

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 Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

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

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

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- 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 strengths 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 rep between 10/25 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

Attendance 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 Climate 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 platform, Qlik, in 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

Anderson Add B Sch	Common Planning Time: Anderson is using Common Planning Time to provide teachers and leaders with time and space to apply the data-driven insights to 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.
Franklin S Edmonds Sch	MTSS: Edmonds is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment.
Emlen Eleanor C Sch	MTSS: Emlen is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment.
Harding Warren G MS	Early Warning Indicator Monitoring System: Harding is using an Early Warning Indicator Monitoring System to ensure that students who are in at-risk of chronic absenteeism are identified early. This is accomplished by identifying and training an attendance designee whose role is to regularly monitor the district's Early Warning Indicator report and flag students with 3+ absences. Once a student reaches three absences, the school team mails a C-31 letter to their home indicating that their child has hit this mark. Next, if a student reaches six absences, a letter is sent home requesting that the parent/guardian comes in for a Student Attendance Improvement Conference (SAIC). During SAICs, obstacles to regular attendance are identified, and a Student Attendance Improvement Plan (SAIP) is developed with plans to overcome these obstacles as well as attendance goals. SAIPs are then progress monitored by the attendance team on a monthly basis.
Juniata Park Academy	MTSS: Juniata Park is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment.
Mayfair Sch	MTSS: Mayfair is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment.
Motivation HS	Common Planning Time: Motivation is using Common Planning Time to provide teachers and leaders with time and space to apply the data-driven insights to 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.
Northeast HS	MTSS: Northeast is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment.
Penn Treaty Sch	MTSS: Penn Treaty is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.
Penrose Sch	Common Planning Time: Penrose is using Common Planning Time to provide teachers and leaders with time and space to apply the data-driven insights to 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.
Richmond Sch	MTSS: Richmond is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.
Roosevelt Theodore MS	Early Warning Indicator Monitoring System: Roosevelt is using an Early Warning Indicator Monitoring System to ensure that students who are in at-risk of chronic absenteeism are identified early. This is accomplished by identifying and training an attendance designee whose role is to regularly monitor the district's Early Warning Indicator report and flag students with 3+ absences. Once a student reaches three absences, the school team mails a C-31 letter to their home indicating that their child has hit this mark. Next, if a student reaches six absences, a letter is sent home requesting that the parent/guardian comes in for a Student Attendance Improvement Conference (SAIC). During SAICs, obstacles to regular attendance are identified, and a Student Attendance Improvement Plan (SAIP) is developed with plans to overcome these obstacles as well as attendance goals. SAIPs are then progress monitored by the attendance team on a monthly basis.
Saul W B Agricultural School	MTSS: Saul is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.
Spring Garden Sch	MTSS: Spring Garden is implementing a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.
Sullivan James J Sch	Early Warning Indicator Monitoring System: Sullivan is using an Early Warning Indicator Monitoring System to ensure that students who are in at-risk of chronic absenteeism are identified early. This is accomplished by identifying and training an attendance designee whose role is to regularly monitor the district's Early Warning Indicator report and flag students with 3+ absences. Once a student reaches three absences, the school team mails a C-31 letter to their home indicating that their child has hit this mark. Next, if a student reaches six absences, a letter is sent home requesting that the parent/guardian comes in for a Student Attendance Improvement Conference (SAIC). During SAICs, obstacles to regular attendance are identified, and a Student Attendance Improvement Plan (SAIP) is developed with plans to overcome these obstacles as well as attendance goals. SAIPs are then progress monitored by the attendance team on a monthly basis.
Swenson Arts & Technology HS	Common Planning Time: Swenson is using Common Planning Time to provide teachers and leaders with time and space to apply the data-driven insights to 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.
Ziegler William H Sch	Common Planning Time: Ziegler is using Common Planning Time to provide teachers and leaders with time and space to apply the data-driven insights to 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.

