ARP ESSER Set-Asides Consolidated - A-TSI 2.5% Set Aside

Section: 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.

Building Name	4 Digit Building Number
Anderson Add B Sch	3804
Emlen Eleanor C Sch	3709
Franklin S Edmonds Sch	3708
Harding Warren G MS	7242
Juniata Park Academy	7963
Mayfair Sch	3569
Motivation HS	7815
Northeast HS	3855
Penn Treaty Sch	8293
Penrose Sch	3616
Richmond Sch	3701
Roosevelt Theodore MS	8296
Saul W B Agricultural School	3861
Spring Garden Sch	3655
Sullivan James J Sch	3753
Swenson Arts & Technology HS	7072
Ziegler William H Sch	7233

Section: Introduction

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 Grante 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 7 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;
- Nontraditional
- Single Parent
- Military Family
- Migrant students; and

- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (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 N&D's promising practices in supporting student needs since March 2020.

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

Method Used to Understand Each Type of Impact

There are several ways in which our district's A-TSI schools have identified (and will continue to identify) the extent of the impact of the COVID-19 pandemic on student learning and well-being. First, all A-TSI schools administered a baseline universal screening assessment for Math and Reading. These screening assessments were administered for all grades starting on September 8th and running through October 8th. School teams then met with their Planning and Evidence-based Supports Office (PESO) representative to analyze their data to identify strenghts and challenges manifesting in the data. Instructional leadership teams at A-TSI schools are also conducting instructional rounds with their Assistant Superintendent and network Professional Learning Specialist. During these rounds, participants walkthrough classrooms during instructional time to ensure that instruction is standards aligned, at grade level, and engaging. Finally, A-TSI schools met with their PESO and 11/5 to conduct school plan reviews, during which academic action plans were reviewed and implementation ratings were given to each step in their plan.

Chronic Absenteeism

Method Used to Understand Each Type of Impact

Attendence data for A-TSI schools is collected on a monthly basis and loaded into our data visualization platform, Qlik. In early October 2021, each school's Planning and Evidence-based Supports Office (PESO) representative provided a climate data analysis session, during which attendance data including chronic absenteeism data - was analyzed and next steps were developed. Additionally, A-TSI schools met with their PESO rep between 10/25 and 11/5 to conduct school plan reviews, during which attendance action plans were reviewed and implementation ratings were given to each step in their plan. Finally, starting in November 2021, all A-TSI schools will receive a school-specific data guide from the PESO rep. This guide will include key attendance data points along with guiding questions that will help A-TSI attendance team members make connections between their outcome data and their implementation data (the aforementioned action plan ratings).

Social-emotional Well-being

Method Used to Understand Each Type of Impact

All A-TSI school teams are administering a student well-being survey to their students on a monthly basis, starting in September of 2021. This survey is given to students in grades 3-12 and gathers data on how students feel about their experiences at school. The results are then reviewed with A-TSI school teams with support from their PESO rep and their Clinitate and Culture Coach. Additionally, A-TSI schools met with their PESO rep between 10/25 and 11/5 to conduct school plan reviews, during which social-emotional well-being action plans were reviewed and implementation ratings were given to each step in their plan. Finally, starting in November 2021, all A-TSI schools will receive a school-specific data guide from the PESO rep. This guide will include key social-emotional well-being data points along with guiding questions that will help A-TSI climate team members make connections between their outcome data and their implementation data (the aforementioned action plan ratings).

Student Engagement

Method Used to Understand Each Type of Impact

All A-TSI school teams administered the district wide survey (different than the student well-being survey) to their students, which contains several items around Student Engagement. The survey results were loaded into our data visualization afform, Gliki, no October 2021. From there, A-TSI principals were provided with a training on how to access and analyze district wide survey data during our district's October Leadership Convening session.

2. Documenting Disproportionate Impacts

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
Anderson Add B Sch	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Franklin S Edmonds Sch	Students from low-income families	All students complete interim reading and math assessments four times per year. Results are disaggregated by socio-economic status - including economically disadvantaged - at the school level so that disprortionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by socio-economic status to inform school-level decision making.
Emlen Eleanor C Sch	Students from low-income families	All students complete interim reading and math assessments four times per year. Results are disaggregated by socio-economic status - including economically disadvantaged - at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by socio-economic status to inform school-level decision making.
Harding Warren G MS	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Juniata Park Academy	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Mayfair Sch	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Motivation HS	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Northeast HS	Children with disabilities	All students complete interim reading and math assessments four times per year. Results are disaggregated by special education status at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by special education status to inform school-level decision making.
Penn Treaty Sch	Children with disabilities	All students complete interim reading and math assessments four times per year. Results are disaggregated by special education status at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by special education status to inform school-level decision making.
Penrose Sch	Children with disabilities	All students complete interim reading and math assessments four times per year. Results are disaggregated by special education status at the school level so that disprovtionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by special education status to inform school-level decision making.
Richmond Sch	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Roosevelt Theodore MS	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Saul W B Agricultural School	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Spring Garden Sch	Students from low-income families	All students complete interim reading and math assessments four times per year. Results are disaggregated by socio-economic status - including economically disadvantaged - at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by socio-economic status to inform school-level decision making.
Sullivan James J Sch	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
Swenson Arts & Technology HS	Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments four times per year. Results are disaggregated by race/ethnicity at the school level so that disprorotionalities can be identified and additional supports can be provided accordingly. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by race/ethnicity to inform school-level decision making.
		All students complete interim reading and math assessments four times per year. Results are disaggregated by

