

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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 LEAs 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. As used in this application, "the LEA" 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 LEA 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;
- 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, 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) 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	The school continuously analyzes student achievement data as a whole, broken down into subgroups, and individually at PLC and Student Support Team (SST) meetings throughout the school year to determine areas of need including academic impact of lost instructional time. The school reviews participation, attendance, formative assessments, state assessments, lesson completion, course passing rates, etc. to determine areas of need - where students are struggling or failing behind due to lost instructional time due to the impacts of COVID-19.
Chronic Absenteeism	The school's EMS tracks attendance and participation data which is reviewed as a whole and broken down into subgroups. Teachers and families can see in EMS when a student is not participating and/or has low attendance and Truancy officers dedicated to reviewing this data, determining the impact of COVID-19 on attendance, and taking steps to intervene and support students to improve attendance and prevent chronic absenteeism.
Student Engagement	The school's EMS tracks participation in lessons and courses. This data is reviewed regularly for whole school and broken down into subgroups at PLC/SST meetings to identify areas of need for engagement. Teachers and families can see in the EMS when a student has not been participating in lessons - a participation metric indicator documents how far along a student is in their lessons versus expectations for how far along the student should be at that time in the semester. Teachers are able to identify students who are falling behind easily and in real-time and can work with those students to identify specific need and intervene and provide support to improve engagement. In addition to participation, staff ensure that students are responding and engaging in LiveLessons and can work closely with students if they appear to lack engagement.
Social-emotional Well-being	In addition to academic data, staff work closely with students and families to understand the whole child and their social-emotional and behavioral needs. The Family mentor group specifically works very closely with families to determine family and student needs.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA 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
	Families turned to Reach during the pandemic as a

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>safe and consistent option for virtual education while brick and mortars were closed/switching to hybride/etc. Studnets who enrolled late in semester are at risk of not being able to catch up. The school's counelors and family mentors worked closely with late-enrolling students to provide in-depth and ongoing orientation and support to ensure that students are well-trained and able to easily navigate the virtual curriculum and are regularly attending and participating in lessons and completing assignments. The family mentors act as a point of contact for any questions a family or student has and a line of support and resources to ensure success.</p>
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>Students enrolling behind on credits needed to promote and/or graduate on-cohort: Family mentors and counselors work with families and students to determine courses and credits needed for on-time promotion/graduation and work with teachers to ensure that students are provided appropriate and timely supports and interventions to successfully obtain credits needed, including credit recovery as needed, and ensuring that students have career exploration and preparation goals and are progressing toward those goals.</p>
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>Students enrolling in a virtual program due to health or behavioral issues: The school's RTI program and strategies include behavioral supports and staff will attend professional development/training to improve evidence-based strategies in identifying student behavioral and social-emotional needs and applying apppraite and timely supports and connecting students to resources to meet needs.</p>

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
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	Strategy Description
Strategy #1	By the conclusion of the 21/22 SY, 85% of Reach students will demonstrate, through the collection of artifacts in grades 5, 8, and 11, meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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)

- 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
- Migrant students
- Other student groups: (provide description below)

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

students enrolling late or enrolling with lack of credits/behind grade level/cohort.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Response to Intervention: teaching staff will review student achievement data, including benchmark assessment data, state assessments, participation and attendance, course assessments, curriculum based assessments (CBAs), etc. broken down by subgroups and individually to identify needs for subgroups and for individual students and provide appropriate and timely interventions and supports to improve student achievement in Math and ELA. Interventions may include additional one-on-one or small group lessons, tutoring, additional communication/contact, enrollment in and progress monitoring of supplemental instructional support programs (SISPs).

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

- 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
- Migrant students
- Other student groups: (provide description below)

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

students enrolling late or enrolling with lack of credits/behind grade level/cohort

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	The school will include behavioral interventions in the RTI program, using family mentors to improve relationships with families and students, providing professional development/training to teachers and staff to improve identification of behavioral and social-emotional needs and strategies for improving student wellbeing,

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- 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
- Migrant students

Other student groups: (provide description below)

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

students enrolling late or enrolling with lack of credits/behind grade level/cohort; students enrolling in virtual program due to health issues.

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs 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 LEA 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 LEA, 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.)

