

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	In each of our schools, students will complete a social emotional survey several times per year. From the results of the survey, our student support staff will connect with students to provide the appropriate support. Additionally, staff will receive training in social emotional learning that will be embedded in the general curriculum.
Professional Development for Social and Emotional Learning	CUSD provides extensive SEL professional development for teachers and staff to address the needs of multiple student subgroups. Staff are able to address the social-emotional well-being of students through mindfulness activities, and tiered intervention and supports. Staff provided SEL workshops two times a week for K-8 students in the afterschool programs.
Reading Remediation and Improvement for Students	After benchmarking students, the use of interactive learning systems such as IXL will be used to provide personalized instruction. Through the support of reading and math specialists, students will receive targeted small group instruction to accelerate learning and to address instructional gaps.
Other Learning Loss	

Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Students from low income

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	<p>families will be offered resources such as materials and supplies, Chromebook technology, hotspot, and food. Transportation for students who rely on bussing will be offered to increase participation in afterschool programs. After benchmarking students, the use of interactive learning systems such as IXL will be used to provide personalized instruction. Through the support of reading and math specialists, students will receive targeted small group instruction to accelerate learning and to address instructional gaps.</p>
English Learners	Reading Remediation and Improvement	<p>Provide professional development to teachers in the area of instruction English learners. English learners will also be invited to participate in extended day programs as a way to increase engagement in the school community and provide enrichment. When possible, students will be benchmarked in their native language to identify skill gaps. English learners will continue to receive targeted instruction.</p>
		<p>One-third of our students have an Individualized Education Plan (IEP). We will provide students opportunities for extended day and weekend enrichment activities geared towards accelerating learning</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	and addressing learning gaps. Programs will operate on 8-10 week cycles with teachers and administrators reviewing student data and addressing instruction. Additionally, interactive learning systems such as IXL, Read 180, Math 180, etc, will be used to provide personalized and targeted instruction.

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	1,084,397	30%	325,319

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.

In each of our schools, students will complete a social emotional survey several times per year. From the results of the survey, our student support staff will connect with students to provide the appropriate support. Chester Upland School District intends to implement the Responsive Classroom (RC) Model, a student-centered SEL approach to teaching and discipline. The RC training provides educators with the strategies, tools, and resources they need to grow their teaching and discipline practice, knowledge, skills, and dispositions in order to create safe, joyful, inclusive classrooms where students belong and feel significant—the core conditions for academic, social, and emotional learning. Included in the RC Model is Fly Five a literacy-

based K-8 social and emotional learning curriculum that reflects the Responsive Classroom guiding principles and provides all the tools and resources teachers need to integrate, model, and explicitly teach age/grade-level social and emotional learning skills. It is based on five social and emotional learning competencies: cooperation, assertiveness, responsibility, empathy, and self-control.

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
Responsive Classroom SEL approach	Children from Low-Income Families	Universal	1,339

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
SEL Survey	Twice per year	Results of the survey will help our student support staff to connect students with appropriate support.

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	1,084,397	10%	108,440

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	60	Teacher	Responsive Classroom Representatives	External Contractor	Teachers from across the District will receive professional development on the implementation of the Responsive Classroom SEL Approach and Fly Five Curriculum.

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
SEL Survey	Twice per year	60 instructors will be trained in the approach and five schools across the District will implement Responsive Classroom and Fly Five SEL curriculum.

Section 3c - Reading Improvement for Students:

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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	1,084,397	8%	86,752

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?

The Chester Upland School District will determine its most important educational needs as a result of COVID-19 by analyzing all datasets available prior to COVID-19, including benchmark assessment data, PSSA data, Dibels data, and data available via technology-based interventions. Students will be administered benchmark assessments in the areas of reading

and mathematics at the start of the school year. Academic benchmarks will be completed quarterly. Additionally, the attendance rate from the previous year will be examined to determine which students need a higher level of intervention to accelerate skills due to loss of instructional time

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:

NA

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
Assessment Beyond Observation/PA KEYS	K-4	63
WIDA/ACCESS Training	English Language Development Teachers	12
Special Education	Special Education Teachers and Related Service Providers	70

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
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Reading and Math Specialist	Children from Low-Income Families	1,339	Through the support of reading and math specialists, students will receive targeted small group instruction to accelerate learning and to address instructional gaps.
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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
Pre assessments	Once at the beginning of the school year.	Increase in student reading and math levels

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	1,084,397	52%	563,886

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
Trauma Informed Social Emotional Learning Groups	Children from Low-Income Families	840	This is a weekly group for 8-weeks for those seeking education, support and social connection with others who are dealing with their own Adverse Childhood Experiences (ACE) and ensuing trauma as an adult (Felitti, 2009). This will be a safe space for current Chester High School students and parents who desire to have a medium through which to express their needs and wants as it relates to growing from past hurts, pains, loss and grief and who are experiencing ACES and current traumas.

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
SEL Survey	Twice per year	Identification of student SEL needs.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$1,084,397.00

Allocation

\$1,084,397.00

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)

325,319

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$240,319.00	Responsive Classroom and Fly Five Curriculum
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$85,000.00	Social Emotional Learning Coordinator salary
		\$325,319.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$1,084,397.00

Allocation

\$1,084,397.00

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)

108,440

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$30,000.00	Responsive Classrooms professional development for teaching staff.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$25,000.00	Trauma Informed Social Emotional Learning Group Professional Development
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$53,440.00	SEL Professional Development for teachers and other support staff.
		\$108,440.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$1,084,397.00

Allocation

\$1,084,397.00

Budget Over(Under) Allocation

\$0.00

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

86,752

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$86,752.00	Reading Specialist and/or technology intervention.
		\$86,752.00	

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	1,084,397	325,319	108,440	86,752	563,886

Learning Loss Expenditures

Budget

\$1,084,397.00

Allocation

\$1,084,397.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$325,000.00	Per diem fees for three contract social workers to deliver trauma-informed SEL groups for Chester High School Students.

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$50,000.00	Climate Manager Salary for Chester High School Trauma Groups
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$15,000.00	Climate Manager benefits for Chester High School Trauma Groups
3100 - Food Services	600 - Supplies	\$15,000.00	\$250 per day per group twice per week for 8 weeks for student groups
3200 - Student Activities	500 - Other Purchased Services	\$158,886.00	Social Emotional Outdoor Learning Trips to local venues for middle school and high school aged students.
		\$563,886.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$1,084,397.00

Allocation

\$1,084,397.00

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	\$86,752.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$86,752.00
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	\$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	\$53,440.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,440.00
2100 SUPPORT SERVICES – STUDENTS	\$135,000.00	\$15,000.00	\$620,319.00	\$0.00	\$0.00	\$0.00	\$0.00	\$770,319.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$15,000.00	\$0.00	\$15,000.00

	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	\$158,886.00	\$0.00	\$0.00	\$158,886.00
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
	\$221,752.00	\$15,000.00	\$673,759.00	\$0.00	\$158,886.00	\$15,000.00	\$0.00	\$1,084,397.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,084,397.00