3. Reflecting on Local Strategies

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

permon Plannii rengthen Tier 1 e needs of as r tendance, and, intinue to expe TSS: Richmon salth/wellness, iality programm ary Warning In ssenteeism are arning Indicato at their child hu aprovement Co- ans to overcon TSS: Saul is in id attendance j ans to overcon TSS: Saul is in id attendance j orgamming in alcoming envir TSS: Spring G, ans to overcon try Warning In senteeism are arning Indicato at their child hu provement Co- ans to overcon TSS: Spring G, ans to overcon the and welcom ary Warning In senteeism are arning Indicato as to overcon pormon Plannii rengthen Tier 1 tendance, and, ntinue to expe onton Plannii er 1 instruction as many studk endance, and, ontinue to expe	t instruction and many students a diversion solution of disimplementing and attendance ming in all schoo ming environmeni dicator Monitorir identified early. or report and flag as hit this mark. onference (SAIC) me these obstacl molementing a cc programming, in all schools that onment. An addi arden is impleme and attendance ming in all schoo ing environmeni dicator Monitorir eldentified early. or report and flag dicator Monitorir eldentified early. or spoil and dicator Monitorir eldentified early. or spoil and dicator Monitorir eldentified early. or spoil and and attendance many students a fi instruction and many students a spossible. Tor social-emotic and considering ents a spossible.	considering how the is possible. Tire 2 vional/behavioral and despite the suppoor gra comprehensiv- programming, inter is that equitably me t. An additional go: ng System: Roosen This is accomplish g students with 3+ Next, if a student r . During SAICs, ob lea as well as atten omprehensive MTS terventions, and ar equitably meet the programming, inter titional goal is to rere enting a comprehe programming, inter state equitably met the state equitably met the state equitably met the state equitably met the state equitably met to puring SAICs, ob lea as well as attern on is using Common considering how to differentia the spossible. Tier 2 vinal/behavioral and ong byte the support considering how to differentia. Tier 2 will include onal/behavioral and and and the support of the support of the programmed support the support support the support support the support prove to differentia. Tier 2 will include onal/behavioral and prove the support and the support and the programmed the support support the support support the support the s	o differentiate within 1 will include the utilizati ()/or health/wellness in t provided by Tier 1 p a MTSS system that in verventions, and an inte eet the needs of every al is to reduce the miss event the needs of every elt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al S system that incorpor in integrated approach duce the misidentifica nsive MTSS system th verventions, and an inte eet the needs of every al is to reduce the misi stacles to regular atte eaches six absences, stacles to regular atte eaches six absences, stacles to regular atte eaches six absences, stacles to regular atte dance goals. SAIPs al on Planning Time to pro o differentiate within 1 vill include the utilizati () or health/wellness in t provided by Tier 1 p Planning Time to pro planning Time to planning T	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen 'arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidentified, a dentification of student ming Indicator Monitor training an attendance dentreaches three abs a letter is sent home re ro reviewing ideata and t, with an emphasis ou ion of student, partic at incorporates tiered, grated approach to re- student, with an emphasis ovide teachers and lead ier 1. Differentiation wi ovide teachers and lead entation vithin Tier 1 i ent data to determing.		her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
ommon Plannii rengthen Tier T ee needs of as r tendance, and, intinue to expe TSS: Richmonn valth/wellness, iailty programm ary Warning In issenteeism are arning Indicato at their child hu approvement Co- ans to overcon TSS: Saul is im id attendance j ogramming in i elcoming envir TSS: Spring G ans to overcon TSS: Spring G ans to overcon TSS: Spring G ans to overcon TSS: Spring G ans to overcon promon Plannii rengthen Tier 1 tendance, and, nntinue to expe dredsaces: (Sele- cademic pact of lost	t instruction and many students a vor social-emotit arience difficulty di si implementin and attendance ming in all schoo ning environment dicator Monitorii dicator Monitorii dicator Monitorii a shit this mark. onference (SAIC), ne these obstacl nplementing a cc programming, in all schools that t nglementing a cc programming, in all schools that t anden is impleme and attendance ming in all schoo ning environment dicator Monitorii didentified early. or report and flag as hit this mark. naference (SAIC), ne these obstacl ng Time: Swenss i instruction and (/or social-emotit arience difficulty) ct 'School Buildi Chronic	considering how the spossible. The 2 sponal/behavioral and despite the suppoor gramming, interest the suppoor gramming, interest the suppoor gramming, interest that equitably met. An additional goor and spotter Roosen This is accomplish g students with 3+ Next, if a student relational goal is to rearring a comprehensive MTS terventions, and an equitably meet the programming, interest the state equitably met the substitue. An additional go ing System: Sullivar, if a student r is possible. The 2 will include easite the supporting Name', and chemisticate and the supporting Name', and chemisticate and the support of the	o differentiate within 1 viill include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in eet the needs of every al is to reduce the mis vert is using an Early V hed by identifying and absences. Once a stu vert is using an Early V hed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al System that incorpor in integrated approach needs of every studie duce the misidentifica nsive MTSS system th riventions, and an inte eet the needs of every al is to reduce the misi n is using an Early Wa ied by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al on Planning Time to pro ta differentiate within T will include the utilizati //or health/wellness in t provided by Tier 1 p lack all that apply) Social-emotional	on of student data to d tervention. Cross-disci corgramming. corporates tiered, evic grated approach to re- student, with an empl dentification of studen farning Indicator Monit raining an attendance dent reaches three abs a letter is sent home r dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and ti, with an emphasis or ion of students, partic at incorporates tiered, grated approach to re- vi student, with an emphasis dentification of studen fing Indicator Monitor training an attendance dent reaches three abs a letter is sent home r dance are identified, a e then progress monit voide teachers and lead entervention. Cross-disci rogramming.	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aais on providing all students with acc ts, particularly students of color, requir oring System to ensure that students wit designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance Improvemen red by the attendance team on a more based academic and social-emotional identifying root causes. The goal is to et providing all students with access to providing all students with access to providing all students with access to, particularly students of color, requiring special and identifying root causes aais on providing all students with access ts, particularly students of color, requir ng System to ensure that students who designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian on mid a Student Attendance Improvemen ored by the attendance team on a more ders with time and space to apply the the thin Tier 1 is essential to ensuring that etermine which students require a high pinary Tier 2 teams will meet regularly rs wisht time and space to apply the da sessential to ensuring that universal pur- rhich students require a higher level of pinary Tier 2 teams will meet regularly	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
ommon Plannii rengthen Tier 1 e needs of as i tendance, and, nitinue to expe- TSS: Richmon TSS: Richmon rath/wellness, iality programm fé and welcom any the second any to any tende any tendens any t	t instruction and many students a diversoil-emotit vior social-emotit index of difficulty di si mplementim and attendance ming in all schoo ning environmen dicator Monitorir i dentified early. or report and flag as hit this mark. onference (SAIC) ne these obstact opgramming, in all schools that de onment. An addi arden is implementing a cc programming, in all schools that de arden is implementing and arden is implementing and thendance (SAIC) me these obstact on report and flag as hit this mark. Difference (SAIC) ne these obstact on firme: Swenss dor social-emotiti artices difficulty artices and archool Buildi artices and archool Buildi artices and archool Buildi artices and archool Buildi artices and archool Buildi archool Buildi	considering how the is possible. Tire 2 consult/behavioral and despite the suppoor gra comprehensive programming, inter la that equitably me t. An additional goor gra System: Rooseen This is accomplish g students with 3+ Next, if a student r . During SAICs, ob less as well as attern omprehensive MTS terventions, and at equitably meet the programming, inter la that equitably met the students with 3+ Next, if a student r . During SAICs, ob less as well as attern on is using Common g how to different is using Common g how to different is using Common g how to different in classing a common g how to different in classing a common g how to different in susing Common g how to different in pome', and che mathematica and the support in the support in the support and the support in the support and the support an	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ter provided by Tier 1 p e MTSS system that in- eet the needs of every lat is to reduce the mis velt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs au S system that incorpr n integrated approach needs of every studie duce the misidentifica msive MTSS system th riveritoria, and an inte eat the needs of every al is to reduce the misis is to reduce the misis acches six absences. Stacles to regular atte dance goals. SAIPs au stacles to regular atte dance goals. SAIPs au o Hanning Time to prov ate within Tier 1. Differ the utilization of stud //or health/wellness in t provided by Tier 1 p Planning Time to prov ate within Tier 1. positife excital that apply)	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen 'arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidentified, a dentification of student ming Indicator Monitor training an attendance dentreaches three abs a letter is sent home re ro reviewing ideata and t, with an emphasis ou ion of student, partic at incorporates tiered, grated approach to re- student, with an emphasis ovide teachers and lead ier 1. Differentiation wi ovide teachers and lead entation vithin Tier 1 i ent data to determing.	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with designee whose role is to regularly mo ences, the school team mails a C-31 le ioquesting that the parent/guardian com and a Student Attendance Improvemen based academic and social-emotional/ identifying root causes. The goal is to e providing all students with access to jardy students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes asis on providing all students with access to tardy students of color, requiring special evidence-based academic and social- iewing data and identifying root causes tasis on providing all students with access to indesignee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen red by the attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly rs with time and space to apply the da s essential to ensuring that universal pr hich students require a higher level of	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
permon Plannii rengthen Tier 1 e needs of as r tendance, and, intinue to expe TSS: Richmon salth/wellness, iality programm ary Warning In ssenteeism are arning Indicato at their child hu aprovement Co- ans to overcon TSS: Saul is in id attendance j ans to overcon TSS: Saul is in id attendance j orgamming in alcoming envir TSS: Spring G, ans to overcon try Warning In senteeism are arning Indicato at their child hu provement Co- ans to overcon TSS: Spring G, ans to overcon the and welcom ary Warning In senteeism are arning Indicato as to overcon pormon Plannii rengthen Tier 1 tendance, and, ntinue to expe onton Plannii er 1 instruction as many studk endance, and, ontinue to expe	t instruction and many students a diversion solution of disimplementing and attendance ming in all schoo ming environmeni dicator Monitorir identified early. or report and flag as hit this mark. onference (SAIC) me these obstacl molementing a cc programming, in all schools that onment. An addi arden is impleme and attendance ming in all schoo ing environmeni dicator Monitorir eldentified early. or report and flag dicator Monitorir eldentified early. or spoil and dicator Monitorir eldentified early. or spoil and dicator Monitorir eldentified early. or spoil and and attendance many students a fi instruction and many students a spossible. Tor social-emotic and considering ents a spossible.	considering how the spossible. The 2 on onal/behavioral and despite the suppoo- ing a comprehensive programming, inter ls that equitably must t. An additional goor go System: Roosen This is accomplish of students with 3+ Next, if a student ri- During SAICs, ob les as well as attern on prehensive MTS terventions, and at equitably meet the itional goal is to re- enting a comprehe programming, inter ls that equitably meet the itional goal is to re- enting a comprehe programming, inter ls that equitably meet the stat equitably meet the stat equitably meet the som substance on substance state state on substance considering how to is using Common g how to differentiat. Tier 2 will include on al/behavioral and despite the suppoor and besit the suppoor and bespite the suppoor and bespite the suppoor and behavioral and despite the suppoor and behavioral and and behavioral and and and behavioral and and and and and and and and	o differentiate within 1 will include the utilizati ()/or health/wellness in t provided by Tier 1 p a MTSS system that in verventions, and an inte eet the needs of every al is to reduce the miss event the needs of every elt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al S system that incorpor in integrated approach duce the misidentifica nsive MTSS system th verventions, and an inte eet the needs of every al is to reduce the misi stacles to regular atte eaches six absences, stacles to regular atte eaches six absences, stacles to regular atte eaches six absences, stacles to regular atte dance goals. SAIPs al on Planning Time to pro o differentiate within 1 vill include the utilizati () or health/wellness in t provided by Tier 1 p Planning Time to pro planning Time to planning T	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen 'arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidentified, a dentification of student ming Indicator Monitor training an attendance dentreaches three abs a letter is sent home re ro reviewing ideata and t, with an emphasis ou ion of student, partic at incorporates tiered, grated approach to re- student, with an emphasis ovide teachers and lead ier 1. Differentiation wi ovide teachers and lead entation vithin Tier 1 i ent data to determing.	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen based academic and social-emotional/ identifying root causes. The goal is to e providing all students with access to jardy students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes asis on providing all students with access to tary students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes tasis on providing all students with access to indesignee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly rs with time and space to apply the da s essential to ensuring that hichs students require a higher level of	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
permon Plannii rengthen Tier 1 e needs of as r tendance, and, intinue to expe TSS: Richmon salth/wellness, iality programm ary Warning In ssenteeism are arning Indicato at their child hu aprovement Co- ans to overcon TSS: Saul is in id attendance j ans to overcon TSS: Saul is in id attendance j orgamming in alcoming envir TSS: Spring G, ans to overcon try Warning In senteeism are arning Indicato at their child hu provement Co- ans to overcon TSS: Spring G, ans to overcon the and welcom ary Warning In senteeism are arning Indicato as to overcon pormon Plannii rengthen Tier 1 tendance, and, ntinue to expe onton Plannii er 1 instruction as many studk endance, and, ontinue to expe	t instruction and many students a diversion solution of disimplementing and attendance ming in all schoo ming environmeni dicator Monitorir identified early. or report and flag as hit this mark. onference (SAIC) me these obstacl molementing a cc programming, in all schools that onment. An addi arden is impleme and attendance ming in all schoo ing environmeni dicator Monitorir eldentified early. or report and flag dicator Monitorir eldentified early. or spoil and dicator Monitorir eldentified early. or spoil and dicator Monitorir eldentified early. or spoil and and attendance many students a fi instruction and many students a spossible. Tor social-emotic and considering ents a spossible.	considering how the spossible. The 2 on onal/behavioral and despite the suppoo- ing a comprehensive programming, inter is that equitably must be that equitably must be that equitably must be that equitably must be a support of the suppoor on system: Roosen This is accomplish getudents with 3+ Next, if a student right on the suppoor be as a well as attern on prehensive MTS terventions, and at equitably meet the itional goal is to rear enting a comprehe programming, inter is that equitably must the additional goo. mg System: Sultivar This is accomplish getudents with 3+ to puring SAICs, ob les as well as attern on is using Common on is using Common g how to differentiat. Tier 2 will include on al/behavioral and despite the suppoor and bespite the suppoor and bespite the suppoor be the suppoor and behavioral and despite the suppoor and behavior and and despite the suppoor and behavior a	o differentiate within 1 will include the utilizati ()/or health/wellness in t provided by Tier 1 p a MTSS system that in verventions, and an inte eet the needs of every al is to reduce the miss event the needs of every elt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al S system that incorpor in integrated approach duce the misidentifica nsive MTSS system th verventions, and an inte eet the needs of every al is to reduce the misi stacles to regular atte eaches six absences, stacles to regular atte eaches six absences, stacles to regular atte eaches six absences, stacles to regular atte dance goals. SAIPs al on Planning Time to pro o differentiate within 1 vill include the utilizati () or health/wellness in t provided by Tier 1 p Planning Time to pro planning Time to planning T	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen 'arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidentified, a dentification of student ming Indicator Monitor training an attendance dentreaches three abs a letter is sent home re ro reviewing ideata and t, with an emphasis ou ion of student, partic at incorporates tiered, grated approach to re- student, with an emphasis ovide teachers and lead ier 1. Differentiation wi ovide teachers and lead entation vithin Tier 1 i ent data to determing.	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen based academic and social-emotional/ identifying root causes. The goal is to e providing all students with access to jardy students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes asis on providing all students with access to tary students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes tasis on providing all students with access to indesignee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly rs with time and space to apply the da s essential to ensuring that hichs students require a higher level of	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
permon Plannii rengthen Tier 1 e needs of as r tendance, and, intinue to expe TSS: Richmonn salth/wellness, allity programm ary Warning In ssenteeism are arning Indicate at their child hu provement Co ans to overcon TSS: Saul is im ind attendance i ogramming in alcoming envir TSS: Spring G, senter child hu programming in alcoming envir TSS: Spring G, as to overcon ark welcom ark welcom anth/wellness, allity programm fe and welcom ark welcom ark welcom and their child hu provement Co ans to overcon promon Plannii rengthen Tier 1 e needs of as r tendance, and, ontinue to expe ommon Plannii ren 1 instruction as many stud tendance, and,	t instruction and many students a v/or social-emotit arience difficulty. d is implementin and attendance ming in all schoo ning environment dictactr Monitorii e identified early. or report and flag as hit this mark. onference (SAIC), me these obstacl nplementing a cc programming, in all schools that t nplementing a cc programming, in all schools that t may students and arden is impleme and attendance ing in all schoo ning environment dictactr Monitorii, or report and flag as hit this mark. onference (SAIC), ne these obstacl ng Time: Swenss 1 instruction and /or social-emotit evidentified early. for social-emotit prime: Suenss and considering and considering the spossible.	considering how the is possible. Tire 2 vional/behavioral and despite the suppoor gra comprehensiv- programming, inter is that equitably me t. An additional go: ng System: Roosen This is accomplish g students with 3+ Next, if a student r . During SAICs, ob lea as well as atten omprehensive MTS terventions, and ar equitably meet the programming, inter titional goal is to rere enting a comprehe programming, inter state equitably met the state equitably met the state equitably met the state equitably met the state equitably met to puring SAICs, ob lea as well as attern on is using Common considering how to differentia the spossible. Tier 2 vinal/behavioral and ong by to differentia the using Common g how to differentia . Tier 2 will include onal/behavioral and and spossible.	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in test the needs of every all is to reduce the mits vert is using an Early V hed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al System that incorpor in integrated approach needs of every studed uce the misidentifica nsive MTSS system th reventors, and an inte eat the needs of every all is to reduce the misis n is using an Early V and by identifying and absences six absences, stacles to regular atte dance goals. SAIPs al no Planning Time to pu e differentiate within 1 will include the utilizati i/or health/wellness in t provided by Tier 1. Differ the utilization of stud //or health/wellness in	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen 'arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidentified, a dentification of student ming Indicator Monitor training an attendance dentreaches three abs a letter is sent home re ro reviewing ideata and t, with an emphasis ou ion of student, partic at incorporates tiered, grated approach to re- student, with an emphasis ovide teachers and lead ier 1. Differentiation wi ovide teachers and lead entation vithin Tier 1 i ent data to determing.	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen based academic and social-emotional/ identifying root causes. The goal is to e providing all students with access to jardy students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes asis on providing all students with access to tary students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes tasis on providing all students with access to indesignee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly rs with time and space to apply the da s essential to ensuring that hichs students require a higher level of	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