The school engaged in consultation with students and families during the beginning of year and orientation sessions and back-to-school events. Stakeholders (parents/guardians and family members) representing the interests of students with disabilities, English Learners, children experiencing homelessness, children and youth in foster care, migrant students, and other underserved students were included in the Orientation sessions and beginning of year events. Teachers, principals, school leaders and other staff were consulted via PLCs regularly. The school will continue to obtain feedback via the Title I parent meeting to be held, planning committee meeting, and PLCs and other regular staff meetings held throughout the school year. The school will also place the ARP Use of Funds plan on the school public website, requesting feedback be provided to a Point of Contact.

5. Use of Stakeholder Input

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

A team of staff developed the budget for these ARP-set-aside funds based on all the feedback from stakeholders and based on needs of students based on student achievement data and informal feedback from staff, students, and families. The team will continue to take into account and feedback provided throughout the year and will ensure that this data and feedback is reviewed formally at least every 6 months and the ARP plan updated as needed based on feedback and need.

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER

Project #: 223-21-1150
Agency: Reach Cyber CS
AUN: 115227871
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Funds. The LEA 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)**

Based on the feedback and data, an initial plan will be posted on the school's public website upon submission of this application. The plan will be posted in accessible format and can be translated as needed upon request. The plan will direct the public to a Point of Contact (POC) who will be one of the team members responsible for developing the ARP budget. The team will review feedback and data periodically (at least every 6 months formally) and will update the publicly posted plan as changes are made as needed.

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

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

In this third section, LEAs 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 LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The school will use ESSER 3 funds for the following strategies to address the impact of lost

instructional time: - Response to intervention (RTI) provided by elementary, middle school, and secondary teachers and intervention specialist using data-driven academic performance data to identify needs and apply appropriate and timely interventions - Summer programming (including instruction and counseling) and after school tutoring provided to students who are at risk of not succeeding/being proficient/promoting - Software/licenses for supplemental instructional programs to provide additional benchmark assessment, lessons, and progress reporting to students The school will use student data (attendance, participation, formative assessments, state assessments, course passing and course grades, etc.) broken down by subgroups and individually to determine subgroup gaps and individual student needs, including the needs of student groups most disproportionately impacted by COVID-19 and those who have missed in-person or consistent virtual/remote instruction (e.g., students who are late enrolling to Reach as a virtual option or enrolling behind on credits, etc.) and will gather and analyze this data throughout the year to evaluate impact of interventions, progress toward school goals, and student academic growth. The school creates personalized learning plans (PLPs) for each student, which includes modifications and interventions for assessments and lessons to meet unique student needs.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA 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?
- b. Access to Instruction: How will the LEA 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.
- c. Mitigation Strategies: How will the LEA 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.
- d. Facilities Improvements: How will the LEA 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.

Continuity of Services: The school will use ESSER 3 funds for counselors, school psychologists, school nurses, family mentors and family mentor managers/directors, and social workers providing supplemental college and career counseling, advising, social-emotional and behavioral counseling and supports, access to resources, etc. to meet student social, emotional, and mental health needs. Mitigation strategies: The school will use ESSER 3 funds for cleaning services and PPE for the school's building in line with the most up-to-date guidance from CDC.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4

evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.”
(3,000 characters max)

The school consulted with the Evidence Resource Center:

RTI: <https://www.evidenceforpa.org/strategies/word-problem-solving-underlying-structures>,
<https://www.evidenceforpa.org/strategies/ewims>

Summer counseling: <https://www.evidenceforpa.org/strategies/summer-counseling>

Summer programming/instruction: <https://www.evidenceforpa.org/strategies/algebra-i-summer-intervention-course>

After school tutoring: <https://www.evidenceforpa.org/strategies/warriors-after-school>

