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.

Students are invited to attend our Extended Day (After School programming) based on their academic needs as identified through our RtII processes/structures across K-12. RtII has been prioritized at our elementary level for more than the past 10 years. We have expanded this initiative to middle school. Our high school utilizes a Flex period for additional academic support. Students are identified for interventions based on the results of ongoing diagnostic, formative, and summative assessments. Common benchmark testing is used in all grades in ELA/math. All students are considered Tier 1 which prioritizes comprehensive core instruction. Students identified with borderline or below grade level skills are placed in Tiers 2 and 3 as appropriate to their needs. Instructional planning meetings occur every 6-8 weeks to review progress, adjust tiers and identify supports. Our students with the greatest need are served by our most qualified staff. Tier 2 and 3 students are invited to participate in our after school programming as space allows.

Section: Narratives - After-school Program

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	180	We utilize benchmark assessments and ongoing progress monitoring throughout the year to identify students with learning needs. We use baseline levels and IXL to target learning needs. We have focused on the use of formative assessments across all grade levels K-12. Our K-8 grades utilize a RtII (Response to Intervention and Instruction) structure to support students. The CDT, Classroom Diagnostic Assessment, is used in grades 3-8 as well as all Keystone tested subject areas in high school. Ongoing benchmark assessments and progress monitoring will be used throughout the year to measure impact.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Academic Growth	40	We utilize benchmark assessments and ongoing progress monitoring throughout the year to identify students with learning needs. We use baseline levels and IXL to target learning needs. We have focused on the use of formative assessments across all grade levels K-12. Our K-8 grades utilize a RtII (Response to Intervention and Instruction) structure to support students. The CDT, Classroom Diagnostic Assessment, is used in grades 3-8 as well as all Keystone tested subject areas in high school. Ongoing benchmark assessments and progress monitoring will be used throughout the year to measure impact.

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

Evidence-based interventions - Students are invited to attend our Extended Day (after school) programming based on their academic needs as identified through out RtII processes/structures across K-12. RtII has been prioritized at our elementary level for more

than the past 10 years. We have expanded this initiative to middle school. Our high school utilizes a Flex period for additional academic support. Students are identified for interventions based on the results of ongoing diagnostic, formative, and summative assessments. One example of assessment tools utilized includes ASSISTments: https://www.evidenceforpa.org/strategies/assistments Common benchmark testing is used in all grades in ELA/math. All students are considered Tier 1 which prioritizes comprehensive core instruction. One tool provided for all K-3 classrooms is RAZ Kids (Reading A to Z). https://www.evidenceforpa.org/strategies/raz-kids A priority Tier 2/3 reading program is LLI - Leveled Literacy Intervention. https://www.evidenceforpa.org/strategies/leveled-literacy. Additional programs based on student needs include READ 180 and Read Naturally, among other tools. https://www.evidenceforpa.org/strategies/read-180, https://www.evidenceforpa.org/strategies/read-naturally

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
20	Internal	Teachers will provide ELA and Math instruction during the extended day (after school) programming as determined based on student needs.

☑

    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

IXL	weekly	Students will increase scores in both ELA and math throughout the summer with consistent practice. An increase of 100 points indicates improvement of a full grade level.
CDT	as per assessment calendar	Students take the full CDT an periodic subject area assessments throughout the year as per our district assessment calendar. The CDT data is used to review ongoing growth and progress as well as to target/identify needs.
Reading level assessments	as per assessment calendar (per quarter/trimester)	Elementary students are tested to identify an instructional reading level at the start of each year and then at least each quarter/trimester. Students are expected to improve 3-4 levels each school year.

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

Parents are integral partners in our work and we believe open communication is necessary to support the growth and success of all students. Parents are asked to prioritize student attendance in the after school program when signing up the students. Resources for additional practice of key skills are shared. Parents will be asked to read and practice priority skills with students. Email communications are prioritized. Ongoing dialogue and communication will be encouraged.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$55,371.00

Allocation

$55,371.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$40,800.00	Salaries for extended-day, after school program teachers
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$8,600.00	Benefits for extended day, after school program teachers
1000 - Instruction	600 - Supplies	$5,971.00	Instructional resources, book, supplies for our after school programming
		$55,371.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$55,371.00
Allocation
$55,371.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

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	$5,971.00	$0.00	$5,971.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$40,800.00	$8,600.00	$0.00	$0.00	$0.00	$0.00	$0.00	$49,400.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher 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	$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
Services								
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
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

	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
	$40,800.00	$8,600.00	$0.00	$0.00	$0.00	$5,971.00	$0.00	$55,371.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$55,371.00