permon Plannii rengthen Tier 1 e needs of as r tendance, and, nitinue to expe- factorial thread thread thread TSS: Richmon raft Warning In senteeism are arming Indicate at their child ha provement Co ans to overcon TSS: Saul is in d attendance por ans to avercon TSS: Spring G, sath/wellness, ality pogramm fe and welcom ary Warning In cases and welcom ary Warning In some and the sentence and the	t instruction and many students a vor social-emotiti- vor social-emotiti- vor social-emotiti- vor social-emotiti- vor social-emotiti- dis implementina and attendance ming in all schoo ining environmeni dicator Monitorir i identified early, or report and flag as hit this mark. .nfreence (SAIC) me these obstact onment. An addi arden is implementing a comment, An addi arden is implementing and attendance onment and attendance as hit this mark. .nfreence (SAIC) me these obstact ng Time: Swensz i instruction and many students a ti instruction and many students a ents as possible.	considering how the spossible. The 2 vonal/behavioral and despite the suppoor ga a comprehensive programming, inter last that equitably met. An additional goor go system: Roosen This is accomplish a students with 3+ Next, if a student r . During SAICs, ob less as well as attem on suger the strong and the student swith 3+ Next, if a student swith 3+ Next, if a student r . During SAICs, ob less as well as a steremon is using Common of the student or . During SAICs, ob less as well as a student or . During SAICs, ob less as well as a student or . During SAICs, ob less as well as a student or . During SAICs, ob less as well as a student or . During SAICs, ob less as well as a student or . Buring SAICs, ob less as well as a the on is using Common ghow to differentia. Ther 2 will include	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p MTSS system that in PMTSS system that in earth needs of every all is to reduce the miss event is using an Early V red by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs au S system that incorpor n integrated approach needs of every studed duce the misidentifica nsive MTSS system th riveriting an Early Va duce the misidentifica nsive MTSS system that incorpor a lis to reduce the misidentifica nsive MTSS system that riveriting an Early Va eaches six absences, stacles to regular atte dance goals. SAIPs au on Planning Time to prov a differentiate within 1 will include the utilizati /or health/wellness in t provided by Tier 1 p Planning Time to prov ate within Tier 1. Differ the utilization of studi	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of student l'arning Indicator Molt training an attendance dent reaches three abs a letter is sent home re ndance are identified, a e then progress monit a letter is sent home re ndance are identified, a e then progress monit oin of students, partici at incorporates tiered, grated approach to re- student, with an empl dentification of student rining Indicator Monitor at incorporates tiered, grated approach to re- student, with an empl dentification of student inning Indicator Monitor dance are identified, a e then progress monits ovide teachers and lead tervention. Cross-lisci orgramming. ide teachers and lead entiaton within Tier 1 in data to determine v	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen based academic and social-emotional/ identifying root causes. The goal is to e providing all students with access to jardy students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes asis on providing all students with access to tary students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes tasis on providing all students with access to indesignee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly rs with time and space to apply the da s essential to ensuring that hichs students require a higher level of	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early tetter to their home indicatin nes in for a Student Attended t tPlan (SAIP) is developed v thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e aid education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in, ring special education service to are in at-risk of chronic onitor the district's Early etter to their home indicatin- eter for a Student Attenda t Plan (SAIP) exotension the lan (SAIP) exotension to a grant at-risk of chronic onitor the district's Early etter to their home indicatin- eter lan (SAIP) exotension thy district searly etter of targeted academ r to review data of students tata-driven insights to strenging rogramming meets the need targeted academic,					
permon Plannii rengthen Tier 1 e needs of as r tendance, and, intinue to expe TSS: Richmonn salth/wellness, iailty programm ary Warning In ssenteeism are arning Indicato at their child hu provernent Co- ans to overcon TSS: Saul is im d attendance j ans to overcon TSS: Saul is im d attendance j orgramming in alcoming envir TSS: Spring G. TSS: Spring G. TSS: Spring G. TSS: Spring G. ans to overcon try Warning In senteeism are arning Indicato at their child hu proverment Co- ans to overcon promon Plannii rengthen Tier 1 e needs of as r tendance, and, ntinue to expe pommon Plannii re 1 instruction	t instruction and many students a vor social-emotit vor social-emotit vor social-emotit di si mplementin and attendance ming in all schoo ining environmeni dicator Monitorir i dentified early. or report and flag as hit this mark. Inference (SAIC) me these obstacl mplementing a cc programming, in all schools that onment. An addi arden is implementing and attendance ming in all schoo ining environmeni dicator Monitorir e identified early. or report and flag dicator Monitorir e identified early. or spoil and standance shift this mark. Inference (SAIC), me these obstacl ing Time: Swensot i instruction and many students a /or social-emotit vireince difficulty ng Time: Ziegler	considering how the is possible. The 2 on onal/behavioral and despite the suppoor ing a comprehensive programming, inter is that equitably mut. An additional goor go System: Roosever This is accomplish g students with 3+ Next, if a student r During SAICs, ob les as well as attern or prehensive MTS terventions, and at equitably meet the itional goal is to reare enting a comprehe programming, inter is that equitably mut. An additional goor g System: Sullivar This is accomplish g students with 3+ next, if a student r . During SAICs, ob les as well as attern on is using Common considering how t is possible. The 2 on on al/behavioral and despite the suppoor is using Common g how to differentiat	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p a MTSS system that in verventions, and an inte eet the needs of every al is to reduce the miss eventions, and an inte eet the needs of every eaches six absences. Once a stu basences. Once a stu basences. Once a stu basences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs au System that incorpor in integrated approach in susing an Early Wa ed by identifying and absences. Once a stu eaches of every al is to reduce the misi stacles to regular atte eat the needs of every al is to reduce the misi stacles to regular atte dance goals. SAIPs au on Planning Time to p o differentiate within 1 /or health/wellness in t provided by Tier 1 p Planning Time to prove tw within Tier 1. Differ	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit ruaning an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monits rates tiered, evidence- to reviewing data and nt, with an emphasis or ion of students, partic lat incorporates tiered, grated approach to rev student, with an emphasis a letter is sent home re ring Indicator Monitor training an attendance dentificator Monitor training an attendance a letter is sent home re dance are identified, a e then progress monits ovide teachers and leade ier 1. Differentiation wi to of student data to d tervention. Cross-disci rogramming.	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with acc, the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance Improvemen red by the attendance team on a mon based academic and social-emotional identifying root causes. The goal is to o providing all students with access to alarly students of color, requiring speci- evidence-based academic and social- lewing data and identifying root causes has no providing all students with access to ts, particularly students of color, requiring and Student to ensure that students which designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian on mid a Student Attendance Improvemen red by the attendance team on a mon ders with time and space to apply the thim Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly res with time and space to apply the da	her level of targeted academ to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in . ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda t Plan (SAIP) is developed to the plan veloped to the veloped to the strengt rogramming meets the need					
permon Plannii rengthen Tier 1 e needs of as r tendance, and intinue to expe TSS: Richmon TSS: Richmon alth/wellness, ality programm fe and welcom aring Indicato at their child ha provement Co ans to overcon TSS: Saul is in d attendance ogramming in alcoming envir TSS: Spring G, alth/wellness, alth/wellne	t instruction and many students a vor social-emotit vor social-emotit varience difficulty d is implementim and attendance ming in all schoo ning environmeni dicator Monitorir i dentfifed early. or report and flag as hit this mark. onference (SAIC) me these obstact pplementing a cc programming, in all schools that et onment. An addi arden is implementing i dattifed early. or report and flag as hit this mark. onference (SAIC) me these obstact of Instruction and many students a fi Instruction and many students a vor social-emotif erience difficulty	considering how the spossible. Tire 2 violation of the suppoor on all behavioral and despite the suppoor ga a comprehensive mission of the suppoor of the suppoor and the suppoor and the suppoor of the	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p MTSS system that earth the needs of every all is to reduce the miss eventions, and an inte eet the needs of every elf is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs an S system that incorpor n integrated approach needs of every studed duce the misidentifica nsive MTSS system the rorentifying and an inte eet the needs of every all is to reduce the misin n is using an Early Va absences. Once a stu eaches six basences, stacles to regular atte dance goals. SAIPs an on Planning Time to pu o differentiate within 1 will include the utilizati or health/wellness in t provided by Tier 1 p	on of student data to d tervention. Cross-disci corgramming. corporates tiered, evic grated approach to re- student, with an empl dentification of studen farning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and ti, with an emphasis or ion of students, partic at incorporates tiered, at incorporates tiered, attention of student ration and the student ing Indicator Monitor training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit a letter is sent home re dance are identified, e then progress mote ier 1. Differentiation wi on of student data to d ervention. Cross-disci rogramming.	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aais on providing all students with acc ts, particularly students of color, requir oring System to ensure that students wit designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com nud a Student Attendance Improvemen red by the attendance team on a mom based academic and social-emotional identifying root causes. The goal is to et providing all students with access to larly students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes aais on providing all students with acc ts, particularly students of color, requir ng System to ensure that students who designee whose role is to regularly mo ences, the school team mails a C-31 le gruesting that the parent/guardian com rund a Student Attendance team on a mom der with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a high plinary Tier 2 teams will meet regularly	her level of targeted academ to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servit who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda t Plan (SAIP) is developed to thy basis. dia education services. Ferrotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a safe e alia education services. Ferrotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education service on are in at-risk of chronic pointor the district's Early etter to their home indicatin nes in for a Student Attenda tt Plan (SAIP) is developed to thy basis. data-driven insights to universal programming met- her level of targeted academ to review data of students					
permon Plannii rengthen Tier 1 e needs of as r tendance, and, nitinue to expe TSS: Richmon salth/wellness, ality programm fe and welcom ariy Warning In ssenteeism are arning Indicatte at their child ha uprovement Co- ans to overcon TSS: Saul is im d attendance ogramming in alcoming envir TSS: Spring GS, ality programm fe and welcom TSS: Spring GS, ality programm fe and welcom ary Warning In posenteeism are arning Indicatte at their child ha provement Co- ans to overcon mom Plannii rengthen Tier 1 e needs of as r	t instruction and many students a /or social-emotit virience difficulty d is implementin and attendance ming in all schoo ning environmeni dicator Monitorir i identified early. or report and flag as hit this mark. Inference (SAIC) report and flag as hit this mark. Inference (SAIC) all schools that i onment. An addi arden is implementing a cc programming, in all schools that onment. An addi arden is implementing and attendance ming in all schoo ning environmenti i dicatified early. or report and flag as hit this mark. Inference (SAIC) me these obstacl mg Time: Swensst 1 instruction and many students a	considering how the is possible. The 2 of onal/behavioral and despite the suppoor ing a comprehensive programming, inter ls that equitably mut. An additional goor of system: Roosee This is accomplish of students with 3+ Next, if a student r During SAICs, ob les as well as attern omprehensive MTS terventions, and at equitably meet the itional goal is to reare and goal is to reare enting a comprehe programming, inter ls that equitably meet the students with 3+ Next, if a student r During SAICs, ob les as well as attern on g System: Sullivar This is accomplish g students with 3+ Next, if a student r . During SAICs, ob les as well as attern on is using Common considering how t spassible. Tier 2 v onal/behavioral and	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p an MTSS system that in verventions, and an inte eet the needs of every al is to reduce the miss velt is using an Early V eed by identifying and absences. Once a stu acches six absences, stacles to regular atte dance goals. SAIPs ai S system that incorpor in integrated approach duce the misidentifica needs of every studed duce the misidentifica nis using an Early Va absences. Once a stu absences. Once a stu absences on comparison in is using an Early Wa absences. Once a stu absences. Once a stu absences to regular atte dance goals. SAIPs ai on Planning Time to pi o differentiate within at vior health/wellness in to react the withinati vior health/wellness in	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen farning Indicator Monit ruining an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and it, with an emphasis or ion of students, partic at incorporates tiered, grated approach to re- vi student, with an emph dentification of studen ring Indicator Monitor training an attendance dent tereaches three abs a tetre sent home re dance are identified, a e then progress monit voide teachers and lea ier 1. Differentiation wi on of student data to d	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aais on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with accs, the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance team on a mon based academic and social-emotional identifying root causes. The goal is to o providing all students with access to alarly students of color, requiring speci- evidence-based academic and social- lewing data and identifying root causes hasis on providing all students with access to asis on providing all students with access to the school team mails a C-31 le questing that the parent/guardian com nor des the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance team on a mon besed academic and social-emotional identifying root causes. The goal is to providing all students with access to is providing all students with access to asis on providing all students with access to providing all students with access the school team mails a C-31 le questing that the parent/guardian com nd a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a higf	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in . ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin net Plan (SAIP) is developed to thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe ea ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a ring special education service or are in at-risk of chronic onitor the district's Early tetre to their home indicatin nes in for a Student Attenda thy basis. data-driven insights to universal programming mete- ner level of targeted academ					
ommon Plannii rengthen Tier t e needs of as i tendance, and, nitinue to expe- TSS: Richmon TSS: Richmon fe and welcom ath/wellness, aalth/wellness, aalth/wellness, ans to avercom TSS: Saul is in dattendance ogramming in - sectorized at their child ha provement Cc ans to overcom TSS: Spring G. aalth/wellness, aalthy mogramm fe and welcom arb welcom ar	t instruction and many students a v/or social-emotit virience difficulty di si implementin and attendance ming in all schoo ning environment dicator Monitorii e identified early. or report and flag as hit this mark. onference (SAIC), me these obstacl nplementing a cc programming, in all schools that t nplementing a cc programming, in all schools that t noment. An addi arden is impleme and attendance ing in all schoo ning environment dicator Monitorii e identified early. or report and flag as hit this mark. onference (SAIC), me these obstacl ng Time: Swenss 1 instruction and many students a	considering how the spossible. Tire 2 variable-havioral and despite the suppoor ga a comprehensive programming, interest that equitably met. An additional goor ga system: Roosen This is accomplish gatudents with 3+ Next, if a student r . During SAICs, ob leas as well as attem programming, intertional goal is to rearring a comprehe system: Sullivara This is accomplish gatudents with 3+ Next, if a student r . During SAICs, ob leas as well as attem on is using Comme considering how the soft as attementional goal is to rearring a student with 3+ Next, if a student r . During SAICs, ob leas as well as attem on is using Comme considering how the spossible. Tier 2 variable. The 2 variable as the spossible. Tier 2 variable.	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in t provided by Tier 1 p e MTSS system that in eet the needs of every al is to reduce the mis relati is using an Early V hed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs ai System that incorpon in integrated approach needs of every studed uce the misidentifica nsive MTSS system th revert the seds of every al is to reduce the misis n is using an Early V ad by identifying and absences six absences, stacles to regular atte dance goals. SAIPs ai n Planning Time to p o differentiate within 1 will include the utilizati vill include the utilizati villes of the villes of the vieles of the villes of the villes of the villes of the villes of the vieles of the vieles of the villes of the vieles of the villes of the vil	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit raining an attendance dent reaches three abs a letter is sent home rr dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and t, with an emphasis ou ion of students, partic at incorporates tiered, grated approach to re- student, with an empl dentification of studen ming Indicator Monitor training an attendance a letner is sent home rr dance are identified, a e then progress monito ovide teachers and lea ier 1. Differentiation with on of student data to c	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aais on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with accs, the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance team on a mon based academic and social-emotional identifying root causes. The goal is to o providing all students with access to alarly students of color, requiring speci- evidence-based academic and social- lewing data and identifying root causes hasis on providing all students with access to asis on providing all students with access to the school team mails a C-31 le questing that the parent/guardian com nor des the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance team on a mon besed academic and social-emotional identifying root causes. The goal is to providing all students with access to is providing all students with access to asis on providing all students with access to providing all students with access the school team mails a C-31 le questing that the parent/guardian com nd a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that etermine which students require a higf	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in . ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin net Plan (SAIP) is developed to thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe ea ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a ring special education service or are in at-risk of chronic onitor the district's Early tetre to their home indicatin nes in for a Student Attenda thy basis. data-driven insights to universal programming mete- ner level of targeted academ					
permon Plannii rengthen Tier 1 e needs of as r tendance, and nntinue to expe TSS: Richmon TSS: Richmon TSS: Richmon rafy Warning In ssenteeism are arming Indicato at their child ha provement Co ans to overcon TSS: Saul is in d attendance por ans to avercon TSS: Saul is in d attendance por ans to avercon TSS: Spring G. path/wellness, ality pogramm fe and welcom ary Warning In ssenteeism are arming Indicato at their child ha provement Co ans to overcon prommon Plannii rengthen Tier 1	t instruction and many students a //or social-emotit arience difficulty d is implementin and attendance ming in all schoo ning environmeni dicator Monitorir i dentified early. or report and flag as hit this mark. onference (SAIC) me these obstact pplementing a cc programming, in all schoo ning environmeni dicator Monitorir dicator Monitorir dicator Monitorir dicator Monitorir a shit this mark. or report and flag as hit this mark. or report and flag as hit this mark.	considering how the spossible. The 2 on onal/behavioral and despite the suppoor ig a comprehensive programming, inte ls that equitably must be the suppoor response of the suppoor g system: Roosen This is accomplish g students with 3+ Next, if a student r . During SAICs, ob les as well as attem programming, inte is that equitably met the programming, inte is that equitably met t. An additional go. ng System: Sullivaar This is accomplish g students with 3+ Next, if a student r . During SAICs, ob les as well as attem on is using Common considering how t	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p MTSS system that a MTSS system that need the needs of every all is to reduce the miss event is using an Early V ed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs ai S system that incorpor n integrated approach needs of every studed uce the misidentifica nsive MTSS system the reventions, and an inte eet the needs of every all is to reduce the misis n is using an Early Wa eaches six absences, stacles to regular atte dance goals. SAIPs ai on Planning Time to pi o differentiate within 1	on of student data to d tervention. Cross-disci corgramming. corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re- dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and ti, with an emphasis or ion of students, partic at incorporates tiered, a tudent, with an empl dentification of studen rining Indicator Monitor ritaning an attendance den teaches three abs a letter is sent home re- ning Indicator Monitor rates threadance are identification of students ovide teachers and lea ier 1. Differentiation wi	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students wit designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com und a Student Attendance Improvemen red by the attendance team on a mon based academic and social-emotional identifying root causes. The goal is to e providing all students with access to jarly students of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes aasis on providing all students with access ts, particularly students of color, requir ng System to ensure that students who designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com ind a Student Attendance team on a mon ders with time and space to apply the thin Tier 1 is essential to ensuring that	her level of targeted academ to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in - ring special education servic who are in at-risk of chronic onitor the district's Early tetre to their home indicatin nes in for a Student Attenda the Plan (SAIP) is developed to thily basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in servic to are in at-risk of chronic onfort the district's Early etter to their home indicatin nes in for a Student Attenda the SAIP) is developed to thy basis. data-driven insights to universal programming mer					
