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	Each year, students and staff members in the Cumberland Valley School District complete the BrightBytes Whole Child Survey. Data is generated to determine the social and emotional well being of all students by measuring perceptions of social-emotional learning, engagement, environment, and safety.
Professional Development for Social and Emotional Learning	Administration and staff analyzed various data points including PAYS Survey Data, BrightBytes Whole Child Survey data, Student Assistance Program reports, discipline referral data, risk assessment data, and medical/mental health referrals/placements, as well as out-of-district educational placements.
Reading Remediation and Improvement for Students	Success of the literacy program will be tracked through FastBridge Universal Screening, various diagnostic assessments, Mastery Connect benchmark assessments, Galileo/Imagine learning assessments, and PSSA achievement/growth data.
Other Learning Loss	Success of the literacy program will be tracked through FastBridge Universal Screening, various diagnostic assessments, Mastery Connect benchmark assessments, Galileo/Imagine learning assessments, and PSSA achievement/growth data.

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 with Disabilities	Social and Emotional Learning	Students and staff members complete the Brightbytes Whole Child Survey, annually. Staff members also examine, monitor, and take data-driven action relative to progress on IEP goals, school attendance, behavioral referrals, and academic achievement.
Children from Low-Income Families	Reading Remediation and Improvement	Success of the literacy program will be tracked through FastBridge Universal Screening, various diagnostic assessments, Mastery Connect benchmark assessments, Galileo/Imagine learning assessments, and PSSA achievement/growth data.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Success of the literacy program will be tracked through FastBridge Universal Screening, various diagnostic assessments, Mastery Connect benchmark assessments, Galileo/Imagine learning assessments, and PSSA achievement/growth data.
Students Experiencing Homelessness	Reading Remediation and Improvement	Success of the literacy program will be tracked through FastBridge Universal Screening, various diagnostic assessments, Mastery Connect benchmark assessments, Galileo/Imagine learning assessments, and PSSA achievement/growth data.

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	177,642	30%	53,293

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.

Students and staff members complete the Brightbytes Whole Child Survey annually. Staff members also examine, monitor, and take data-driven action relative to progress on IEP goals, school attendance, behavioral referrals, and academic achievement.

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
Individualized or group therapy provided to students with social or emotional needs.	Children with Disabilities	Intensive	75

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
Brightbytes Survey	Bi-annual	The District would expect to see favorable responses in the area of SEL and a better participation rate at large.
Attendance Rates	Quarterly	The District would expect to see better attendance rates for identified students, given the intervention supports.
Discipline Referrals	Quarterly	The District would expect to see a decline in behavior referrals for the identified students.
Academic Achievement	Quarterly	Due to enhanced social-emotional supports, the District would expect see growth in academic performance.
IEP Goals	Quarterly	Because of the provided interventions and additonal support, the District would anticipate students making adequate progress toward meeting their IEP goals.

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	177,642	10%	17,764

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	30	Teacher	Responsive Classroom	External Contractor	New teachers will receive the introductory course in Responsive Classroom.

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;	2	Teacher	IIRP	External Contractor	IIRP will utilize the train-the-trainer model to certify two staff members in Restorative Practices. These two staff members will train District staff.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	40	Other	Responsive Classroom	External Contractor	Elementary Cultural Arts Teachers will receive the Special Area Teacher course from Responsive Classroom.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	200	Teacher	Responsive Classroom	External Contractor	Middle school teachers will receive the Addressing MS Challenges course from Responsive Classroom.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Course Evaluation	One Time	At the conclusion of the trainings, all staff must complete a course evaluation. Administration will review the results of the survey.
Data Review	Ongoing	The District would expect to see positive changes in our various data points including PAYS Survey Data, BrightBytes Whole Child Survey data, Student Assistance Program reports, discipline referral data, risk assessment data, and medical/mental health referrals/placements, as well as out-of-district educational placements.

Section 3c - Reading Improvement for Students:

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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Reading Improvement Requirement	177,642	8%	14,211

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?

FastBridge was utilized as the primary resource to screen students, identify gaps, and offer recommendations for reading instruction and diagnostic reading interventions due to learning loss. All K-5 students complete these assessments. Data collection occurs three times each year to determine progress toward standards based objectives. Additional screeners/assessments incorporated in determining learning loss in the area of reading are listed below:Imagine Learning Literacy Assessments Phonological Awareness Screening Test (PAST)Words Their Way Spelling InventoryPhonics Screener for Intervention (PSI)Concrete Representational Abstract (CRA) Assessments

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

No

Please explain:

Due to the 2020 - 2021 Covid-19 hybrid schedule, data reliability and validity is inconsistent. FastBridge data collection will be utilized during the 2021 - 2022 face-to-face instructional year to track at-risk student growth. Additionally, all teachers frequently assess student progress using a variety of evaluation methods to monitor student growth.