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

**Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.*

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	21,956,986	20%	4,391,397

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’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	PLC groups and Student Support Teams (SSTs) meet bi-weekly to collect and analyze student achievement data (i.e., attendance, participation, formative assessment results, state assessment results, progress through courses, course and lesson grades, progress through SISPs, etc.) broken down by subgroups (i.e., ethnicity, gender, socio-economic status, IEP, migrant, homeless, foster care, etc.) and individual student to determine student learning needs, including academic impact of lost instructional time, and evaluate and monitor progress and growth
Opportunity to learn measures (see help text)	PLC groups and SST reviews attendance and participation in lessons for subgroups and for all students individually in conjunction with informal feedback and conversations with families to determine if there is a gap in access to technology or low student engagement and ensure individual student/family needs are met in order to ensure equity in opportunities to learn. School leaders review staff evaluation and observations, staff informal and formal surveys and feedback, etc. to determine professional development/training needs, especially for new teachers to ensure effective use of technology and all virtual environment tools available.
Jobs created and retained (by number of FTEs and position type) (see help text)	School leadership/HR/Business manager regularly review staffing needs based on existing FTE, staff hired and those resigning/terminated, work loads, etc. to ensure that staffing needs are met and evaluate the jobs created and retained.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	When reviewing student data as mentioned above, the PLC groups and SST will evaluate and determine which students would benefit from/need summer and afterschool programming and will review the student progress through those programs, including number of students participating and whether or not the programs need to be expanded or if less students are participating than originally planned, if programs should be decreased.

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	The school collects and analyzes the following data to determine the impact of COVID-19 and overall needs of students related to student well-being: feedback from counselors based on formal and informal conversations with students and parents/guardians/families, feedback from teachers based on regular conversations with students and families.
Professional Development for Social and Emotional Learning	the school collects and analyzes teacher/staff formal survey completion and feedback on professional learning and professional development/training sessions, teacher observations and evaluations, and informal teacher/staff feedback during faculty/staff meetings, PLC meetings, etc. Also feedback from parents and students on their needs related to social-emotional and behavioral support.
Reading Remediation and Improvement for Students	The school collects and analyzes the following data to determine the impact of COVID-19 on learning loss: AOPRs, Curriculum based assessments, informal and formal student course assessments (tests, quizzes, etc.), course passing rates and course completion, participation and attendance, formative assessments, state assessments, response to intervention - all related to reading and literacy.
Other Learning Loss	The school collects and analyzes the following data to determine the impact of COVID-19 on learning loss: AOPRs, Curriculum based assessments, informal and formal student course assessments (tests, quizzes, etc.), course passing rates and course completion, participation and attendance, formative assessments, state assessments, response to intervention.

Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Reading Remediation and Improvement	The PLC teams and Student Support Teams (SSTs) will use academic performance data (e.g., attendance, curriculum based assessments, course and lesson completion, course grades, formative assessments, progress through supplemental instructional support programs, state assessments, etc.) broken down by subgroup to determine growth toward school improvement goals and student proficiency on state assessments.
Children with Disabilities	Other Areas of Learning Loss	The PLC teams and Student Support Teams (SSTs) will use academic performance data (e.g., attendance, curriculum based assessments, course and lesson completion, course grades, formative assessments, progress through supplemental instructional support programs, state assessments, etc.) broken down by subgroup to determine growth toward school improvement goals and student proficiency on state assessments
		The PLC teams and Student Support Teams (SSTs) will use academic performance data (e.g., attendance, curriculum based assessments, course and lesson completion, course

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	Other Areas of Learning Loss	grades, formative assessments, progress through supplemental instructional support programs, state assessments, etc.) broken down by subgroup to determine growth toward school improvement goals and student proficiency on state assessments

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	1,219,888	30%	365,966

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.

School staff, particularly counselors and family mentors, work closely with students and families on a regular basis to informally determine social and emotional needs of students and identify areas of strength and concerns in the learning environment. A 2122 school goal is to provide Student-Centered Support Systems: Improvement of schoolwide positive behavior interventions and supports through family mentor team and improvement of multi-tiered system of supports for academics and behavior through intervention team. The school uses informal conversations, attendance, and surveys to measure social-emotional learning.

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
GlobalTeletherapy virtual counseling services - student group will be based on unqiue needs of each individual student and will not necessarily be geared toward one specific student subgroup.	Children with Disabilities	Targeted	50

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
Surveys and informal feedback from students and families	ongoing throughout the year - discussed at PLCs biweekly	reported improvement of schoolwide positive behavioral interventions
Behavior reports; truancy reports; participation/attendance reports	biweekly at PLC meetings	decrease in reported behavior issues; improved attendance and engagement; decreased truancy and/or withdrawal; increaed retention
Parent Satisfaction survey	once per year (spring)	increase in parent satisfaction score related to student centered support systems.