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

School Building Name	Academic impact of lost instructional time	Chronic absenteeism	Student engagement	Social-emotional well-being	Other impact	If Other, please describe:
Anderson Add B Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Franklin S Edmonds Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emlen Eleanor C Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harding Warren G MS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Juniata Park Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mayfair Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Motivation HS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Northeast HS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Penn Treaty Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Penrose Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Richmond Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roosevelt Theodore MS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Saul W B Agricultural School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring Garden Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sullivan James J Sch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swenson Arts & Technology HS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ziegler William H Sch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

School Building Name	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 IDEA)	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups
Anderson Add B Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Franklin S Edmonds Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emlen Eleanor C Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harding Warren G MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniata Park Academy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mayfair Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation HS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northeast HS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penn Treaty Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penrose Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Richmond Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roosevelt Theodore MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saul W B Agricultural School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring Garden Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sullivan James J Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swenson Arts & Technology HS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ziegler William H Sch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

- 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?
- Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- 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?
- 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?
- 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 continue to adjust back to in-person learning, a dedicated grade-band SBTL is needed to ensure students 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 be 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 1 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 helps to build confidence in 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 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.

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. 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.

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 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, 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 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.

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 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?	
	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 often not 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.
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 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

MTSS (Multi-tiered Systems of Supports)

By the fall of 2022, all schools in SDP will implement a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal of this system will be to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.

SDP's MTSS framework will provide schools with clear guidance on the implementation and/or selection of evidence-based programming at all three Tiers, and assist school teams in making data-based decisions. Tier 1 will include common core standards-aligned, high-quality, grade-level instruction, as well as school wide climate, and health/wellness, and social-emotional programs known to contribute to positive, welcoming environments that support all students' success. Cross-disciplinary Tier 1 teams will meet regularly (outside of Common Planning Time) to review school-level and/or grade-level data in order to fine-tune and improve Tier 1 programming.

Common Planning Time will provide teachers and leaders with time and space to apply the data-based insights identified by MTSS Tier 1 teams to strengthening 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.

Tier 2 teams will identify the most appropriate targeted Tier 2 intervention for each student that will address the specific needs of the student. Through progress monitoring, the Tier 2 team will gain information on the effectiveness of the intervention for each student. If it is found that a student is not responding to the intervention, the team will assess the root cause, including fidelity of implementation, to determine if the intervention should be repeated; implementation of a different Tier 2 intervention is needed; or if a Tier 3 intervention is most appropriate.

Tier 3 will include intensive, individual interventions and supports for students with high levels of need. A student's need for Tier 3 supports will generally be determined on the basis of their response to the interventions provided at Tier 2. Students' progress will be monitored throughout the intervention cycle to determine whether the intervention is achieving the intended impact, if a new intervention is needed, or whether a referral for evaluation for special education services is appropriate.

Strategy #1

i. Impacts that Strategy #1 best addresses: (select all that apply)

<input checked="" type="checkbox"/>	Academic impact of lost instructional time
<input checked="" type="checkbox"/>	Chronic absenteeism
<input checked="" type="checkbox"/>	Student engagement
<input checked="" type="checkbox"/>	Social-emotional well-being
<input type="checkbox"/>	Other impact (provide description in (ii) below)

ii. If Other is selected above, please provide the description here:

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

<input checked="" type="checkbox"/>	Students from low-income families
<input checked="" type="checkbox"/>	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
<input checked="" type="checkbox"/>	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
<input checked="" type="checkbox"/>	English learners
<input checked="" type="checkbox"/>	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the IDEA)
<input checked="" type="checkbox"/>	Students experiencing homelessness
<input checked="" type="checkbox"/>	Children and youth in foster care
<input checked="" type="checkbox"/>	Migrant students
<input type="checkbox"/>	Other student groups (provide description in (iv) below)

iv. If Other is selected above, please provide the description here:

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 and central office levels) make updates 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.

i. Impacts that Strategy #2 best addresses: (Mark X for all that apply)

<input checked="" type="checkbox"/>	Academic impact of lost instructional time
-------------------------------------	--

<input type="checkbox"/>	Chronic absenteeism
<input type="checkbox"/>	Student engagement
<input type="checkbox"/>	Social-emotional well-being
<input checked="" type="checkbox"/>	Other impact (provide description in (ii) below)
ii. If Other is selected above, please provide the description here:	
Increasing teacher effectiveness and retention	
iii. Student group(s) that Strategy #2 most effectively supports: (Mark X for all that apply)	
<input checked="" type="checkbox"/>	Students from low-income families
<input checked="" type="checkbox"/>	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
<input checked="" type="checkbox"/>	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
<input checked="" type="checkbox"/>	English learners
<input checked="" type="checkbox"/>	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the IDEA)
<input checked="" type="checkbox"/>	Students experiencing homelessness
<input checked="" type="checkbox"/>	Children and youth in foster care
<input checked="" type="checkbox"/>	Migrant students
Other student groups (provide description in (iv) below)	
iv. If Other is selected 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:

	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 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.