permon Plannii rengthen Tier T e needs of as r tendance, and intinue to expe TSS: Richmon balth/wellness, iality programm ary Warning In ssenteeism are arning Indicato at their child ha aprovement Co ans to overcon TSS: Saul is im id attendance j ans to overcon TSS: Saul is im id attendance j ogramming in alecoming envir TSS: Spring G ans to overcon try Warning In ssenteeism are arning Indicato at their child ha provement Co ans to overcon per ans to per constant set of the spectra overcon per ans to overcon per ans to overcon per ans to overcon	t instruction and many students a vor social-emotit vor social-emotit vor social-emotit vor social-emotit vor social-emotit vor social-emotif dicator Monitorii dicator Monitorii cidentified early. vor report and flag as hit this mark. onference (SAIC), ne these obstacl nplementing a cc programming, in all schools that et onment. An addi arden is impleme and attendance ming in all schoo ming environment dicator Monitorii i dentified early. or report and flag as hit this mark. onference (SAIC) ne these obstacl ng Time: Swensg	considering how the spossible. The 2 sponal/behavioral and despite the support of an experiment of the support	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ventions, and an inte eet the needs of every al is to reduce the misi velt is using an Early V ede by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs a S system that incorpor in integrated approach needs of every stude duce the misidentifica neixe MTSS system th inventions, and an inte eet the needs of every a lis to reduce the misi is using an Early Wa deb sincers, SMPs and absences, SAIPs and anne goals. SAIPs and n Planning Time to ping in Standard SMPs and n Planning Time to ping in Standard SMPs and n Planning Time to ping in sting the standard standard in Standard standard standard in Standard standard in Standard standard in Standard SMPs and n Planning Time to ping in Standard standard standard in Standard	on of student data to a tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit ratining an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and nt, with an emphasis or ion of students, partic lat incorporates tiered, grated approach to re- student, with an emphasis dutification of studen rining Indicator Monitor training an attendance a letter is sent home re dance are identified, a e then progress monit vide teachers and lea	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with acc, the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance Improvemen red by the attendance team on a mon based academic and social-emotional identifying root causes. The goal is to o providing all students with access to alarly students of color, requiring speci- evidence-based academic and social- lewing data and identifying root causes. The gas and identifying root causes to alarly students of color, requiring speci- asis on providing all students with access to ts, particularly students of color, requir ng System to ensure that students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian on rind a Student Attendance Improvemen red by the attendance team on a mon ders with time and space to apply the '	her level of targeted academ to review data of students bitional/behavioral, s. The goal is to ensure higt cess to Tier 1 instruction in in ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda t Plan (SAIP) is developed to thily basis. //behavioral, health/wellness ensure high-audity Tier 1 instruction in a safe a lal education services. -emotional/behavioral, s. The goal is to ensure higt cess to Tier 1 instruction in in ring special education service on are in at-risk of chronic onitor the district's Early etter to their home indicatin res in for a Student Attenda th Plan (SAIP) is developed to thy basis.					
permon Plannii rengthen Tier 4 e needs of as i tendance, and, nntinue to expe- tendance, and, TSS: Richmon TSS: Richmon rafy Warning In senteeism are arming Indicato at their child hi provement Co ans to overcon TSS: Saul is in d attendance ogramming in alcoming envir TSS: Spring G, ality programm fe and welcom arty Warning In rate welcom arty Warning In sonteeism are arming Indicato at their child hi provement Co	t instruction and many students a v/or social-emotiti- v/or social-emotiti- v/or social-emotiti- v/or social-emotiti- v/or social-emotiti- distantial- ing environmeni dicator Monitorir i identified early. or report and flag as hit this mark. onference (SAIC) me these obstact oprogramming, in all schools that c and school	considering how the is possible. The 2 vonal/behavioral and despite the suppoor g a comprehensive programming, inter last that equitably met. An additional goor ong System: Roosee This is accomplish g students with 3+ Next, if a student r . During SAICs, ob be as awell as attern omprehensive MTS terventions, and an equitably meet the thonal goal is to rere enting a comprehe programming, linte s that equitably met the thoral goal is to rere enting a comprehe programming, inter this is accomplish g students with 3+ Next, if a student r . During SAICs, ob	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p MTSS system that in t provided by Tier 1 p MTSS system that include each six and an inte each the needs of every led by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs au S system that incorpor n integrated approach needs of every studed duce the misidentifica nsive MTSS system th rivering an Early W eat the react of every al is to reduce the misi n is using an Early W eaches six absences, stacles to regular atte stacker six absences, stacker to reduce the misidentifica nsive MTSS system th rivering an Early Wa eaches six absences, stacles to regular atte	on of student data to a tervention. Cross-disci corgramming. corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home rr ndance are identified, a e then progress moniti rrates tiered, evidence- to reviewing data and e then progress moniti rrates tiered, evidence- to reviewing data and t, with an emphasis o ion of students, partici at incorporates tiered, grated approach to rev student, with an empl dentification of student raining an attendance dent reaches three abs a letter is sent home rr dance are identified, a	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with access, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen red by the attendance team on a mon' based academic and social-emotional/ dentifying root causes. The goal is to e jarly students of color, requiring speci- evidence-based academic and social- ewing data and identifying root causes tasis on providing all students with access to jarly students of color, requiring speci- tevidence-based academic and social- ewing data and identifying root causes to specify students of color, requiring asis on providing all students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servic who are in at-risk of chronic onitor the district's Early effect to their home indicatin nes in for a Student Attenda tt Plan (SAIP) is developed to thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servito o are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda t Plan (SAIP) is developed to that the fan (SAIP) is developed to the their home indicatin					
permon Plannii rengthen Tier 4 e needs of as i tendance, and, nntinue to expe- tendance, and, TSS: Richmon TSS: Richmon rafy Warning In senteeism are arming Indicato at their child hi provement Co ans to overcon TSS: Saul is in d attendance ogramming in alcoming envir TSS: Spring G, ality programm fe and welcom arty Warning In rate welcom arty Warning In sonteeism are arming Indicato at their child hi provement Co	t instruction and many students a v/or social-emotiti- v/or social-emotiti- v/or social-emotiti- v/or social-emotiti- v/or social-emotiti- distantial- ing environmeni dicator Monitorir i identified early. or report and flag as hit this mark. onference (SAIC) me these obstact oprogramming, in all schools that c and school	considering how the is possible. The 2 vonal/behavioral and despite the suppoor g a comprehensive programming, inter last that equitably met. An additional goor ong System: Roosee This is accomplish g students with 3+ Next, if a student r . During SAICs, ob be as awell as attern omprehensive MTS terventions, and an equitably meet the thonal goal is to rere enting a comprehe programming, linte s that equitably met the thoral goal is to rere enting a comprehe programming, inter this is accomplish g students with 3+ Next, if a student r . During SAICs, ob	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p MTSS system that in t provided by Tier 1 p MTSS system that include each six and an inte each the needs of every led by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs au S system that incorpor n integrated approach needs of every studed duce the misidentifica nsive MTSS system th rivering an Early W eat the react of every al is to reduce the misi n is using an Early W eaches six absences, stacles to regular atte stacker six absences, stacker to reduce the misidentifica nsive MTSS system th rivering an Early Wa eaches six absences, stacles to regular atte	on of student data to a tervention. Cross-disci corgramming. corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home rr ndance are identified, a e then progress moniti rrates tiered, evidence- to reviewing data and e then progress moniti rrates tiered, evidence- to reviewing data and t, with an emphasis o ion of students, partici at incorporates tiered, grated approach to rev student, with an empl dentification of student raining an attendance dent reaches three abs a letter is sent home rr dance are identified, a	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with access, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen red by the attendance team on a mon' based academic and social-emotional/ dentifying root causes. The goal is to e jarly students of color, requiring speci- evidence-based academic and social- ewing data and identifying root causes tasis on providing all students with access to asis on providing all students with designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com ind a Student Attendance Improvemen	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servic who are in at-risk of chronic onitor the district's Early effect to their home indicatin nes in for a Student Attenda tt Plan (SAIP) is developed to thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servito o are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda t Plan (SAIP) is developed to that the fan (SAIP) is developed to the their home indicatin					
ommon Plannii rengthen Tier 4 e needs of as i tendance, and, nitinue to expe- TSS: Richmon fa and welcom ath/wellness, aalth/wellness, aalth/wellness, arning Indicatt at their child hi provement Co ans to overcon TSS: Saul is in dattendance ogramming in elcoming envir TSS: Spring G aalth/wellness, aalthy programm fe and welcom arly Warning In seenteeism are arning Indicatt	t instruction and many students a v/or social-emotit virience difficulty d is implementin and attendance ming environment dictator Monitorin e identified early. or report and flag ab hit this mark. onference (SAIC), me these obstacl oplementing a co programming, in all schools that t onment. An addi arden is implementing a tenden ing in all schoo ning environment dictator Monitorin e identified early.	considering how the spossible. The 2 vonal/behavioral and despite the suppoor g a comprehensiv- programming, inter ls that equitably me t. An additional go: ng System: Roosen This is accomplish s tudents with 3+ Next, if a student r . During SACs, ob les as well as atten omprehensive MTS terventions, and ar aquitably meet the programming, inter the strat equitably me t. An additional go: ng System: Sullivara This is accomplish s tudents with 3+	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ter provided by Tier 1 p e MTSS system that in eet the needs of every al is to reduce the mis relit is using an Early V hed by identifying and absences. Once a stut dance goals. SAIPs au S system that incorpon in integrated approach needs of every studge duce the misidentifica misive MTSS system th reventions, and a integrated a is to reduce the misis in is using an Early W ave by identifying and absences. Once a stut	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home rr dance are identified, a e then progress monit rrates tiered, evidence- to reviewing data and t, with an emphasis ou ion of students, partic at incorporates tiered, grated approach to re- student, with an empl dentification of studen training an attendance dentificator Monitor	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com nd a Student Attendance team on a mon based academic and social-emotional identifying root causes. The goal is to e n providing all students with access to jlarly students of color, requiring speci- evidence-based academic and social- lewing data and identifying root causes tasis on providing all students with access to, particularly students of color, requir ng System to ensure that students wh designee whose role is to regularly mo ences, the school team mails a C-31 le	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in i- ring special education servit who are in at-risk of chronic onitor the district's Early etter to their home indicatin net Plan (SAIP) is developed - thylo passion //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe a ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a ring special education service ion at ent-risk of chronic onitor the district's Early etter to their home indicatin					
ommon Plannii rengthen Tier T e needs of as r tendance, and nitinue to expe TSS: Richmon alth/wellness, alilty programm fe and welcom arhy Warning In ssenteeism are arming Indicato at their child ha provement Co ans to overcon TSS: Saul is in d attendance ogramming in alcoming envin TSS: Spring G, alth/wellness, alth/we	t instruction and many students a vor social-emotiti vor social-emotiti di si implementini and attendance ming in all schoo ning environmeni dicator Monitorir i dentified early. or report and flag as hit this mark. onference (SAIC) me these obstacl pplementing a cc programming, in all schools that e onment. An addi arden is implement and attendance ming in all schoo ning environmeni dicator Monitorir	considering how the is possible. The 2 work on al/behavioral and despite the suppoor ing a comprehensive programming, inte ls that equitably me t. An additional goor or g System: Roosen This is accomplish or students with 3+ Next, if a student r . During SAICs, ob les as well as attern proprehensive MTS terventions, and an equitably meet the programming, inte is that equitably met. An additional goo ng System: Sullivaar This is accomplish the semple and the state substance of the state state state programming, inte is that equitably met. An additional goo ng System: Sullivaar this is accomplish the state state and the state state of the stat	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p a MTSS system that in t provided by Tier 1 p a MTSS system that include eet the needs of every all is to reduce the miss event is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs an S system that incorpor in integrated approach duce the misidentifica nsive MTSS system the inventions, and an inte eet the needs of every all is to reduce the misi in is using an Early Wa eed by identifying and	on of student data to a tervention. Cross-disci corparaming. corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and t, with an emphasis or ion of students, partic at incorporates tiered, orated approach to re- vi student, with an empl dentification of student raining an attendance	etermine which students require a high pilanary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students wit designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen pred by the attendance team on a mon' based academic and social-emotional/ dentifying root causes. The goal is to e juarly students of color, requiring speci- evidence-based academic and social- lewing data and identifying root causes hasis on providing all students with acces ts, particularly students of color, requir ng System to ensure that students who designee whose role is to regularly mo	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servite who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda the Plan (SAIP) is developed to thily basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe a ial education services. -emotional/behavioral, s. The goal is to ensure high geess to Tier 1 instruction in servit io are in at-risk of chronic onitor the district's Early					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and intinue to expe TSS: Richmonn salth/wellness, and the velcom ary Warning In ssenteeism are arming Indicate at their child hu provement Co ans to overcon TSS: Saul is im ind attendance ogramming in alcoming envir TSS: Spring G, TSS: Spring G, fé and welcom arty Warning In	t instruction and many students a v/or social-emotit v/or social-emotit v/or social-emotit v/or social-emotit v/or social-emotif dicator difficulty dicator Monitorii dicator Monitorii dicator Monitorii tabe obstacl mplementing a cc mplementing a cc moment. An addi arden is implema and attendance ming environmeni dicator Monitorii	considering how the spossible. The 2 of onal/behavioral and despite the support g a comprehensivi- programming, inter its that equitably met. An additional goo ng System: Roosee This is accomplish g students with 3+. Next, if a student r. During SAICs, ob les as well as attent omprehensive MTS terventions, and an equitably meet the programming, inter is that equitably met the stat equitably met the programming, inter is that equitably met that equitably met programming, inter is that equitably met the stat	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ventions, and an inte eet the needs of eveny al is to reduce the misi velt is using an Early V ede by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs an is System that incopart system that incopart usive MTSS system thi noise MTSS system thi noise MTSS system thi in needs of every studie ansive thos, and an inte eet the needs of every al is to reduce the misi n is using an Early Wa	on of student data to a tervention. Cross-disci corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit raining an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and nt, with an emphasis or ion of students, partic lat incorporates tiered, grated approach to rev student, with an emphasis dentification of studen ming Indicator Monitor	etermine which students require a high pinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with acc, the school team mails a C-31 le questing that the parent/guardian com not a Student Attendance Improvemen red by the attendance team on a mon based academic and social-emotional identifying root causes. The goal is to o to providing all students with acc evidence-based academic and social- ewidence and identifying root causes asis on providing all students with acc ts, particularly students of color, requiring students of color, requiring speci-	her level of targeted academ to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda t Plan (SAIP) is developed to thily basis. //behavioral, health/wellness ensure high-audity Tier 1 instruction in a safe a lal education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in ring special education service to are in at-risk of chronic					
ommon Plannii rengthen Tier t e needs of as i tendance, and, nntinue to expe- TSS: Richmon falth/wellness, aality programm fe and welcom arhy Warning In ssenteeism are arning Indicatic ans to overcon TSS: Saul is in dattendance ogramming in alcoming envir TSS: Spring G, aalith/wellness, aulity programm fe and welcom	I instruction and many students a v/or social-emotit v/or social-emotit v/or social-emotit v/or social-emotit v/or social-emotificat and attendance ming in all schoo ning environment idicator Monitorir i dentified early. or report and flag a hit this mark. onference (SAIC) me these obstacl programming, in all schools that et nonment. An addi arden is impleme and attendance ming in all schoo ning environment	considering how the is possible. The 2 vonal/behavioral and despite the support g a comprehensive programming, inter is that equitably me t. An additional goo ng System: Roosen This is accomplish students with 3+ Next, if a student r . During SAICs, ob les as well as attern omprehensive MTS terventions, and at equitably meet the programming, inter shat equitably met the shat equitably met. An additional goo	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in reventions, and an inte eet the needs of every all is to reduce the meisi is to reduce the meisi velt is using an Early V hed by identifying and absences. Once a stu velt is using an Early V hed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al S system that incorpor in integrated approach needs of every studed uce the misidentifica misive MTSS system th reventons, and an inte eat the needs of every all is to reduce the misis	on of student data to a tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of student /arning Indicator Molt aning Indicator Molt andance are identified, a e then progress monit rates tiered, evidence- to reviewing data and t, with an emphasis o ion of students, partic at incorporates tiered, grated approach to rev- student, with an empl dentification of studen	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le isquesting that the parent/guardian com and a Student Attendance Improvemen asaed academic and social-emotional identifying root causes. The goal is to e n providing all students with access to juarly denta of color, requiring speci- evidence-based academic and social- iewing data and identifying root causes tasis on providing all students with access to ts, particularly students of color, requir	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in- ring special education servit who are in at-risk of chronic onitor the district's Early etter to their home indicatin ness in for a Student Attenda it Plan (SAIP) is developed of thigh quality Tier 1 instruction in a safe e ial education services. 					
ommon Plannii rengthen Tier t e needs of as i tendance, and, nitinue to expe- TSS: Richmon TSS: Richmon ffe and welcom alth/wellness, althore anning Indicato at their child hi sporvement Co ans to overcon TSS: Saul is in d attendance ogramming in elcoming envir TSS: Spring Gi alth/wellness, althy pogramm	t instruction and many students a v/or social-emotiti virience difficulty d is implementim and attendance ming in all schoo ning environmen idicator Monitorir i identified early. or report and flag a hit this mark. onference (SAIC) me these obstacl programming, in all schools that d arden is implement and attendance ming in all schoo	considering how the is possible. The 2 vonal/behavioral and despite the suppoor g a comprehensive programming, inte ls that equitably met t. An additional goor ong System: Roosee This is accomplish g students with 3+ Next, if a student r . During SAICs, ob les as well as attern omprehensive MTS terventions, and an equitably meet the thomal goal is to rere enting a comprehe programming, inte s that equitably met that is that equitably met that so that the strate student r and the strate equitably met that the programming, inte s that equitably met that s that equitably met strate student r strate strate student r strate strate	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in remember of the meds of every all is to reduce the mis velt is using an Early V red by identifying and absences. Once a stu velt is using an Early V red by identifying and absences once a stu eaches six absences, stacles to regular atte dance goals. SAIPs au S system that incorpor n integrated approach needs of every studed duce the misidentifica msive MTSS system th rventions, and an inte eat the needs of every	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re indance are identified, a then progress monit rrates tiered, evidence- to reviewing data and t, with an emphasis or ion of students, partici tat incorporates tiered, grated approach to rev student, with an empi	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose orie is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com and a Student Attendance Improvemen yred by the attendance team on a mon based academic and social-emotional/ identifying root causes. The goal is to o providing all students with access to i larly students of color, requiring special evidence-based academic and social- lewing data and identifying root causes asis on providing all students with acc	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in : ning special education servi who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda it Plan (SAIP) is developed of thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe a ial education services. -emotional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in the store high-quality					
ommon Plannii rengthen Tier t e needs of as i tendance, and, nitinue to expe- TSS: Richmon falth/vellness, aality programm fe and welcom arhy Warning In senteeism are arning Indicatt their child h provement Co ans to overcon TSS: Saul is in d attendance ogramming in - elcoming envir TSS: Spring G.	t instruction and many students a v/or social-emotit virience difficulty d is implementin and attendance ming in all schoo dicator Monitorii e identified early. or report and flag a hit this mark. onference (SAIC), me these obstacl nplementing a cc programming, in all schools that t onment. An addi arden is implementing and programming, in all schools that t	considering how the is possible. The 2 vonal/behavioral and despite the suppoor g a comprehensiv- programming, inter is that equitably me t. An additional go: ng System: Roosen This is accomplish s tudents with 3+ Next, if a student r . During SAICs, ob les as well as atten omprehensive MTS terventions, and at equitably meet the enting a comprehe	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in reventions, and an inte eet the needs of every all is to reduce the mais velt is using an Early V hed by identifying and absences. Once a stu velt by using an Early V hed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs al S system that incorpon in integrated approach needs of every studed fuce the misidentifica msive MTSS system th	on of student data to a tervention. Cross-disci corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home re ndance are identified, a e then progress monit rates tiered, evidence- to reviewing data and t, with an emphasis o ion of students, partic at incorporates tiered,	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le ioquesting that the parent/guardian com ind a Student Attendance Improvemen based academic and social-emotional/ identifying root causes. The goal is to e in providing all students with access to jarly students of color, requiring speci- evidence-based academic and social-	her level of targeted academ r to review data of students stional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in- ring special education servit who are in at-risk of chronic onitor the district's Early etter to their home indicatin ness in for a Student Attended it Plan (SAIP) is developed it thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe e ial education services.					