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

LETRS, Module 1: The challenge of Learning to Read	All K-5 classroom teachers, EL teachers, Special Education Teachers, Instructional Specialists, and Reading Specialists	190
LETRS, Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Language Essentials for Teachers of Reading and Spelling)	All K-5 classroom teachers, EL teachers, Special Education Teachers, Instructional Specialists, and Reading Specialists	190
AIM Institute for Learning & Research: Pathways to Proficient Reading (year long training during contracted hours)	Instructional Coaches (8), Instructional Specialists (17), Reading Specialists (11), K-12 ELA Supervisor (1), & Elementary Supervisor and Curriculum Coordinator/Innovative Teaching Learning Supervisor	39
Step-by-Step Science of Reading Leadership Training	All elementary principals (9), Elementary Supervisor and Curriculum Coordinator/Innovative Teaching and Learning Supervisor (1), Assistant Superintendent (1), Director of Curr/Inst/Assess	13
Capital Area Intermediate Unit Intervention/Reading Network	Instructional Coaches (8), ELA Supervisor (1), Reading Department Chair (1), Elementary Supervisor and Curriculum Coordinator/Innovative Teaching and Learning Supervisor (1)	11

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
95% Group	Children from Low-Income Families	800	Extensive phonics interventional program that provides everything required for effective phonics lessons.
Tools 4 Reading Sound Walls	Children from Low-Income Families	800	A sound wall supports students by focusing on the articulation of sounds/phones and the various letter/letter patterns that represent the sounds/phonemes in words.
West Virginia Phonics	Children from Low-Income Families	800	As the District looks to purchase a core resource grounded in the Science of Reading, teachers will utilize West Virginia Phonics for systematic, explicit instruction with students.
Heggerty	Children from Low-Income Families	4,500	Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. While children from low income are noted as the sole student group in this section, students are targeted by academic need and not by these

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			identifying factors.

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
Universal screener, diagnostic assessments, benchmark assessments, summative assessments	Ongoing	The expected result is to see students fill gaps based on diagnostic data and have a higher percentage of students reading at grade level based on the transition to the structured literacy model. The effectiveness of interventions implemented will be monitored through benchmark testing, assessments, and teacher input. Data gathered will be evaluated and studied to make decisions regarding the effectiveness of the interventions and the impact that they have on lost instructional time and particularly those students disproportionately impacted by the Covid-19 pandemic.

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	177,642	52%	92,374

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
Evidence-based core and supplemental resources	Children from Low-Income Families	800	While children from low income are noted as the sole student group in this section, students are targeted by academic need and not by these identifying factors.

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
Universal screener, diagnostic assessments, benchmark assessments, summative assessments	Ongoing	The expected result is to see students fill gaps based on diagnostic data and have a higher percentage of students reading at grade level based on the transition to the structured literacy model. The effectiveness of interventions implemented will be monitored through benchmark testing, assessments, and teacher input. Data gathered will be evaluated and studied to make

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		decisions regarding the effectiveness of the interventions and the impact that they have on lost instructional time and particularly those students disproportionately impacted by the Covid-19 pandemic.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$177,642.00

Allocation

$177,642.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

53,293

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$53,293.00	Contracted services for the purpose of mental health counseling.
		$53,293.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$177,642.00

Allocation

$177,642.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

17,764

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$17,764.00	Professional development for staff members to support the social and emotional development of students.
		$17,764.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$177,642.00

Allocation

$177,642.00

Budget Over(Under) Allocation

$0.00

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

14,211

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$14,211.00	Evidence-based core and supplemental instructional resources.
		$14,211.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	177,642	53,293	17,764	14,211	92,374

Learning Loss Expenditures

Budget

$177,642.00
Allocation

$177,642.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$92,374.00	Evidence-based core and supplemental instructional resources.
		$92,374.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$177,642.00

Allocation

$177,642.00

Budget Over(Under) Allocation

$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$106,585.00	$0.00	$106,585.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$53,293.00	$0.00	$0.00	$0.00	$0.00	$53,293.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$17,764.00	$0.00	$0.00	$0.00	$0.00	$17,764.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	**$0.00**	**$71,057.00**	**$0.00**	**$0.00**	**$106,585.00**	**$0.00**	**$177,642.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$177,642.00**