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	1,219,888	10%	121,989

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - 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;	20	Other	5 staff - TBD (counselors and teachers)	External Contractor	five teams of four staff members in 21/22: Contract with IU 15 for their Transformative SEL professional development series to train an internal SEL

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
					team on SEL practices

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
Surveys and informal feedback from students and families and staff	ongoing periodically throughout school year, quarterly school improvement updates	reported improvement of schoolwide positive behavioral interventions; implementation of evidence-based strategies for transitional 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
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	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	1,219,888	8%	97,591

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?

USA Test Prep showed the following: 17% growth from September 2020 to March 2021 on the Keystone Aligned Literature Benchmark Assessment in USA Test Prep; 9 % growth from September 2020 to March 2021 on the PSSA Aligned 5th grade Benchmark Assessment in USA Test Prep; Grade 6 ELA Growth decreased 6% from September 2020 through March 2021; Future Ready Index showed the following: school did not meet ELA proficient/advanced interim target and did not meet the standard demonstrating growth; African American/Black students did not meet interim targets; Students with disabilities saw growth but did not meet interim ELA targets (19.3%)

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:

ELA proficient/Advanced: Increase in growth from the previous year, from 50% to 54.5%; ELA Growth: Increase in growth from the previous year, from 50 to 54.5%

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

No

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
NA	NA	0

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
IXL Reading Program - Tier III students	Major Racial and Ethnic Groups	1,580	IXL is a personalized, standards-aligned learning program K-12 that allows students to work on foundational skill fluency as they progress towards the mastery of more complex concepts aligned to their course content. The teacher can assign skills & make skill recommendations to the ST using the skill plan. The real-time diagnostic tool supports the development of a personalized action plan for each ST.
			IXL is a personalized, standards-aligned learning program K-12 that allows students to work on foundational skill fluency as they progress towards the mastery of more complex concepts aligned to their course content. The teacher

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
IXL Reading Program - Tier III Students	Children with Disabilities	1,536	can assign skills & make skill recommendations to the ST using the skill plan. The real-time diagnostic tool supports the development of a personalized action plan for each ST. Note that the school will use this program for any student in Tier III regardless of subgroup (may be students with disabilities and/or major racial or ethnic groups or may not - will be used based on individual student need).

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
IXL Completion	bi-weekly at PLC meetings	school expects that students enrolled in IXL program will show growth based on built-in program assessments and progress monitoring.
State assessments and formative assessments	1x/year and 3x/year	school expects to see improved state assessment scores in reading and growth from pre to post formative assessment scores.

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	1,219,888	52%	634,342

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
Face-to-Face intervention time (for any student at risk of not succeeding)	Major Racial and Ethnic Groups	300	The creation of regional drop-in learning centers across the state would provide a unique opportunity to engage with our learners in a personalized way. School will create 3-5 regional drop-in centers by the beginning of the 2022-2023 school year to be open for students and learning coaches Monday through Thursday 9:00 a.m. to 5:00 p.m. The drop in centers would be

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>staffed by current reach employees who live within 30 miles of the center with teacher representatives from each of the core subjects, family mentors, school counselors, and administrators.</p>
<p>Response to Intervention/MTSS</p>	<p>Children with Disabilities</p>	<p>1,536</p>	<p>The school will hire a secondary interventionist who will instruct secondary students struggling to meet proficiency in basic reading and comprehension skills. Through dual certification, the Reading Interventionist Specialist will effectively utilize research-based methodologies and their strong instructional skills to support students in reaching academic goals. The Reading Intervention Specialist will participate in all steps of the IEP process, as well. They will work closely with other teachers and district professionals to ensure that the school's special education program is successful and</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			operating in compliance with federal and state regulations.

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
formative assessment growth	3x/year	increase in percent of students showing growth and/or testing proficient on post-tests
course pass rates, curriculum based assessments, participation	reviewed biweekly at PLC and SST meetings	increase in percent of students meeting participation goals (i.e., on track to promote based on lessons completed versus expected lessons completed for that time in the semester); improved curriculum based assessment scores; improved course pass rates.

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.

The school uses three categories of data to determine if needs are being met and determine when a student may need additional instructional support. The first is the Participation; the second is a set of factors which could indicate a student's likelihood to succeed; the third category is the criteria used to determine "at risk" students. Teachers can review this data in real time via the EMS and are required to pull the information on a monthly basis. Teachers and coaches discuss this data, report findings and trends, at PLC meetings held every two weeks.