ommon Plannii rengthen Tier T e needs of as r tendance, and intinue to expe TSS: Richmon TSS: Richmon alth/wellness, alilty programm fe and welcon arty Warning In ssenteeism are arming Indicate at their child ha provement Co ans to overcon TSS: Saul is im d attendance ogramming in a elcoming enviro	t instruction and many students a //or social-emotit or social-emotit di simplementin and attendance ming in all schoo ing environmeni dicator Monitorir identified early, or report and flag as hit this mark. onference (SAIC) me these obstacl mplementing a cc programming, in all schools that onment. An addi	considering how the is possible. The 2 on onal/behavioral and despite the suppoor ing a comprehensive programming, inter is that equitably multiple is that equitably multiple is accomplish g stydents with 3+ Next, if a student r During SAICs, ob les as well as attern omprehensive MTS terventions, and au equitably meet the titonal goal is to rear	o differentiate within 1 will include the utilizati ()/or health/wellness in t provided by Tier 1 p a MTSS system that in ventions, and an inte eet the needs of everp al is to reduce the mis velt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs an System that incorpor in integrated approach needs of every studed duce the misidentifica	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to rev student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home r ndance are identified, r e then progress moniti rates tiered, evidence- to reviewing data and t, with an emphasis o ion of students, partici	etermine which students require a high pilinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com ind a Student Attendance Improvemen red by the attendance team on a mon' based academic and social-emotional/ dentifying root causes. The goal is to e jarly students of color, requiring speci-	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servic who are in at-risk of chronic onitor the district's Early effect to their home indicatin nes in for a Student Attenda tt Plan (SAIP) is developed to thy basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe a jal education services.					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and intinue to expe TSS: Richmonn salth/wellness, allity programming fe and welcom ary Warning In ussenteeism are arming Indicate at their child hu uprovement Co ans to overcon TSS: Saul is im id attendance ogramming in	t instruction and many students a /or social-emotit arience difficulty. d is implementin and attendance ining in all schoo ning environmeni dicator Monitorii cidentified early. or report and flag as hit this mark. Inference (SAIC) me these obstacl nplementing a cc programming, in all schools that d	considering how to is possible. The 1 of onal/behavioral and despite the suppor- g a comprehensiv- programming, inte is that equitably m t. An additional go. ng System: Roosen This is accomplish g students with 3+ Next, if a student r During SAICS, ob les as well as atten omprehensive MTS terventions, and as equitably meet the	o differentiate within 1 will include the utilizati J/or health/wellness in t provided by Tier 1 p a MTSS system that in reventions, and an inte eet the needs of even al is to reduce the mis relt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs an S system that incorpor n integrated approach needs of eveny studer	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit rraining an attendance dent reaches three abs a letter is sent home re dance are identified, a e then progress monit rates tiered, evidence- to reviewing data and t, with an emphasis on	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes nasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com rund a Student Attendance Improvemen red by the attendance team on a mom based academic and social-emotional identifying root causes. The goal is to e providing all students with access to	her level of targeted academ to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a ring special education servic who are in at-risk of chronic onitor the district's Early ther to their home indicatin hes in for a Student Attenda the Plan (SAIP) is developed to thily basis. //behavioral, health/wellness ensure high-quality Tier 1 instruction in a safe efforts.					
ommon Plannii rengthen Tier Å e needs of as r tendance, and nntinue to exper TSS: Richmon TSS: Richmon alth/vellness, altiy programm fe and welcom and welcom arry Marning In osenteeism are arning Indicate at their child ha provement Co ans to overcom TSS: Saul is im id attendance	t instruction and many students a v/or social-emotit arience difficulty d is implementin and attendance ming in all schoo ning environment dicator Monitorin i identified early. or report and flag as hit this mark. onference (SAIC), ne these obstact nplementing a cc programming, in	considering how the spossible. Tire 2 visconal/behavioral and despite the suppoor ga a comprehensive programming, inter is that equitably mit. An additional gooing System: Roosever This is accomplish g students with 3+. Next, if a student r. During SAICs, obles as well as attem to morpenensive MTS terventions, and at	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ventions, and an inte eet the needs of every al is to reduce the mis velt is using an Early V ed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs a S system that incorpor in integrated approach	on of student data to a tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home rr dance are identified, a e then progress monit rrates tiered, evidence- to reviewing data and	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le ioquesting that the parent/guardian com and a Student Attendance Improvemen red by the attendance team on a mon based academic and social-emotional/ identifying root causes. The goal is to e	her level of targeted academ r to review data of students bitional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in- ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin het Pian (SAIP) is developed of thylo pasis. //behavioral, health/wellness ensure high-quality					
ommon Plannir rengthen Tier 1 e nedds of as r tendance, and ontinue to exper TSS: Richmonn path/wellness, ality programm fe and welcom arly Warning In senteeism are arming Indicatt at their child he approvement Co ans to overcon TSS: Saul is im	t instruction and Mar students a Var social-emotiti varience difficulty d is implementin and attendance ming in all schoo ning environmeni dicator Monitorir i dentfied early. or report and flag as hit this mark. onference (SAIC) me these obstacl nplementing a cc	considering how the is possible. The 2 work on al/behavioral and despite the suppor- ing a comprehensive programming, inte ls that equitably must be share equitably must additional good ng System: Roosever This is accomplish or students with 3+ Next, if a student r . During SAICs, ob les as well as atten pmprehensive MTS	o differentiate within 1 will include the utilizati ()/or health/wellness in t provided by Tier 1 p e MTSS system that in ventions, and an inte eet the needs of everp al is to reduce the mis velt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte dance goals. SAIPs an S system that incorpored and stace and stace and stace and stace and stace and stace and stace a	on of student data to d tervention. Cross-disc: corporates tiered, evic grated approach to rev 's student, with an empl dentification of studen /arming Indicator Monit training an attendance dent reaches three abs a letter is sent home re ndance are identified, a trates tiered, evidence-	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 it equesting that the parent/guardian com and a Student Attendance Improvemen red by the attendance team on a mon based academic and social-emotional	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a ring special education servi who are in at-risk of chronic onitor the district's Early etter to their home indicatin nes in for a Student Attenda th Plan (SAIP) is developed t thy basis.					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and ontinue to expe TSS: Richmon- nalth/wellness, uality program fé and welcom arly Warning In osenteeism are arning Indicatt at their child ha provement Co	t instruction and many students a vor social-emeta- discontext d is implementin and attendance ming in all schoo ining environmeni dicator Monitorir e identified early. or report and flag as hit this mark.	considering how the spossible. The 2 with onal/behavioral and despite the support g a comprehensive programming, inter its that equitably met. An additional goo mg System: Rooseet This is accomplish g students with 3+ Next, if a student r. During SAICs, ob	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ventions, and an inte eet the needs of even al is to reduce the mis velt is using an Early V eed by identifying and absences. Once a stu eaches six absences, stacles to regular atte	on of student data to d tervention. Cross-disci corporates tiered, evic grated approach to re- student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs a letter is sent home rr dance are identified, a	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le iquesting that the parent/guardian com nd a Student Attendance Improvemen	her level of targeted academ t to review data of students btional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in ring special education servir who are in at-risk of chronic onitor the district's Early etter to their home indicatin het Plan (SAIP) is developed v					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and, ontinue to expe TSS: Richmon alth/wellness, altiy programm fe and welcom arly Warning In ssenteeism are arming Indicato at their child ha	t instruction and many students a /or social-emotiti erience difficulty d is implementin and attendance ming in all schoo ning environment dicator Monitorir i identified early, or report and flag as hit this mark.	considering how to is possible. Tier 2 v onal/behavioral and despite the support or a comprehensive programming, inte is that equitably m t. An additional going System: Roosev This is accomplish o students with 3+ Next, if a student n	o differentiate within 1 will include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in ventions, and an inte eet the needs of everp al is to reduce the mis is to reduce the mis velt is using an Early V eed by identifying and absences. Once a stu eaches six absences,	on of student data to d tervention. Cross-disc: rogramming. corporates tiered, evic grated approach to rev r student, with an empl dentification of studen larming Indicator Monit training an attendance dent reaches three abs a letter is sent home re	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes hasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le questing that the parent/guardian com	her level of targeted academ to review data of students optional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in a ring special education servi who are in at-risk of chronic onitor the district's Early etter to their home indicatin, nes in for a Student Attenda					
ommon Plannir rengthen Tier 1 tendance, and, nitinue to exper TSS: Richmon- balth/wellness, nality programm fe and welcom arly Warning In senteeism are arning Indicato	1 Instruction and many students a //or social-emotio arience difficulty d is implementin and attendance ming in all schoo oning environment dicator Monitoriri i dentified early. or report and flag	considering how t is possible. Tier 2 v onal/behavioral and despite the support g a comprehensive programming, inter ls that equitably m t. An additional go ng System: Roosev This is accomplish g students with 3+	o differentiate within 1 vill include the utilizati //or health/wellness in t provided by Tier 1 p e MTSS system that in extension of the theory of the ext the needs of every al is to reduce the mis elt is using an Early V eed by identifying and absences. Once a stu	on of student data to d tervention. Cross-disc rogramming. iccorporates tiered, evic grated approach to rev r student, with an empl dentification of studen /arning Indicator Monit training an attendance dent reaches three abs	etermine which students require a high pilanary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w designee whose role is to regularly mo ences, the school team mails a C-31 le	her level of targeted academ to review data of students obtional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education servic who are in at-risk of chronic onitor the district's Early etter to their home indicatin					
ommon Plannir rengthen Tier 1 e needs of as i tendance, and, ontinue to exper TSS: Richmonn, alth/wellness, altiy programm fe and welcom arly Warning In osenteeism are	1 Instruction and many students a Vor social-emotic erience difficulty d is implementin and attendance ming in all schoo ning environment dicator Monitorir e identified early.	considering how t is possible. Tier 2 u onal/behavioral and despite the suppor- ing a comprehensive programming, inter is that equitably m t. An additional goo- ng System: Roosev This is accomplish	o differentiate within T will include the utilizati d/or health/wellness in t provided by Tier 1 p e MTSS system that in rventions, and an inte eet the needs of even al is to reduce the mis velt is using an Early V eed by identifying and	on of student data to d tervention. Cross-disci rogramming. corporates tiered, evic grated approach to rev student, with an empl identification of studen /arming Indicator Monit training an attendance	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes aasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students with designee whose role is to regularly mo	her level of targeted academ to review data of students vitional/behavioral, s. The goal is to ensure higt cess to Tier 1 instruction in r ring special education servic who are in at-risk of chronic onfor the district's Early					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and ontinue to expee TSS: Richmon- salth/wellness, salth yrogramm fe and welcom arly Warning In-	1 Instruction and many students a Vor social-emotio arience difficulty d is implementin and attendance ming in all schoo ning environment dicator Monitorir	considering how t is possible. Tier 2 on nal/behavioral and despite the suppor- ing a comprehensive programming, inte is that equitably m t. An additional going System: Roosev	o differentiate within 1 vill include the utilizati d/or health/wellness in t provided by Tier 1 p e MTSS system that in rventions, and an inte eet the needs of even al is to reduce the mis velt is using an Early V	on of student data to d tervention. Cross-disci rogramming. corporates tiered, evic grated approach to rev student, with an empl identification of studen /arning Indicator Monit	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes nasis on providing all students with acc ts, particularly students of color, requir oring System to ensure that students w	her level of targeted academ to review data of students optional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in in ring special education servi who are in at-risk of chronic					
ommon Plannin rengthen Tier 1 e needs of as r tendance, and ontinue to exper TSS: Richmon ealth/wellness, uality programm fe and welcom	1 instruction and many students a /or social-emotid prience difficulty id is implementin and attendance ming in all schoo ning environment	considering how t is possible. Tier 2 v onal/behavioral and despite the suppor- ing a comprehensive programming, inte- ils that equitably m t. An additional good	o differentiate within 1 will include the utilizati d/or health/wellness in t provided by Tier 1 p e MTSS system that ir rventions, and an inte eet the needs of even al is to reduce the mis	on of student data to d tervention. Cross-disci rogramming. corporates tiered, evic grated approach to rev student, with an empl identification of student	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo lewing data and identifying root causes asis on providing all students with acc ts, particularly students of color, requir	her level of targeted academ to review data of students otional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in ring special education service					
ommon Plannin rengthen Tier 1 e needs of as r tendance, and ontinue to expe TSS: Richmon- ealth/wellness, uality programm	1 instruction and many students a l/or social-emotion erience difficulty d is implementin and attendance ming in all schoo	considering how t is possible. Tier 2 to onal/behavioral and despite the support g a comprehensive programming, inter is that equitably m	o differentiate within T will include the utilizati d/or health/wellness in t provided by Tier 1 p e MTSS system that ir rventions, and an inte eet the needs of every	on of student data to d tervention. Cross-disci rogramming. corporates tiered, evid grated approach to rev r student, with an empl	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes nasis on providing all students with acc	her level of targeted academ r to review data of students optional/behavioral, s. The goal is to ensure high cess to Tier 1 instruction in					
ommon Plannin rengthen Tier 1 e needs of as r tendance, and ontinue to expe TSS: Richmon ealth/wellness,	1 instruction and many students a l/or social-emotio erience difficulty d is implementin and attendance	considering how t is possible. Tier 2 to onal/behavioral and despite the support ong a comprehensive programming, inter	o differentiate within 1 will include the utilizati d/or health/wellness in t provided by Tier 1 p e MTSS system that in reventions, and an inte	on of student data to d tervention. Cross-disci rogramming. corporates tiered, evic grated approach to rev	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo iewing data and identifying root causes	her level of targeted academ r to review data of students otional/behavioral, s. The goal is to ensure high					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and ontinue to expe TSS: Richmon	1 instruction and many students a l/or social-emotio erience difficulty id is implementin	considering how t as possible. Tier 2 v onal/behavioral and despite the support ng a comprehensive	o differentiate within 1 will include the utilizati d/or health/wellness in rt provided by Tier 1 p e MTSS system that ir	on of student data to d tervention. Cross-disci rogramming. corporates tiered, evic	etermine which students require a high plinary Tier 2 teams will meet regularly ence-based academic and social-emo	her level of targeted academ to review data of students ptional/behavioral,					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and	1 instruction and many students a /or social-emotio	considering how t s possible. Tier 2 v onal/behavioral and	o differentiate within T will include the utilizati d/or health/wellness in	on of student data to d tervention. Cross-disci	etermine which students require a high	her level of targeted academ					
ommon Plannir rengthen Tier 1 e needs of as r tendance, and	1 instruction and many students a /or social-emotio	considering how t s possible. Tier 2 v onal/behavioral and	o differentiate within T will include the utilizati d/or health/wellness in	on of student data to d tervention. Cross-disci	etermine which students require a high	her level of targeted academ					
ommon Plannir rengthen Tier 1	1 instruction and	considering how t	o differentiate within 1								
ommon Plannir				strengthen Tier 1 instruction and considering how to differentiate within Tier 1. Differentiation within Tier 1 is essential to ensuring that universal programming meets the needs of as many students as possible. Tier 2 will include the utilization of student data to determine which students require a higher level of targeted academic,							
	ng Times D		relation time to pro		ers with time and space to apply the d thin Tier 1 is essential to ensuring that						
ie anu weicom	mig environmen				ts, particularly students of color, requir						
					hasis on providing all students with acc						
alth/wellness,	and attendance	programming, inte	rventions, and an inte	grated approach to rev	iewing data and identifying root causes	s. The goal is to ensure high					
					dence-based academic and social-em						
	ning environment			,p							
					lewing data and identifying root causes hasis on providing all students with acc						
					ence-based academic and social-emot iewing data and identifying root causes						
						tional/babavic!					
			d/or health/wellness in rt provided by Tier 1 p		plinary Tier 2 teams will meet regularly	to review data of students					
e needs of as r	many students a	is possible. Tier 2 v	vill include the utilizati	on of student data to d	etermine which students require a high	her level of targeted academ					
					thin Tier 1 is essential to ensuring that						
-		tion is using Comm	non Planning Time to	provide teachers and le	aders with time and space to apply the	e data-driven insights to					
elcoming envir		systepty meet the			Providing an stadonts with access to						
					identifying root causes. The goal is to e providing all students with access to						
					ce-based academic and social-emotion						
	ning environment										
ality programm	ming in all schoo	Is that equitably m			nasis on providing all students with acc						
alth/wellness,	and attendance	programming, inte	erventions, and an inte	grated approach to rev	iewing data and identifying root causes	s. The goal is to ensure high					
TSS: Juniata P	Park is implement	ting a comprehens	ive MTSS system that	incorporates tiered, ev	idence-based academic and social-en	notional/behavioral,					
					by the attendance team on a mon						
					ind a Student Attendance Improvemen						
					ences, the school team mails a C-31 le equesting that the parent/guardian com						
					designee whose role is to regularly mo						
	•		TSS evetom that inc	porates tioned and a	-based academic and capiel and the	al/behavioral booth (
			eet the needs of every	student, with an empl	hasis on providing all students with acc	cess to Tier 1 instruction in a					
TSS: Edmonds	s is implementing	g a comprehensive	MTSS system that in	corporates tiered, evide	ence-based academic and social-emot	tional/behavioral,					
ntinue to expe	erience difficulty	despite the support	rt provided by Tier 1 p	rogramming.							
a needs of as r		is possible. Tier 2 v	vill include the utilizati		etermine which students reduire a hidr						
tendanco ontinue to TSS: Edi palth/wel jality pro- fe and w TSS: Err nd attenco ogramm elcoming arly Warr	of as e, and o expe mond lness, gram velcon ilen is lance ing in g envir	e, and/or social-emotiti o experience difficulty monds is implementin, iness, and attendance gramming in all schoo velcoming environmen lein is implementing a lance programming, ir ing in all schools that e environment.	e, and/or social-emotional/behavioral and o experience difficulty despite the support monds is implementing a comprehensive (ness, and attendance programming, inte gramming in all schools that equitably my velcoming environment. lien is implementing a comprehensive MT lance programming, interventions, and ar ing in all schools that equitably meet the genvironment.	o experience difficulty despite the support provided by Tier 1 p monds is implementing a comprehensive MTSS system that inn lness, and attendance programming, interventions, and an inte gramming in all schools that equitably meet the needs of every velcoming environment. lien is implementing a comprehensive MTSS system that incorp fance programming, interventions, and an integrated approach ing in all schools that equitably meet the needs of every studer environment.	e, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disci o experience difficulty despite the support provided by Tier 1 programming, monds is implementing a comprehensive MTSS system that incorporates tirerd, evide iness, and attendance programming, interventions, and an integrated approach to rev gramming in all schools that equitably meet the needs of every student, with an emply elcoming environment. Iten is implementing a comprehensive MTSS system that incorporates tiered, evidence programming, interventions, and an integrated approach to reviewing data and integrated approach to reviewing data and in a list schools that equitably meet the needs of every student, with an emplay eloning in all schools that equitably meet the needs of every student, with an emphasis or environment.	e, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly o experience difficulty despite the support provided by Tier 1 programming. monds is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emo iness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root cause gramming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with ac velcoming environment. lien is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotion tance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ing in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to genvironment.					

