Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately $ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

1) A description of each program and activity

2) A narrative outlining the expected benefit of each program and activity

3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	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. Additionally, students will complete the Student Well-being Survey (SWBS). The SWBS is a 5-minute survey each student (in grades 3-12) is required to complete monthly. The SWBS gathers formative tier 1 information on how students feel about their experiences at school in addition to student's perceptions of their relationships with their peers, relationships with adults and intrapersonal relationships.
Professional Development for Social and Emotional Learning	Staff will receive training on ways to support student social and emotional learning. Surveys will be administered after the professional development sessions to determine the success of the trainings and examine how staff plan to use the information they have learned to improve student outcomes.
Reading Remediation and Improvement for Students	The District administered reading 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.
Other Learning Loss	

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific

strategies that were used or will be used to identify and measure impacts.

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Other Areas of Learning Loss	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.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. Click to download reserve amounts.

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. (Calculation will populate when you click the Save button)

    - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	61,908,893	30%	18,572,668

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

The LEA will leverage the MTSS approach to align all school-level activities and resources with students' academic, social-emotional/behavioral and attendance, and health/wellness needs. Students social and emotional needs will be assessed by a variety of sources. One source is the Student Well-being Survey (SWBS). The SWBS is a 5-minute survey each student (in grades 3-12) is required to complete monthly. The SWBS gathers formative tier 1 information on how students feel about their experiences at school in addition to student's perceptions of their relationships with their peers, relationships with adults and their ability to manage their own emotions. Additionally, a social-emotional screener will be administered to assess areas of social, emotional, and academic areas of development. The universal screener is completed by teachers and takes 1-minute to complete for each student. The screener will be completed 3 times a year. To address academic needs through MTSS, the STAR Reading and Math assessments are administered to all students in grades K-12 at least 3 times per year.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Community Meeting	Children from Low-Income Families	Universal	200,000
Mindfulness Programing	Major Racial and Ethnic Groups	Targeted	50,000
Socialized Recess	Children from Low-Income Families	Targeted	75,000
School-wide Social Emotional Learning	Major Racial and Ethnic Groups	Universal	200,000
Small Group Interventions	Major Racial and Ethnic Groups	Targeted	50,000
PBIS	Major Racial and Ethnic Groups	Targeted	40,000
Restorative Practice	Major Racial and Ethnic Groups	Targeted	10,000
MTSS	Major Racial and Ethnic Groups	Universal	200,000

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Well-being Survey	Monthly	Student responses about well-being will improve as a result of the successful implementation of the SEL program.
		Student responses about school climate, including feelings of

Tool Used to Evaluate Success	Frequency of Use	Expected Results
District-wide Survey	Annually	belonging, will improve as a result of the successful implementation of the SEL program.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

    - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	61,908,893	10%	6,190,889

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
    a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
    b. Identifying signs of possible mental health issues and providing culturally relevant support;
    c. Motivating students that have been disengaged;
    d. Mentoring students who have attendance issues before it becomes a pattern;
    e. Self-care and mindfulness strategies for teachers;
    f. Engaging and communicating effectively with parents;
    g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					Training will address the

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	10,000	Teacher	External partner paired with internal staff	Internal Staff	universal impact of the pandemic on leadership, staff, and students and their families. Staff will obtain social emotional learning and trauma-informed strategies to support students as the return to school and continue to deal with the effects of the pandemic.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	400	Counselor	External partner paired with internal staff	Internal Staff	Training will address the universal impact of the pandemic on leadership, staff, and students and their families. Staff will obtain social emotional learning and trauma-informed strategies to support students as the return to school and continue to deal with the effects of the pandemic.
					Training will address the universal impact of the pandemic on leadership,

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	3,000	Support Staff	External partner paired with internal staff	Internal Staff	staff, and students and their families. Staff will obtain social emotional learning and trauma-informed strategies to support students as the return to school and continue to deal with the effects of the pandemic.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	500	Admin	External partner paired with internal staff	Internal Staff	Training will address the universal impact of the pandemic on leadership, staff, and students and their families. Staff will obtain social emotional learning and trauma-informed strategies to support students as the return to school and continue to deal with the effects of the pandemic.
					Training will