Participation The Participation metric measures the number of lessons marked complete for students relative to how far along they are in the school year. If a student is "on track" to complete lessons by the end of the school year, the Participation metric will be around 1.0; if the student is working through lessons slowly and may not complete all lessons by the end of the school year, the Participation metric will be less than 1.0.

Success/Risk Factors Research indicates that certain factors could indicate a student's likelihood to succeed. These factors are determined based on information provided during the enrollment process. The information below describes factors which may impact student performance and likelihood to succeed: Students who have Caretakers or Learning Coaches who have at least graduated high school are more successful at Connections Education. Students who are not eligible for Free and Reduced Meal (FARM) assistance are more successful at Connections Education. Students in grades K—8 who are on or above grade level are more successful at Connections Education. Students in grades 9—12 who are predicted to graduate on time are more successful at Connections Education. Students who start the school year on time are more successful at Connections Education. Students who do not have a history of disciplinary problems or who were not struggling academically at their previous school are more successful at Connections Education.

Intervention Indicators Student performance on state tests and diagnostic assessments (i.e., LEAP®, Scantron® Performance Series™, DIBELS, etc.) predicts the likelihood of learning success during the school year. EMS contains data to facilitate teachers' ability to identify which of their students may be in need of additional support based on state tests and assessments. Intervention Indicators are data-driven displayed in the EMS who may be in need of an instructional intervention in math, reading, or both. Several assessments are used to determine student performance and progress and therefore drive intervention indicators noted above. These assessments include Assessment Objective Performance Reports (AOPRs); placement information; Yearly progress as measured on formative assessments like DIBELS, LEAP, and Scantron; ongoing informal assessments such as daily assignments, daily checks for understanding, regular online quizzes and tests; unit assessments and offline and online portfolio assignments; curriculum-based assessments (CBAs); and state test results. Staff review accountability reports which detail student performance data including current level of performance, lesson completion rate/pace, and attendance. The data is posted on the student's gradebook and parents have access to the metric via EMS. In addition, the data will prompt an escalation process in which students can be placed into intervention categories including "approaching alarm" and "alarm." Each escalation step can generate a variety of academic interventions. All students have tiered interventions which can offer additional support including schedule modifications or altering the curriculum. These indicators will also drive whether or not a student should be receiving after school tutoring. The decision will be on an individual basis and included in the student's intervention/personalized learning plan.

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
Major Racial and Ethnic Groups	Academic Growth	1,580	PLCs and Student Support Teams (SSTs) will review academic performance data (course and lesson participation and assessments, curriculum based assessments, attendance, formative assessment results, course passing rates, progress toward promotion and course completion, etc.) broken down by subgroup to determine growth.
Children with Disabilities	Academic Growth	1,536	PLCs and Student Support Teams (SSTs) will review academic performance data (course and lesson participation and assessments, curriculum based assessments, attendance, formative assessment results, course passing rates, progress toward

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			promotion and course completion, etc.) broken down by subgroup to determine growth.

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

the school will use one-on-one and small-group tutoring for students at risk of not succeeding (Tier 3 - <https://ies.ed.gov/ncee/wwc/Study/82209>)

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
30	Internal	After school tutor provides targeted, one-on-one academic support for students utilizing researched-based best practices and resources between the hours of 4:00 p.m. and 5:00 p.m Monday through Thursday. Tutors will utilize content area expertise and knowledge of best practices and resources to plan personalized and engaging instruction suitable for one-on-one learning experiences, establish a positive rapport with students and families who engage in the program, set clear and attainable goals for students as they enter the program; regularly monitor and track the progress towards

Number of Staff Members	Internal/Outside Provider	Role
		meeting established goals for students, and share that progress with the students and learning coaches, and the students' teachers



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
Assessment Objective Performance Reports (AOPR)	bi-weekly	The report identifies the objectives students should master by the end of that grade level based upon the State Standards and displays students' performance against the objectives. School will see increase in the percent of students showing mastery
		Curriculum-Based Assessments: The school uses curriculum-based assessments (CBA) as a quick and effective way to gather additional information on students'

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Curriculum Based Assessments (CBAs)	bi-weekly/monthly	understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher. The school expects to see an increase in mastery per CBAs.
Formative Assessments	3x per year	The school expects to see growth from pre to post tests for students in the tutoring program.