Saul W B Agricultural School	\checkmark			
Spring Garden Sch	\checkmark			
Sullivan James J Sch				
Swenson Arts & Technology HS	\checkmark			
Ziegler William H Sch	>			

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

	Students from low-income families	(e.g., identifying disparities and focusing on underserved student	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 IDEA)	Children and youth in foster care	Migrant students	Other student groups
Anderson Add B Sch	\checkmark	\checkmark			\checkmark			
Franklin S Edmonds Sch	\checkmark	\checkmark			\checkmark			
Emlen Eleanor C Sch	\checkmark	\checkmark			\checkmark			
Harding Warren G MS	\checkmark	\checkmark		\checkmark	\checkmark			
Juniata Park Academy	\checkmark	\checkmark		\checkmark	\checkmark			
Mayfair Sch	\checkmark	\checkmark		\checkmark	\checkmark			
Motivation HS	\checkmark	\checkmark		\checkmark	\checkmark			
Northeast HS	\checkmark	\checkmark		\checkmark	\checkmark			
Penn Treaty Sch	\checkmark	\checkmark		\checkmark	\checkmark			
Penrose Sch	\checkmark	\checkmark			\checkmark			
Richmond Sch	\checkmark	\checkmark		\checkmark	\checkmark			
Roosevelt Theodore MS	\checkmark	\checkmark			\checkmark			
Saul W B Agricultural School	\checkmark	\checkmark			\checkmark			
Spring Garden Sch	\checkmark	\checkmark		\checkmark	\checkmark			
Sullivan James J Sch	\checkmark			\checkmark	\checkmark			
Swenson Arts & Technology HS	\checkmark	\checkmark		\checkmark	\checkmark			
Ziegler William H Sch	\checkmark	\checkmark		\checkmark	\checkmark			

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 designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with applicable 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.)

Stakeholder Engagement

All A-TSI schools have/will continue to engage in meaningful consultation regarding the planning for use of ARP ESSER funds through the following modes; (1) School Staff: Leadership Team Meetings; (2) Parents; Fall Title I Meeting and Fall School Advisory Committee Meeting; (3) Community Members: Fall Title I Meeting and Fall School Advisory Committee Meeting; (4) External Partners: External Partner Check-Ins, Fall Title I Meeting, and Fall School Advisory Committee Meeting.

5. Use of Stakeholder Input

Describe how the A-TSI designated School have and 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)

Use of Stakeholder Input

All A-TSI schools have/will review the feedback that they receive from school staff, parents, community members, and external partners. This feedback will be collected via School Leadership Team meetings, School Advisory Council Meetings, Title I Meetings, and check-ins with external partners. The school team will also review district wide survey data, which was just recently made available in October 2021, as an additional source of school-level feedback. Respondents include parents, students, and teachers, and they respond to survey items regarding the following categories; leadership, instruction, climate, professional capacity, and parent/community ties. School teams will triangulate this data with the feedback they receive from in-person meetings to help inform their Plan for the Use of ARP ESSER Funds.

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)

Public Access

All A-TSI schools have/will review the feedback that they receive from school staff, parents, community members, and external partners. Then, they will consult with their Assistant Superintendent and Planning and Evidenced-Based Supports representative to develop a plan for spending that aligns with: (1) the feedback they received from stakeholders; (2) the strategies and action steps currently outlined in their school plan; and (3) their current year data in the areas of academics, attendance, and behavior. From there, the school plan will be updated to include any new strategies/steps emanating from the use of these funds. The Plan for the Use of ARP ESSER Funds will then be posted on school websites for public review

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 ARP ESSER funds as outlined in the fields below ? (3,000 characters max)

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

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 derivery? Consider regular attendance/circline 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, Summer School, Extended Day School Building Name Use of Funds Plan for Funds

Anderson Add B Sch	Continuity of Services	Anderson School is focusing on implementing a school-wide SEL framework that is inclusive of staff and students. Given CDC guidelines, the only place in the school building that allows for more than one class or for all of the staff to be together at one time is the auditorium. Therefore, funds will be used to update the auditorium with appropriate technology for staff to participate in SEL training/professional development and for town hall/meetings for students. Funding will also be used to support SEL Professional Development and classroom resources. In addition, funds will be used for appropriately rigored text for ELA classrooms in grades 4-8 so that students have access to the right text to support intellectual planning.
Emlen Eleanor C Sch	Access to Instruction	The school will use funds to purchase hands-on science kits and materials for all grades, classroom novels, and additional phonics games and resources that will support small group instruction. Funds will also be used to purchase more culturally- diverse complex texts for students to engage in while in the classroom and at home.
Franklin S Edmonds Sch	Continuity of Services	Materials and supplies that will be used to reestablish the library and resource center into a more welcoming environment for students and staff. The space will be used for meetings, small group instruction or a tranquil place for those in need of a mental break.
Harding Warren G MS	Continuity of Services	Funds will be used to provide team building activities with staff to address high turnover. In addition, many students have been faced with ongoing trauma and would benefit from increased SEL and mental health supports.
Juniata Park Academy	Access to Instruction	The school will utilize these funds to purchase an additional teacher in SY 2022-23 in order to provide continuity of instructional support through small group instruction and intervention, as well as monitor and support attendance through the MTSS process.
Mayfair Sch	Access to Instruction	This funding will support a school-based teacher leader (SBTL) during SY 2022-23 to ensure continuity of support with the school for teachers and students. As students contunue to adjust back to in-person learning, a dedicated grade-band SBTL is needed to ensure sudents continue to have access to high-quality instruction. In addition, funding will help support professional development for the International Baccalaureate (IB) Programme to ensure all Mayfair teachers have access to the latest IB-centric information needed post-reauthorization.
Motivation HS	Continuity of Services	Funds will used to help implement Healing Together, the school's Social Emotional Learning framework. Funds will also help the school expand its extra-curricular programming to provide more social, artistic, and academic development opportunities for
Northeast HS	Access to Instruction	Funds will be used to develop grade improvement / credit recovery programs for students needing additional supports.
Penn Treaty Sch	Staff Recruitment/Support/Retention	In order to promote high quality teaching, the school will send teachers to professional learning conferences that focus on the highest leverage instructional strategies, which may include the Unbounded Standards Institute or similar conferences. Funding will also be used for Mobil Monitor Carts, which will be used to broadcast student developed/produced news/informational announcements, and other essential learning supplies.
Penrose Sch	Access to Instruction	The school will use funds to support staff with training, planning, and implementation of academic strategies in the school plan. For the 2018-19 school year, 28.9% of Black/African American students scored Below Basic on the ELA PSSA. In addition, 70.1% of Black/African American students scored Below Basic on the Math PSSA. To address this, the school will support teachers to plan for differentiated and intentional small group instruction. Funding will support this through the purchase of technology, curriculum resources, training materials, and professional development.
Richmond Sch	Continuity of Services	Funding will be used to purchase Multicultural libraries for each classroom along with other purchases: white boards and dry erase markers, ipads, shared reading books (class sets), math manipulatives and more.
Roosevelt Theodore MS	Continuity of Services	The allocated funds will be used to provide Socialized Recess programming for students during the lunch/recess time as well as training for staff to implement the program. Additionally, the funds will support SMART School (Saturday Morning Alternative Reach and Teach) where staff provide academic support as well as social-emotional lessons to students as an alternative to suspension.
Saul W B Agricultural School	Staff Recruitment/Support/Retention	Funds will be used to support a part-time climate staff member to support the school's Restorative Practices efforts, which is aligned to the school's Tier I climate strategy. The remaining funds will help support extra-curricular opportunities for students.
Spring Garden Sch	Access to Instruction	These funds will be used to enhance our instructional program using contracts for professional development for teachers. The school is currently implementing TC- Reader's Workshop and would like to add Writer's Workshop and Heggerty for phonics instruction.
Sullivan James J Sch	Continuity of Services	Funds will be used for contracts to expand social emotional learning opportunities and supports for teachers and students.
Swenson Arts & Technology HS	Continuity of Services	Swenson will use these funds to promote social emotional learning in addition to supporting the academic needs and mental health needs of students and staff. Funds will be used to contract with Outward Bound School of Philadelphia to provide access to one-day and five-day programming for 10th and 11th grade students who never got to experience the engaging/team building and confidence building courses and activities. This experience directly translates to students feeling more connected to their classmates and teachers and health to subject their abilities to tackle rigorous academics and challenging problem solving tasks. In addition, school staff will experience the Outward Bound School & Discovery center as a group to also promote team building and cohesiveness.
Ziegler William H Sch	Access to Instruction	One of the priorities outlined in the school's comprehensive plan is providing better instruction – targeted support – for specific subgroups of students. Funds will be used for contracts to provide targeted support to students with IEPs to increase access to instruction.

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

Data Collection and Analysis Plan (including plan to disaggregate data)

Student learning data (grades, summative and formative assessments, and state standardized tests) are collected using a suite of student information and assessment data systems and modeled together using our Business Intelligence software. Longitudinal data is analyzed at the student level to inform individualized student supports, as well as, analyzed at the grade-level and school-level for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to A-TSI school leaders via internal dashboards to facilitate regular progress monitoring and inform practice strategies. Reports comparing cohort assessment performance in the last pre-Covid assessment to each assessment window throughout virtual learning are produced and disseminated; these reports analyze learning loss for subgroups as well, which is particularly important for A-TSI schools. Additionally, Anderson takes part in quarterly school plan reviews, during which their progress toward meeting school-level goals - as outlined in their school plan - are monitored to determine which goals they are on-track to meet and which goals they are not. A-TSI schools are supported in analyzing their school-level data by School Improvement and Data Specialists who work in our Planning and Evidence-based Supports Office. **Opportunity to learn measures***

Data Collection and Analysis Plan (including plan to disaggregate data)

Opportunity to learn measures (attendance, participation by learning model participation, access to technology, and other climate metrics) are collected using the District's student information system and a suite of district-wide surveys of students, families, and staff/teachers. Data are modeled together using our Business Intelligence software and analyzed at the student level to inform individualized student supports, as well as, analyzed at the grade-level and the school-level for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to Anderson's leadership team via internal dashboards to facilitate regular review and inform implementation of District opportunity to learn strategies and interventions. Additionally, Anderson takes part in quarterly school plan reviews, during which their progress toward meeting school-level goals - as outlined in their school-level do to determine which goals they are on-track to meet and which goals they are not. ATSI schools are supported in analyzing their school-level data by School Improvement and Data Specialists who work in our Planning and Evidence-based Supports Office.

Jobs created and retained (by number of FTEs and position type)**

Data Collection and Analysis Plan (including plan to disaggregate data)

Approximately 143 Full Time Equivalent (FTE) student support positions are new to address student social / emotional needs. Approximately 879 additional instructional FTEs were added that represents new effort in the form of supplemental pay for existing District teaching staff to address learning loss outside of the regular school day. Approximately 2,918 of instructional FTEs represents FTEs retained through continuity of operations.

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

Data Collection and Analysis Plan (including plan to disaggregate data)

Student program participation and performance are collected in the District's student information system and analyzed using our Business Intelligence software. Data is analyzed at the student level to inform ongoing individualized student supports and instruction, as well as, analyzed at grade-level, program, and system-wide levels for all students and disaggregated by student groups. Additionally, an annual evaluation of programs is conducted by the District's Office of Research and Evaluation.

* Opportunity to learn measures examples: student engagement; access to technology, including educator access to PD on effective use of technology; and results from student, family, and/or educator surveys.

** Created jobs are new paid positions or existing unfilled positions as a result of ARP ESSER funding. Report as Full-Time Equivalents (FTEs). FTE is a cumulative number, calculated by dividing the total number of ARP ESSER-funded hours work for each job (including overtime, paid leave, and other compensation) by the number of hours in that position's full-time schedule.

Section V: Budget Summary

School Name	Salary	Benefits	Purchased Professional and Technical Services	Other Purchased Services	Supplies, Dues and Fees	Total
Anderson Add B Sch	\$29,649.60	\$7,412.40	\$0.00	\$0.00	\$18,000.00	\$55,062.00
Emlen Eleanor C Sch	\$0.00	\$0.00	\$0.00	\$0.00	\$51,603.00	\$51,603.00
Franklin S Edmonds Sch	\$0.00	\$0.00	\$0.00	\$0.00	\$40,536.00	\$40,536.00
Harding Warren G MS	\$0.00	\$0.00	\$80,656.00	\$0.00	\$0.00	\$80,656.00
Juniata Park Academy	\$92,416.00	\$23,104.00	\$0.00	\$0.00	\$0.00	\$115,520.00
Mayfair Sch	\$169,716.00	\$24,800.00	\$0.00	\$0.00	\$0.00	\$194,516.00
Motivation HS	\$28,001.60	\$7,000.40	\$0.00	\$0.00	\$0.00	\$35,002.00
Northeast HS	\$0.00	\$0.00	\$268,670.00	\$0.00	\$0.00	\$268,670.00
Penn Treaty Sch	\$0.00	\$0.00	\$0.00	\$0.00	\$55,477.00	\$55,477.00
Penrose Sch	\$0.00	\$0.00	\$0.00	\$0.00	\$46,485.00	\$46,485.00
Richmond Sch	\$0.00	\$0.00	\$0.00	\$0.00	\$54,094.00	\$54,094.00
Roosevelt Theodore MS	\$28,764.36	\$7,191.09	\$0.00	\$0.00	\$18,553.55	\$54,509.00
Saul W B Agricultural School	\$31,550.00	\$6,080.00	\$0.00	\$0.00	\$0.00	\$37,630.00
Spring Garden Sch	\$0.00	\$0.00	\$31,128.00	\$0.00	\$0.00	\$31,128.00
Sullivan James J Sch	\$0.00	\$0.00	\$70,280.00	\$0.00	\$0.00	\$70,280.00
Swenson Arts & Technology HS	\$0.00	\$0.00	\$0.00	\$0.00	\$45,793.00	\$45,793.00
Ziegler William H Sch	\$0.00	\$0.00	\$52,572.00	\$0.00	\$0.00	\$52,572.00
					TOTAL	\$1,289,533.00

ARP ESSER Set-Asides Consolidated - N&D 2.5% Set Aside

Section: Introduction

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 Neglected and Delinquent Institutions (N&Ds) 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 LEA 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.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the N&D 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 Iw-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 homelessnes
- Children and youth in foster care;
- Nontraditional
- Single Parent
- Military Family
- Migrant students; and

- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (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, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D's promising practices in supporting student needs since March 2020.