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	400	Counselor	The Office of Prevention & Intervention	Internal Staff	review signs and symptoms of mental issues and culturally competent interventions and support for students and families.
e. Self-care and mindfulness strategies for teachers;	3,000	Teacher	The Office of School Climate & Culture and the Office of Prevention & Intervention	Internal Staff	Participants will understand the importance of self-care and mindfulness practices. They will gain an understanding of how to utilizes these practices in both personal and professional situations and how to incorporate them into their instruction with students.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Development Surveys	After PD Sessions	Teachers will indicate that the PD they received will support their efforts in the classroom to support student SEL.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan LINK NEEDED

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	61,908,893	8%	4,952,711

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

STAR Reading and Math assessments were administered to all students in grades K-12 at least 3 times per year in 2020-21. Results of previous analyses related to student learning loss during the period of virtual instruction can be found at: https://www.philasd.org/research/2021/09/03/assessing-student-performance-before-and-during-virtual-learning-a-cohort-comparison-of-student-performance/ .

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

Yes

Please explain:

Some at-risk readers are making a year's worth of growth; however, it varies by grade and by initial performance level of students.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Introduction to the Curriculum Units: The What, The Why, The How	K-3 teachers, including ESL and special education	3,000

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Online Adaptive Programs	Major Racial and Ethnic Groups	120,000	Students are assigned to one or more of the approved supplemental online adaptive programs including, Achieve 3000, iReady, Lexia, Imagine Learning, iStation to support in areas of needed development and/or acceleration.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Usage of Online Adaptive Programs	Quarterly	Students who use the online adaptive programs more often will make faster progress than similar students who use the online adaptive programs less often.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
STAR Reading Assessments	3-4 times per year	Students in classrooms who are implementing the literacy curriculum with fidelity will make progress according to grade-level standards and expectations.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	61,908,893	52%	32,192,624

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After-school Tutoring	Children from Low-Income Families	4,000	All students who failed 1st quarter, Tiers 2 & 3 intervention based on STAR data, and challenged by current grade-level expectations may participate in after-school tutoring.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
STAR Assessment	4 times per year	Improved progress towards grade level expectations

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Afterschool Programs in Pennsylvania study determined that for every dollar invested in after- school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link to PSAYDN.org).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately $50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

    1) A description of each program and activity

    2) A narrative outlining the expected benefit of each program and activity

    3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting students' needs since March 2020.

Indicators of Impact

    1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

A variety of after-school programming will be offered to students across the district, including academic tutoring, enrichment, and remediation. 26 providers have been identified and

qualified. After-school enrichment programming will be deployed geographically to serve schools and students will be invited to participate. Tutoring services will be centrally deployed based on student performance and need.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	15,000	All students complete interim reading and math assessments at least three times per year, and a student-well being survey monthly. Results of these regular assessments will be used alongside student participation data and programmatic information from the after-school programs to examine the extent to which the after-school program efforts are improving student outcomes.
Children from Low-Income Families	Emotional Wellness	15,000	All students complete interim reading and math assessments at least three times per year, and a student-well being survey monthly. Results of these regular assessments will be used alongside student participation data and programmatic

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			information from the after-school programs to examine the extent to which the after-school program efforts are improving student outcomes.
Major Racial and Ethnic Groups	Academic Growth	15,000	All students complete interim reading and math assessments at least three times per year, and a student-well being survey monthly. Results of these regular assessments will be used alongside student participation data and programmatic information from the after-school programs to examine the extent to which the after-school program efforts are improving student outcomes.

3. Describe the evidence-based resources that will be used to support student growth during the after- school program.

All after-school providers were required to submit evidence of their programmatic approach that meets at least a Tier 4 (demonstrates a rationale) level. The District's Office of Research and Evaluation reviewed the submissions from all providers, and a spreadsheet is available upon request. The specific approaches and evidence varies for each of the 26 providers.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
630	External Provider	External staff to facilitate after-school enrichment programs
672	Internal	SDP teachers trained to facilitate after-school enrichment programs
16,736	Internal	SDP school leaders, teachers, school-based support staff supporting after-school enrichment programs

☑

    a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

☑

    b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance	Detailed program attendance records will be kept	Students with higher attendance will benefit more than students with lower attendance.
STAR Reading and Math Assessments	3 times per year as part of regular academic program	Students with higher attendance in academic after-school programming will make stronger gains in reading/math.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Well-being Survey	Monthly	Students with higher attendance in after-school programming will show improvements in measures of well-being.

