00	Professional development for Math Instructional Coaches for 22-23 and 23-24
		\$1,223,709.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$2,353,287.00

Allocation

\$2,353,287.00

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	\$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	\$200,162.00	\$35,167.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$235,329.00
2200 Staff Support Services	\$1,538,100.00	\$269,167.00	\$310,691.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,117,958.00
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
	\$1,738,262.00	\$304,334.00	\$310,691.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,353,287.00
Approved Indirect Cost/Operational Rate: 0.0443								\$0.00
Final								\$2,353,287.00