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	-Classroom observations-Data and administrative support requests entered in school wide behavior tracking systems-Data gathered from social work caseloads-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Student attendance trends-Student survey data
Professional Development for Social and Emotional Learning	-Classroom observations-Data and administrative support requests entered in school wide behavior tracking systems-Data gathered from social work caseloads-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Student survey data
Reading Remediation and Improvement for Students	Reading Remediation and Improvement for Students -Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings
Other Learning Loss	-Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings

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	-Classroom observations-Data and administrative support requests entered in school wide behavior tracking systems-Data gathered from social work caseloads-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Student attendance trends-Student survey data
Major Racial or Ethnic Groups	Other Areas of Learning Loss	-Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings

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	43,014	30%	12,904

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.

-Classroom observations-Data and administrative support requests entered in school wide behavior tracking systems-Data gathered from social work caseloads-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Student attendance trends-Student survey dataStudents are excited to return for in person learning but are struggling with the impact of COVID-19 and lost socialization. Students are displaying more conflict and avoidant behaviors with their peers and adults, especially across grades 3-6. Students are excited to be with and work together in a more social setting but are displaying conflict in more academically rigorous settings. In

response DRCS has created an opportunity for 3-6th grade Student Choice clubs daily. During these clubs students are exposed to a series of new skills (ie: yoga/meditation, gardening, STEM activities, art and media creativity, "girls group"…), opportunities for productive conflict resolution, cooperative learning, and increased engagement in the learning environment.

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
Student Choice Clubs	Major Racial and Ethnic Groups	Universal	160

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
Student Panorama Survey data	2x per year	Increased student engagement and positive perceptions toward school environment and peer interractions
Student behavior data	Daily	Fewer requests for administrative support
Student attendance	Daily	Limiting number of students considered "chronically absent" for non-medical/non verified reasons

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	14,401	10%	1,440

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. 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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	55	Other	LiberatED	External Contractor	Series of professional development activities to support staff in understanding the impacts of culture, race, community, trauma and personal identity on educator ability to support

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
					students and families effectively.

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
Staff Surveys	Following sessions	Staff will rate the content as valuable in their work with students and families.

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%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Reading Improvement Requirement	11,521	8%	922

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?

Based on grade level, all DRCS students have been STEP tested (standardized measure of reading achievement) and/or MAP tested (standardized measure of MATH & READING achievement). Initial scores on baseline STEP/MAP assessments are showing that students have experience a loss of reading skill or are showing backward movement in reaching levels as compared to the last time that they were in person. This trend is evident across all student grades and subgroups.

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:

Baseline measures are showing that students made backwards progress in during the remote learning period. DRCS staff are implementing a number of interventions in order to support accelerated literacy growth in the coming academic years.

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
STEP Testing Best Practices	K-4, including ESL & Special Education	25

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Guided Reading: Learning to Read and Reading to Learn	K-4, including ESL & Special Education	25
Phonics and Sound Awareness	K-4, including ESL & Special Education	25

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
Intervention Block	Major Racial and Ethnic Groups	100	Leveled mand and literacy instruction and test preparation
Springboard Collaborative	Major Racial and Ethnic Groups	65	Leveled literacy instruction during extended day programming.
Guided Reading	Major Racial and Ethnic Groups	250	Leveled/small group literacy instruction.
Close Reading	Major Racial and Ethnic Groups	100	Leveled/small group literacy instruction.
Phonics	Major Racial and Ethnic Groups	150	Leveled/small group literacy instruction.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
STEP Testing	3-4x Per Year	Students will show increases in STEP levels through school year
MAP Testing	2x Per Year	Students will show increase in MAP literacy scores/progress towards PSSA proficiency through school year
SPED Progress Monitoring	Per IEP Requirements	Students engaged in afterschool programming will show progress towards meeting annual literacy 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	74,888	52%	38,942

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Math & Literacy Intervention Block	Major Racial and Ethnic Groups	100	Students engage in 45-60 minutes of targeted literacy and math intervention supports teach week. Intervention block is meant to support in overcoming the impacts of learning loss and making progress towards grade level standards

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
STEP Testing	3-4x Per Year	Students will show increases in STEP levels through school year
MAP Testing	2x Per Year	Students will show increase in MAP literacy and Math scores/progress towards PSSA proficiency through school year
SPED Progress Monitoring	Per IEP Requirements	Students engaged in afterschool programming will show progress towards meeting annual literacy IEP goals.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$144,012.00
Allocation

$144,012.00

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)

43,204

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$15,000.00	SY21-22 Student Clubs supplies and materials
1000 - Instruction	600 - Supplies	$15,000.00	SY22-23 Student Clubs supplies and materials
1000 - Instruction	600 - Supplies	$13,204.00	SY23-24 Student Clubs supplies and materials
		$43,204.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$144,012.00

Allocation

$144,012.00

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)

14,401

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	$14,401.00	LiberatEd full Staff Professional Development
		$14,401.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$144,012.00

Allocation

$144,012.00

Budget Over(Under) Allocation

$0.00

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

11,521

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	$11,521.00	Reading curriculum review, literacy instructional implementation, and consulting services
		$11,521.00	

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	1,440,012	43,204	14,401	11,521	1,370,886

Learning Loss Expenditures

Budget

$144,012.00
Allocation

$144,012.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$50,000.00	salary for 8 staff members leading/implementing new 5th & 6th grade intervention block during SY21-22

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$24,886.00	benefits for 8 staff members leading/implementing new 5th & 6th grade intervention block during SY22-23
		$74,886.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$144,012.00

Allocation

$144,012.00

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	$74,886.00	$0.00	$0.00	$0.00	$25,922.00	$43,204.00	$0.00	$144,012.00
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
	$74,886.00	**$0.00**	**$0.00**	**$0.00**	**$25,922.00**	**$43,204.00**	**$0.00**	**$144,012.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$144,012.00**