1. Please enter the N&D Institution building information in the table below for each institution included in this application.

Building Name
Philadelphia Juvenile Justice Svcs Ctr
Philadelphia Prison Pennypack House

Section II: Engaging Stakeholders in Plan Development

In this section, N&Ds 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 N&D will make its N&D 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.

2. Stakeholder Engagement

Describe how the N&D Institutions, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with applicable stakeholders. (3,000 characters max)

(Stakeholders include 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 LEA, 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.)

Stakeholder Engagement

FORUMS: The School District of Philadelphia consulted directly with students, families, staff, and community members by holding six community forums in April 2021. The forums were held by the Finance Office and supported by the Office of Family and Community Engagement. Each forum was dedicated to obtaining input into the plan for ARP ESSER funds. Full sessions were delivered in English, and Spanish and Mandarin for our non-English speaking stakeholders. Constituents were notified of the community forums through district-wide communications including phone calls, emails, and text messages. Superintendent Dr. William Hite announced the community forums during his weekly Facebook Live event. Additionally, a webpage was featured on the District's website to inform constituents of the opportunities to provide input into the ARP ESSER funds. At each session representatives from the Finance Office, including the Chief Finance Officer, shared ARP ESSER budget information with the participants. During the presentation, the District explained the ARP ESSER funds and clarified three critical focus areas of concern for our school district. All educational and finance information was delivered in family friendly language including providing definitions for educational and financia jargon. After approximately twenty minutes of background information in the main presentation, the participants were sent to breakout rooms to participate in a sixty-minute focus group. During the breakout sessions, note takers took verbal feedback from participants based on three critical focus areas, specifically, (1) social, emotional, and mental needs, (2) student learning and recovery and, (3) safe and healthy schools. Participants also had the opportunity to provide open ended feedback and ask questions from Finance Office staff. Approximately 127 stakeholders through community forums, information sessions, and surveys in the upcoming school year. SURVEYS: The District invited our community to participate in our SY2021-2022 Budget Engagemen

3. Use of Stakeholder Input

Describe how the N&D Institutions have and will take stakeholder and public input into account in the development of the N&D Plan for the Use of ARP ESSER Funds. (3,000 characters max) Use of Stakeholder Input

The District initiated a survey, and engaged stakeholders generally, to help shape budget priorities for the 2021-2022 school year. Notable results from that engagement were adding between 1 to 2 additional discretionary positions per school for the 2021-22 school year, increased supports for Special Education evaluations, and increased mental health supports for schools in communities impacted by gun violence. Public input also shaped the level of resources devoted to health and safety in school buildings and the focus of activity to address instructional and emotional needs of students. Stakeholder input however is not a one-time event. The District will actively engage our community over the three plus years of the ARP Act through the annual District-wide budget process, school level budget process, and additional surveys.

4. Public Access to N&D Institutions Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the N&D Institutions Plan for the Use of ARP ESSER Funds. The N&D Plan for the Use of ARP ESSER Funds must be made publicly available on the N&D Institutions website and submitted to PDE within 90 days of N&D Institutions 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)
Public Access to N&D Institutions Plan for the Use of ARP ESSER Funds

As described, stakeholder input, to include parents, students, staff, school leaders, unions, were essential for developing the District's plan for the use of ARP funds. The resulting plan is subject to consultation with the School Board, including the Health and Safety Plan for school reopening which will be approved by the Board and posted to the District's website.

Section III: ARP ESSER Prior Approval

N&D Institutions that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air

- replace plumbing to ensure safe drinking water-among other upgrades that improve the health and safety of school buildings.

All capital expenditures supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures?

No

Section IV: N&D Institutions

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D's promising practices in supporting student needs since March 2020.

1. Indicators of Impact

Understanding the Impact of the COVID-19 Pandemic: Describe how the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and wellbeing. 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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	SDP administered reading and math assessments across all grade levels (K-12) throughout the 2020-21 school year, with district-wide participation rates higher than 70%. Aggregate results of these assessments were shared with District and school leadership through dashboards and teachers had access to the individual students results for instructional planning. Research teams compared 2020-21 assessment outcomes to pre-Covid outcomes to identify any learning loss and which student groups were impacted most.
Chronic Absenteeism	SDP collects and analyzes attendance data regularly. Attendance coaches supported schools and families in reducing barriers to attendance and decreasing rates of chronic absenteeism.
Student Engagement	Each spring, SDP administers the District-Wide Survey program, which includes surveys for students, parent/guardians, teachers, and school leaders. Questions that measure student engagement are analyzed and findings are shared annually.
Social-emotional Well-being	Beginning in Fall 2021, teachers will use a social-emotional behavior universal screener for a standardized and systematic way to assess current level of functioning and identify students that need additional support. The screener is able to identify both externalizing (example: verbal or physical aggression, tantrums, task refusal) and internalizing behaviors (example: inattention, feelings of sadness, isolation, lack of interest in activities). Research shows that internalizing behaviors are identified and students do not receive the supports they need. Additionally, externalizing behaviors are identified more frequently and an understanding of the behavior is often limited. Utilization of a social-emotional behavior screener decreases staff subjectivity in identifying which students need additional support. It also provides additional information about the students behavior that is utilized when determining which intervention(s) should be assigned.
Other Indicators	

2. Documenting Disproportionate Impacts

Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student- well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.
Children with disabilities	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student- well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.
	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student- well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.

3. Reflecting of Local Strategies

Provide the N&D's assessment of the top 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 Description

		By the fall of 2022, all schools in SDP will implemen						
		by the fail of 2022, all schools in 3DF will implement emotional/behavioral, health/wellness, and attendar causes. The goal of this system will be to ensure hig on providing all students with access to Tier 1 instru- students, particularly students of color, requiring sp	nce programming, gh-quality progran uction in a safe an	interventions, ar nming in all scho d welcoming env	nd an integrated a ols that equitably	pproach to review meet the needs o	ving data and ider f every student, v	ntifying root vith an emphasis
Strategy #1		SDP's MTSS framework will provide schools with cl and assist school teams in making data-based deci as school wide climate, and health/wellness, and sc students' success. Cross-disciplinary Tier 1 teams order to fine-tune and improve Tier 1 programming. Common Planning Time will provide teachers and le strengthening Tier 1 instruction and considering hoo programming meets the needs of as many students higher level of targeted academic, attendance, and/ meet regularly to review data of students that contir Tier 2 teams will identify the most appropriate targe progress monitoring, the Tier 2 team will gain inform responding to the intervention, the team will assess implementation of a different Tier 2 intervention is n Tier 3 will include intensive, individual interventions determined on the basis of their response to the int determine whether the intervention is achieving the education services is appropriate.	sions. Tier 1 will in scial-emotional pr will meet regularly eaders with time a w to differentiate v as possible. Tier for social-emotion nue to experience ted Tier 2 interver tation on the effect the root cause, in eeded; or if a Tier and supports for erventions provide	nclude common of ograms known to (outside of Com and space to applivithin Tier 1. Diffe 2 will include the al/behavioral and difficulty despite thion for each stu triveness of the ir including fidelity o 3 intervention is students with hig ad at Tier 2. Stud	core standards-ali o contribute to pos mon Planning Tim ly the data-based arentiation within 7 e utilization of stur //or heatth/wellnes the support provi dent that will addi trervention for eac f implementation, most appropriate the levels of need. / ents' progress wil	igned, high-qualit ittive, welcoming ne) to review schoo insights identified Girer 1 is essential dent data to deter is intervention. Cr ided by Tier 1 pro ress the specific r ch student. If it is to determine if th A student's need i	y, grade-level inst environments tha ol-level and/or gr d by MTSS Tier 1 to ensuring that u mine which stude ross-disciplinary ⁻ gramming. needs of the stude found that a stud e intervention sho for Tier 3 support roughout the inter	ruction, as well t support all ade-level data in teams to iniversal ents require a fier 2 teams will ent. Through ent is not uld be repeated; s will generally be vention cycle to
	rategy #1 best ac	Idresses: (select all that apply)						
\checkmark	Academic impac	t of lost instructional time						
\checkmark	Chronic absente	eism]					
	Student engager	nent						
\checkmark	Social-emotional	well-being						
	Other impact (pr	ovide description in (ii) below)						
i. If Other is selec	ted above, pleas	e provide the description here:						

iii. Student grou	p(s) that Strategy #1 most effectively supports: (select all that apply)
\checkmark	Students from low-income families
\checkmark	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
\checkmark	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the IDEA)
\checkmark	Students experiencing homelessness
\checkmark	Children and youth in foster care
\checkmark	Migrant students
	Other student groups (provide description in (iv) below)
iv. If Other is se	lected above, please provide the description here:

L

E.

		Strategy Description				
Strategy #2		PL Cycles (Professional Learning Cycles)				
		Beginning in Fall 2021 SDP will implement professional learning cycles to drive teacher development. Professional learning (PL) cycles are ongoing, iterative cycles of continuous improvement. Each PL Cycle focuses on high-leverage practices, strategies, or skills that align to District "how" strategies and the aligned implementation plans AND that can be reasonably incorporated with fidelity and automaticity. PL Cycles drives the allocation of PD days on the district-wide calendar and school common planning time schedules and standardizes the expectation for how time is used during the school year to address competing professional development priorities				
		Each PL Cycle begins with professional development for the District's instructional leaders. Next, PD is provided to Principals, Assistant Principals, and teacher leaders. Finally, PD is provided to teachers District-wide. Once teachers receive District-wide PD, teachers are provided with additional development opportunities at the school level and work to incorporate changes to their practice. Next, school-level leaders observe teachers, collect and analyze teacher practice data, and provide actionable feedback to teachers using this information. Based on this information, instructional leaders (at the school level) and work to the next PL Cycle. This process of nested professional development allows for instructional leaders at all levels to support teachers in transferring learning from PD to practice.				
		Another key component of the PL Cycle is Common Planning Time. Common Planning Time (CPT) is a structured time set aside each week for teachers to reflect on and refine their Tier 1 instruction, with a focus on the goals of their PL Cycle, and to collaboratively plan high-quality grade level instruction, which is critical to effectively using instructional time in the classroom. CPT occurs for at least a total of 120 minutes each week, is generally facilitated by teachers with the support of school leadership, and uses common tools and protocols to build teacher capacity to teach grade-level standards using Tier 1 instructional strategies to address the diverse needs of learners. By focusing on Tier 1 instruction, CPT will be a key strategy to reducing the number of students who require Tier 2 and 3 intervention.				
		During CPT, teachers use formative student data such as progress monitoring data, screener data, and classroom assessment data to inform the CPT topics. Conversations include examining student performance data, internalizing curriculum materials, unpacking standards, norming instructional expectations, and developing instructional scaffolds for ELs, Special Education students, and students not performing at grade level. Equity is a fundamental goal of CPT, whereby school teams collaborate to ensure all students have access to grade-level instruction.				
		CPT also improves school culture by promoting authentic collaboration and collegiality, continuous learning and growth mindset, and building leadership capacity from within. School leaders recognize instructional leadership within their school and provide ongoing coaching and feedback. Teachers support each other in building their own capacity through modeling and sharing of effective practices, and structured collaboration time becomes the norm across all aspects of the school.				
	Strategy #2 best ad	dresses: (Mark X for all that apply)				
\checkmark	Academic impact	t of lost instructional time				

	Chronic absenteeism			
	Student engagement			
	Social-emotional well-being			
\checkmark	Other impact (provide description in (ii) below)			
ii. If Other is sele	ected above, please provide the description here:			
	Increasing teacher effectiveness and retention			
iii. Student group	o(s) that Strategy #2 most effectively supports: (Mark X for all that apply)			
\checkmark	Students from low-income families			
$\boldsymbol{\boldsymbol{\boldsymbol{\langle}}}$	Students from each racial or ethnic group (e.g., identifying disparities and	d focusing on underserved student groups by race or ethnicity)		
K	Gender (e.g., identifying disparities and focusing on underserved studen	t groups by gender)		
<	English learners			
\checkmark	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the IDEA)			
\checkmark	Students experiencing homelessness			
K	Children and youth in foster care			
$\boldsymbol{<}$	Migrant students			
	Other student groups (provide description in (iv) below)			
iv. If Other is sele	ected above, please provide the description here:			

4. Capacity for Data Collection and Reporting

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

student group, where applicable),	sup, where applicable), for each of the following measures.				
	Data Collection and Analysis Plan (including plan to disaggregate data)				
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Student learning data (grades, summative and formative assessments, and state standardized tests) are collected using a suite of student information and assessment data systems and modeled together using our Business Intelligence software. Longitudinal data is analyzed at the student level to inform individualized student supports, as well as, analyzed at grade-level, school, and system-wide levels for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to school and district leaders via internal dashboards to facilitate regular progress monitoring and inform practice strategies. Reports comparing cohort assessment performance in the last pre-Covid assessment to each assessment window throughout virtual learning are produced and disseminated; these reports analyze learning loss for subgroups as well. Additionally, the District has a prescribed progress monitoring and strategy implementation process tied to an established set of student learning goals for all students and by student subgroup the process includes a series of cross-division and public progress monitoring meetings, public progress reports, and cohesive implementation plans and strategies.				
Opportunity to learn measures*	Opportunity to learn measures (attendance, participation by learning model participation, access to technology, and other climate metrics) are collected using the District's student information system and a suite of district-wide surveys of students, families, and staff/teachers. Data are modeled together using our Business Intelligence software and analyzed at the student level to inform individualized student supports, as well as, analyzed at grade-level, school, and system-wide levels for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to school and district leaders via internal dashboards to facilitate regular review and inform implementation of District opportunity to learn strategies and interventions.				
Jobs created and retained (by number of FTEs and position type)**	Approximately 143 Full Time Equivalent (FTE) student support positions are new to address student social / emotional needs. Approximately 879 additional instructional FTEs were added that represents new effort in the form of supplemental pay for existing District teaching staff to address learning loss outside of the regular school day. Approximately 2,918 of instructional FTEs represents FTEs retained through continuity of operations.				
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student program participation and performance are collected in the District's student information system and analyzed using our Business Intelligence software. Data is analyzed at the student level to inform ongoing individualized student supports and instruction, as well as, analyzed at grade-level, program, and system-wide levels for all students and disaggregated by student groups. Additionally, an annual evaluation of programs is conducted by the District's Office of Research and Evaluation.				

* Opportunity to learn measures examples: student engagement; access to technology, including educator access to PD on effective use of technology; and results from student, family, and/or educator surveys. ** Created jobs are new paid positions or existing unfilled positions as a result of ARP ESSER funding. Retained jobs are exisiting positions that would have been eliminated if not for ARP ESSER funding. Report as Full-Time Equivalents (FTEs). FTE is a cumulative number, calculated by dividing the total number of ARP ESSER-funded hours work for each job (including overtime, paid leave, and other compensation) by the number of hours in that position's full-time schedule.

5. Plan for Funds

How will the N&D Institution spend its ARP ESSER funds as outlined in the fields below ? (3,000 characters max)

1. Continuity of Services: How will the N&D Institution 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?

Access to Instruction: How will the N&D Institution 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.
 Mitigation Strategies: How will the N&D Institution use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for

3. Mitigation Strategies: How will the N&D Institution 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? Consider the N&D Institution's Health and Safety Plan in developing the response.

4. Facilities Improvements: How will the N&D Institution use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D Institution's Health and Safety Plan in developing the response.