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

Tutoring leads will be responsible for engaging and marketing the after-school tutoring program to families/parents of students who are eligible and/or who the school has determined could benefit from tutoring sessions. The Leads may communicate opportunities via webmail, phone, posts on messages boards or school websites/facebook/etc., parent events, newsletters, etc.

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.

The school uses three categories of data to determine if needs are being met and determine when a student may need additional instructional support. The first is the Participation; the second is a set of factors which could indicate a student's likelihood to succeed; the third

category is the criteria used to determine “at risk” students. Teachers can review this data in real time via the EMS and are required to pull the information on a monthly basis. Teachers and coaches discuss this data, report findings and trends, at PLC meetings held every two weeks. Participation The Participation metric measures the number of lessons marked complete for students relative to how far along they are in the school year. If a student is “on track” to complete lessons by the end of the school year, the Participation metric will be around 1.0; if the student is working through lessons slowly and may not complete all lessons by the end of the school year, the Participation metric will be less than 1.0. Success/Risk Factors Research indicates that certain factors could indicate a student’s likelihood to succeed. These factors are determined based on information provided during the enrollment process. The information below describes factors which may impact student performance and likeliness to succeed: Students who have Caretakers or Learning Coaches who have at least graduated high school are more successful at Connections Education. Students who are not eligible for Free and Reduced Meal (FARM) assistance are more successful at Connections Education. Students in grades K—8 who are on or above grade level are more successful at Connections Education. Students in grades 9—12 who are predicted to graduate on time are more successful at Connections Education. Students who start the school year on time are more successful at Connections Education. Students who do not have a history of disciplinary problems or who were not struggling academically at their previous school are more successful at Connections Education. Intervention Indicators Student performance on state tests and diagnostic assessments (i.e., LEAP®, Scantron® Performance Series™, DIBELS, etc.) predicts the likelihood of learning success during the school year. EMS contains data to facilitate teachers' ability to identify which of their students may be in need of additional support based on state tests and assessments. Intervention Indicators are data-driven displayed in the EMS who may be in need of an instructional intervention in math, reading, or both. Several assessments are used to determine student performance and progress and therefore drive intervention indicators noted above. These assessments include Assessment Objective Performance Reports (AOPRs); placement information; Yearly progress as measured on formative assessments like DIBELS, LEAP, and Scantron; ongoing informal assessments such as daily assignments, daily checks for understanding, regular online quizzes and tests; unit assessments and offline and online portfolio assignments; curriculum-based assessments (CBAs); and state test results. Staff review accountability reports which detail student performance data including current level of performance, lesson completion rate/pace, and attendance. The school will use this data, including state assessments, course completion and course pass rates, and cohort status to determine which students need additional support over the summer.

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
Major Racial and Ethnic Groups	Academic Growth	1,580	PLCs and Student Support Teams (SSTs) will review academic performance data (course and lesson participation and assessments, curriculum based assessments, attendance, formative assessment results, course passing rates, progress toward promotion and course completion, etc.) broken down by subgroup to determine growth.
Children with Disabilities	Academic Growth	1,536	PLCs and Student Support Teams (SSTs) will review academic performance data (course and lesson participation and assessments, curriculum based assessments, attendance, formative assessment results,

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			course passing rates, progress toward promotion and course completion, etc.) broken down by subgroup to determine growth.
Children from Low-Income Families	Academic Growth	3,244	

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

The school will use one-on-one and small group instruction/tutoring over the summer to support academic growth.

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
15	Internal Provider	Summer School tutors will provide supplemental instruction and additional academic interventions to students enrolled in the summer program and/or to stdts who need supplemental tutoring over summe
100	Internal Provider	Summer school teachers working with students enrolled in credit recover summer programs for progress monitoring and supplemental instruction.

Number of Staff Members	Internal/Outside Provider	Role
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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
credit recovery course passing	over summer	students in credit recovery courses over summer will obtain sufficient credits to promote to the next grade and/or graduate at the end of the summer program.

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

Counselors and school leads will be responsible for engaging and marketing the after-school tutoring program to families/parents of students who are eligible and/or who the school has determined could benefit from summer school courses and/or summer tutoring. The Leads may communicate opportunities via webmail, phone, posts on messages boards or school websites/facebook/etc., parent events, newsletters, etc.