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)

- 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 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.
- 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.
- 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?
- 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 interventions.
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 proficient 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.

Section V: Budget Summary

N&D Institution Name	Salary	Benefits	Purchased Professional and Technical Services	Other Purchased Services	Supplies, Dues and Fees	Property	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 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/Technical 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/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 often not 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

Strategy #1

MTSS (Multi-tiered Systems of Supports)

By the fall of 2022, all schools will implement a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.

SDP's MTSS framework will provide schools with clear guidance on the implementation and/or selection of evidence-based programming at all three Tiers, and assist school teams in making data-based decisions. Tier 1 will include common core standards-aligned, high-quality, grade-level instruction, as well as school wide climate, and health/wellness, and social-emotional programs known to contribute to positive, welcoming environments that support all students' success. Cross-disciplinary Tier 1 teams will meet regularly (outside of Common Planning Time) to review school-level and/or grade-level data in order to fine-tune and improve Tier 1 programming.

Common Planning Time will provide teachers and leaders with time and space to apply the data-based insights identified by MTSS Tier 1 teams to strengthening 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, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.

Tier 2 teams will identify the most appropriate targeted Tier 2 intervention for each student that will address the specific needs of the student. Through progress monitoring, the Tier 2 team will gain information on the effectiveness of the intervention for each student. If it is found that a student is not responding to the intervention, the team will assess the root cause, including fidelity of implementation, to determine if the intervention should be repeated; implementation of a different Tier 2 intervention is needed; or if a Tier 3 intervention is most appropriate.

Tier 3 will include intensive, individual interventions and supports for students with high levels of need. A student's need for Tier 3 supports will generally be determined on the basis of their response to the interventions provided at Tier 2. Students' progress will be monitored throughout the intervention cycle to determine whether the intervention is achieving the intended impact, if a new intervention is needed, or whether a referral for evaluation for special education services is appropriate.

i. Impacts that Strategy #1 best addresses: (select all that apply)

<input checked="" type="checkbox"/>	Impact of lost instructional time
<input checked="" type="checkbox"/>	Chronic absenteeism
<input checked="" type="checkbox"/>	Student engagement
<input checked="" type="checkbox"/>	Social-emotional well-being
<input type="checkbox"/>	Other impact (provide description in (ii) below)

ii. If Other is selected above, please provide the description here:

--

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

<input checked="" type="checkbox"/>	Students from low-income families
<input checked="" type="checkbox"/>	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
<input checked="" type="checkbox"/>	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
<input checked="" type="checkbox"/>	English learners
<input checked="" type="checkbox"/>	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the IDEA)
<input checked="" type="checkbox"/>	Students experiencing homelessness
<input checked="" type="checkbox"/>	Children and youth in foster care
<input checked="" type="checkbox"/>	Migrant students
<input type="checkbox"/>	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, children who are incarcerated, and other underserved students; and tribes.)

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?
2. 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.
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
Facilities Improvements	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 Arts.

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:

	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.
Impact of Student Social and Emotional Needs	Beginning in Fall 2021, teachers have been utilizing 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 often not 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. In August 2020, SDP launched Healing Together, an initiative that will address the needs of staff, students and their families in the wake of this sustained trauma. The goal is to deliver high-quality instruction seamlessly to all students while maintaining the health and well-being of everyone involved — despite any changes in COVID-19 conditions. While most students have been engaged in digital learning, students have been away from what they once knew as "school" for an extended amount of time. To assist during this challenging period, Healing Together focuses on four areas: Mental Health and Trauma, Social-Emotional Learning, Community/Relationships, and Adult Wellness. Resources have been developed, such as demonstration videos, lesson plans and curriculum, relevant research and other ways to access support that can be used personally, and with staff, students, and families. Research shows there is a significant and consistent relationship between these social-emotional skills and academic achievement, attendance, behavior, and long-term outcomes like employment.

* 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.

Section V: ARP ESSER Prior Approval

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	Other Purchased 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