5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?

6. Other, i.e summer school, extended day

N&D Institution	Plan for Funds	Explanation				
Philadelphia Juvenile Justice Svcs Ctr	Continuity of Services	During COVID-19 pandemic, the PJJSCS continued to educate adjudicated youth. However, many of the youth returned to the Center multiple times. This shows the need for additional support in transitioning youth to the appropriate schools and/or other agencies. Also, during the last year and current school year, there's been an increase in the number of student victims of gun violence in the SDP. The residents are coming in severely traumatized and are staying longer. To address these needs, PJJSCS plans to use funds to purchase a Transition Liaison; a Program Coordinator for Transition; and a Case Manager position.				
Philadelphia Juvenile Justice Svcs Ctr	Staff Recruitment, Support, and Retention	Funds will be used to provide staff with professional development in social-emotional supports and trauma-informed intervations.				
Philadelphia Prison Pennypack House	Staff Recruitment, Support, and Retention	Funds will be allocated to the school to assist in the retention of all staff. Staff will be able to attend professional development to enhance their skills needed to become profiecent in those areas.				
Philadelphia Prison Pennypack House	Other; i.e. summer school, extended day	Funds will be allocated to the school to run a summer program and/or Saturday school that will allow all students to recover credits or earn credits as they progress in their educational journey.				

N&D Institution Name	Salary	Benefits	Purchased Professional and Technical Services		Supplies, Dues and Fees		Total
Philadelphia Juvenile Justice Svcs Ctr	\$741,234.00	\$185,308.00	\$25,000.00	\$20,000.00	\$26,330.00	\$0.00	\$997,872.00
Philadelphia Prison Pennypack House	\$77,810.00	\$19,453.00	\$97,263.00	\$0.00	\$0.00	\$0.00	\$194,526.00
			-			TOTAL	\$1,192,398.00

ARP ESSER Set-Asides Consolidated - CTC's 2.5% Set Aside

Section: Introduction

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by career and technical centers (CTC), and educators to support students during the COVID-19 pandemic. The application below requests information from CTC 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 CTC 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 CTC" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the CTC 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:
- Nontraditional
- Single Parent
- Military Family
- Migrant students; and

- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (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, CTCs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the CTC's promising practices in supporting student needs since March 2020.

1. Indicators of Impact

Understanding the Impact of the COVID-19 Pandemic: Describe how the CTC has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and wellbeing. 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/Technical impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	ethods Used to Understand Each Type of Impact				
Academic/Technical Impact of Lost Instructional Time	SDP administered reading and math assessments across all grade levels (K-12) throughout the 2020-21 school year, with district-wide participation rates higher than 70%. Aggregate results of these assessments were shared with District and school leadership through dashboards and teachers had access to the individual students results for instructional planning. Research teams compared 2020-21 assessment outcomes to pre-Covid outcomes to identify any learning loss and which student groups were impacted most. Regarding CTE specifically, the following are two examples of how the SDP assesses and addresses student learning gaps: Pre-NOCTI, which was administered in October 2021, provided meaningful data to CTE teachers on the current student levels of technical skill mastery. This data helps inform instruction to be more effective in addressing areas of weakness and learning loss. Final Exams have been developed across all CTE programs in the SDP, to be administered at the end of the year for CTE 10th and 11th grade students, beginning in the Spring of 2022. These exams are standardized by CTE Program/CIP Code, so all students in the same CIP from across the SDP will take the same Final Exam for their respective CTE program.				
Chronic Absenteeism	SDP collects and analyzes attendance data regularly. Attendance coaches supported schools and families in reducing barriers to attendance and decreasing rates of chronic absenteeism.				
Student Engagement	Each spring, SDP administers the District-Wide Survey program, which includes surveys for students, parent/guardians, teachers, and school leaders. Questions that measure student engagement are analyzed and findings are shared annually.				
Social-emotional Well-being	Beginning in Fall 2021, teachers will use a social-emotional behavior universal screener for a standardized and systematic way to assess current level of functioning and identify students that need additional support. The screener is able to identify both externalizing (example: verbal or physical aggression, tantrums, task refusal) and internalizing behaviors (example: inattention, feelings of sadness, isolation, lack of interest in activities). Research shows that internalizing behaviors are identified and students do not receive the supports they need. Additionally, externalizing behaviors are identified more frequently and an understanding of the behavior is often limited. Utilization of a social-emotional behavior screener decreases staff subjectivity in identifying which students need additional support. It also provides additional information about the students behavior that is utilized when determining which intervention(s) should be assigned.				
Other Indicators					

2. Documenting Disproportionate Impacts

Identify the student groups in the CTC that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts				
Students from low-income families	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.				
Children with disabilities	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.				
Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.				

3. Reflecting of Local Strategies

Provide the CTC's assessment of the top 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 Description

		MTSS (Multi-tiered Systems of Supports)				
		health/wellness, and attendance programming, intervention programming in all schools that equitably meet the needs	nsive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, ons, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and he misidentification of students, particularly students of color, requiring special education services.			
		school teams in making data-based decisions. Tier 1 will health/wellness, and social-emotional programs known to	uidance on the implementation and/or selection of evidence-based programming at all three Tiers, and assist include common core standards-aligned, high-quality, grade-level instruction, as well as school wide climate, and o contribute to positive, welcoming environments that support all students' success. Cross-disciplinary Tier 1 teams review school-level and/or grade-level data in order to fine-tune and improve Tier 1 programming.			
		instruction and considering how to differentiate within Tiel students as possible. Tier 2 will include the utilization of s	s with time and space to apply the data-based insights identified by MTSS Tier 1 teams to strengthening Tier 1 r 1. Differentiation within Tier 1 is essential to ensuring that universal programming meets the needs of as many student data to determine which students require a higher level of targeted academic, attendance, and/or social- Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty			
		the Tier 2 team will gain information on the effectiveness of	er 2 intervention for each student that will address the specific needs of the student. Through progress monitoring, of the intervention for each student. If it is found that a student is not responding to the intervention, the team will n, to determine if the intervention should be repeated; implementation of a different Tier 2 intervention is needed; or			
Strategy #1		the basis of their response to the interventions provided a	upports for students with high levels of need. A student's need for Tier 3 supports will generally be determined on at Tier 2. Students' progress will be monitored throughout the intervention cycle to determine whether the ervention is needed, or whether a referral for evaluation for special education services is appropriate.			
	Strategy #1 best a	dresses: (select all that apply)				
	Impact of lost in	structional time				
	Chronic absente	eism				
	Student engage	ment				
\checkmark	Social-emotiona	l well-being				
	Other impact (pr	ovide description in (ii) below)				
ii. If Other is se	elected above, pleas	se provide the description here:	1			
iii. Student groi	up(s) that Strategy	#1 most effectively supports: (select all that apply)				
\checkmark	Students from Ic	w-income families				
\checkmark	Students from e	ach racial or ethnic group (e.g., identifying disparities	and focusing on underserved student groups by race or ethnicity)			
\checkmark	Gender (e.g., ide	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)				
\checkmark	English learners					
\checkmark	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the IDEA)					
\checkmark	Students experie	encing homelessness				
\checkmark	Children and you	uth in foster care				
\checkmark	Migrant students	3				
		(

Other student groups (provide description in (iv) below) iv. If Other is selected above, please provide the description here:

Section II: Engaging Stakeholders in Plan Development

In this second section, CTCs 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 CTC will make its CTC 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 CTC, 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 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 LEA, 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; taudents; indidne with disabilities.)

FORUMS: The School District of Philadelphia consulted directly with students, families, staff, and community members by holding six community forums in April 2021. The forums were held by the Finance Office and supported by the Office of Family and Community Engagement. Each forum was dedicated to obtaining input into the plan for ARP ESSER funds. Full sessions were delivered in English, and Spanish and Mandarin for our non-English speaking stakeholders. Constituents were notified of the community forums through district-wide communications including phone calls, emails, and text messages. Superintendent Dr. William Hite announced the community forums during his weekly Facebook Live event. Additionally, a webpage was featured on the District's website to inform constituents of the opportunities to provide input into the ARP ESSER funds. At each session representatives from the Finance Office, including the Chief Finance Officer, shared ARP ESSER budget information with the participants. During the presentation, the District explained the ARP ESSER funds and clarified three critical focus areas of concern for our school district. All educational and finance information was delivered in family friendly language including providing definitions for educational and financial jargon. After approximately twenty minutes of background information in the main presentation, the participants were sent to breakout rooms to participate in a sixty-minute focus group. During the breakout sessions, note takers took verbal feedback from participants based on three critical focus areas, specifically, (1) social, emotional, and mental needs, (2) student learning and recovery and, (3) safe and healthy schools. Participants also had the opportunity to provide open ended feedback and ask questions from Finance Office staff. Approximately 127 stakeholders participated in the six community forums and provided verbal input into the usage of the APR ESSER funds. The Office of Finance will continue engaging with stakeholders through community forums, information sessions, and surveys in the upcoming school year. SURVEYS: The District invited our community to participate in our SY2021-2022 Budget Engagement Survey to help inform the District's plan to emerge from the COVID-19 pandemic as a stronger and more equitable school district. By completing the survey, participants provided valuable input on the most important types of investments we should consider making in three critical areas: 1) attending to the social, emotional and mental health needs of our students and staff, 2) supporting student learning recovery and learning acceleration, and 3) providing safe and healthy schools that support high-quality teaching and learning, and equitable outcomes for all students. More than 12,000 people provided responses to the Budget Engagement Survey.

5. Use of Stakeholder Input

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

The District initiated a survey, and engaged stakeholders generally, to help shape budget priorities for the 2021-2022 school year. Notable results from that engagement were adding between 1 to 2 additional discretionary positions per school for the 2021-22 school year, increased supports for Special Education evaluations, and increased mental health supports for schools in communities impacted by gun violence. Public input also shaped the level of resources devoted to health and safety in school buildings and the focus of activity to address instructional and emotional needs of students. Stakeholder input however is not a one-time event. The District will actively engage our community over the three plus years of the ARP Act through the annual District-wide budget process, school level budget process, and additional surveys.

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

Describe the process for development, approval, and making public the CTC Plan for the Use of ARP ESSER Funds. The CTC Plan for the Use of ARP ESSER Funds must be made publicly available on the CTC 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)

As described, stakeholder input, to include parents, students, staff, school leaders, unions, were essential for developing the District's plan for the use of ARP funds. The resulting plan is subject to consultation with the School Board, including the Health and Safety Plan for school reopening which will be approved by the Board and posted to the District's website.

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, CTCs 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 CTC plan for the use of ARP ESSER funds.

7. Plan for Funds

How will the CTC spend its ARP ESSER funds as outlined in the fields below ? (3,000 characters max)

1. Continuity of Services: How will the CTC 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?

Access to Instruction: How will the CTC 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.
 Mitigation Strategies: How will the CTC use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease

3. Mitigation Strategies: How will the CTC 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? Consider the LEA's Health and Safety Plan in developing the response.

4. Facilities Improvements: How will the CTC use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

 5. Other, i.e summer school, extended day, and staffing

 Plan for Funds
 Explanation

 Based on CDC guidance, the District will invest in repairs and upgrades to CTE facilities have exceeded their useful life. These repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program(s). The renovations will occur in the following buildings and CTE program areas: Edison HS / Culinary Arts, Mastbaum HS / Culinary Arts, & Welding, South Philadelphia HS / Culinary Arts, Saul HS / Animal Science and Swenson HS / Culinary

Section IV: Monitoring and Measuring Progress

In this fourth section, CTCs 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

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

alysis Plan (including plan to disaggregate data)
ades, summative and formative assessments, and state standardized tests) are collected using a suite of student information and is and modeled together using our Business Intelligence software. Longitudinal data is analyzed at the student level to inform pports, as well as, analyzed at grade-level, school, and system-wide levels for all students and disaggregated by student groups. ggated data are provided to school and district leaders via internal dashbaards to facilitate regular progress monitoring and inform orts comparing cohort assessment performance in the last pre-Covid assessment to each assessment window throughout virtual id disseminated; these reports analyze learning loss for subgroups as well. Additionally, the District has a prescribed progress implementation process tied to an established set of student learning goals for all students and by student subgroup the s of cross-division and public progress monitoring meetings, public progress reports, and cohesive implementation plans and
asures (attendance, participation by learning model participation, access to technology, and other climate metrics) are collected int information system and a suite of district-wide surveys of students, families, and staff/teachers. Data are modeled together igence software and analyzed at the student level to inform individualized student supports, as well as, analyzed at grade-level, levels for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to school and al dashboards to facilitate regular review and inform implementation of District opportunity to learn strategies and interventions.
ime Equivalent (FTE) student support positions are new to address student social / emotional needs. Approximately 879 additional added that represents new effort in the form of supplemental pay for existing District teaching staff to address learning loss outside r. Approximately 2,918 of instructional FTEs represents FTEs retained through continuity of operations.
pation and performance are collected in the District's student information system and analyzed using our Business Intelligence ad at the student level to inform ongoing individualized student supports and instruction, as well as, analyzed at grade-level, de levels for all students and disaggregated by student groups. Additionally, an annual evaluation of programs is conducted by the irch and Evaluation.
pachers have been utilizing a social-emotional behavior universal screener for a standardized and systematic way to assess current dentify students that need additional support. The screener is able to identify both externalizing (example: verbal or physical sk refusal) and internalizing behaviors (example: inattention, feelings of sadness, isolation, lack of interest in activities). Research behaviors are often not identified and students do not receive the supports they need. Additionally, externalizing behaviors are y and an understanding of the behavior is often limited. Utilization of a social-emotional behavior screener decreases staff which students need additional support. It also provides additional information about the students behavior that is utilized when ention(s) should be assigned. In August 2020, SDP launched Healing Together, an initiative that will address the needs of staff, es in the wake of this sustained trauma. The goal is to deliver high-quality instruction seamlessly to all students while maintaining of of everyone involved — despite any changes in COVID-19 conditions. While most students have been engaged in digital learning, y from what they once knew as "school" for an extended amount of time. To assist during this challenging period,. Healing rareas: Mental Health and Trauma, Social-Emotional Learning, Community/Relationships, and Adult Wellness. Resources have s demonstration videos, leeson plans and curriculum, relevant research and other ways to access support that can be used f, students, and families. Research shows there is a significant and consistent relationship between these social-emotional skills ent, attendance, behavior, and long-term outcomes like employment.
s de f, st

* Opportunity to learn measures examples: student engagement; access to technology, including educator access to PD on effective use of technology; and results from student, family, and/or educator surveys. ** Created jobs are new paid positions or existing unfilled positions as a result of ARP ESSER funding. Retained jobs are existing positions that would have been eliminated if not for ARP ESSER funding. Report as Full-Time Equivalents (FTEs). FTE is a cumulative number, calculated by dividing the total number of ARP ESSER-funded hours work for each job (including overtime, paid leave, and other compensation) by the number of hours in that position's full-time schedule. CTC's that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements

- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water-among other upgrades that improve the health and safety of school buildings.

All capital expenditures supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures?

 Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project				
Edison HS Culinary Arts CTE Program Renovation	Construction	CTE facilities repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program.				
Mastbaum HS Culinary Arts CTE Program Renovation	Construction	CTE facilities repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program.				
Mastbaum HS Welding CTE Program Renovation	Construction	CTE facilities repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program.				
South Philadelphia HS Culinary Arts CTE Program Renovation	Construction	CTE facilities repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program.				
Saul HS Animal Science CTE Program Renovation	Construction	CTE facilities repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program.				
Swenson HS Culinary Arts CTE Program Renovation	Construction	CTE facilities repairs include but are not limited to: upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators; upgrades that create a learning environment that could better sustain social distancing; and any other major facilities (i.e., plumbing, electrical, HVAC/mechanical systems, carpentry) upgrades that are necessary to improve the health and safety of the school/CTE program.				

Section VI: Budget Summary

CTC Name	Salary	Benefits	Purchased Professional and Technical Services		Supplies, Dues and Fees	Property	Total
Philadelphia AVTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,289,260.00	\$5,289,260.00