6. How will the LEA engage families in the after-school program?

Communication and assistance in registration completion, open house events, after-hour workshops, & distribution of the Parent Guide.

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link PSAYDN.org).

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> 1) A description of each program and activity

> 2) A narrative outlining the expected benefit of each program and activity

> 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

High school students who failed select courses (English, math, science, history, health, and drama courses) were invited to recover a credit or improve a grade via Summer Credit Recovery or Quarter 5 grade improvement programs. Students transitioning from 8th to 9th grade were invited to participate in the Summer Bridge program that provides English/language arts and math courses to support students' transitions high school. All K-7 students had the opportunity to participate in project-based learning English/language arts and math curriculum program (an expansion from prior summers, in which only students performing at Teir 3/Intensive Intervention on

Progress Monitoring Assessments were invited to attend elementary summer remediation).

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	9,613	9,613 economically disadvantaged students (FRL flag) attended 1%-100% of summer program days.
Children with Disabilities	Academic Growth	5,088	5,088 students with IEPs (Current SPED Indicator flag) attended 1%-100% of summer program days. 3,723 attended ESY, 1,365 attended other programs.
Major Racial and Ethnic Groups	Academic Growth	10,015	7,489 Black/African American students and 2,526 Hispanic/Latinx students attended 1%-100% of program days.

3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

K-7 curricula was developed to align to the 2020-2021 school year, aligned to 2021-2022 priority standards, by grade, for ELA and Mathematics, and engaged students in project-based learning. Students transitioning to high school received opportunities for career awareness and STEM electives. High school students had the opportunity to participate in Credit Recovery or Quarter 5 grade improvement to recovery credits or improve the grades of select courses they failed during

the school year.

4. Describe the staff that will provide the summer school program (i.e,. internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
2000	Internal Provider	Teacher and support staff
400	Internal Provider	School leaders

☑

a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

☑

b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance	Daily attendance	Students with higher attendance will benefit more than students with lower attendance
Credits Recovered	Final summer grades	At least 500 unique credits will be recovered
Quarter 5 Grade Improvement	Final summer grades	At least 4000 unique grades will be improved

6. How will the LEA engage families in the summer school program?

Communication and assistance in registration completion, open house events, after-hour workshops, & distribution of the Parent Guide.

Federal Fund Allocations

The following tables depict the resources planned for allocation from the SDP share of Pennsylvania's American Recovery Plan (ARP) Elementary & Secondary School Education Relief (ESSER) State Reserve funds.

ESSER Fund (ARP ESSER) 7% Set Asides Consolidated Sub Grant Amounts	
ARP ESSER Learning Loss Set Aside	$61,908,893.00
ARP ESSER After School Set Aside	$12,381,779.00
ARP ESSER Summer School Set Aside	$12,381,779.00

Funding Source	Required Reserve	Item	Amount	Description
ARP ESSER Learning Loss Set Aside	Social & Emotional Learning	Staff Support Services &Training	$18,572,667.90	Salaries, Benefits & SEL Contracts
	Social & Emotional Learning Professional Development	Staff Support Services & Training	$6,190,889.30	Salaries, Benefits & Training Contracts
	Reading Improvement	Instructional Programs: Elementary /Secondary	$4,952,711.44	Salaries, Benefits & Contracted Services for Reading Improvement
	Other Learning Loss Expenditures	Other Instructional Programs: Elementary /Secondary, Central Support Services	$32,192,624.36	Staff Salaries & Benefits, Contracted Services, Internal Evaluation Salaries & Benefits
ARP ESSER After School Set Aside	N/A	Other Instructional Programs	$12,381,779.00	Contracts for After School Providers
ARP ESSER Summer School Set Aside	N/A	Other Instructional Programs	$12,381,779.00	Summer School Salaries & Benefits