



# NORTHWEST AREA SCHOOL DISTRICT

243 Thorne Hill Road, Shickshinny, PA 18655

570-542-4126

www.nasdedu.com

**Joseph Long**  
Superintendent

**Kristy Straub**  
Business Manager

Ryan Miner  
Secondary Principal

Matthew Mills  
Secondary Assistant Principal

Daniel Yarnell  
Elementary Principal

Mary Agnes Kratz  
Acting Special Education Director

Adam Sorber  
Technology Director

Barry Shoemaker  
Facilities Manager

## American Rescue Plan 7% Set Aside NASD

The state had reserved (10%) a portion of the American Rescue Plan (ARP) Funds in their initial allocation for ESSER III. Now 7% of these reserved funds are being designated to school districts and other LEAs based upon the 2020-2021 Title IA allocations. This 7% set aside provides an additional \$148,101.00 in ARP funds to the Northwest Area School District. There are required designations built into this fund.

The Northwest Area School District was allotted the following additional funds:

**\$148,101.00**

Specifically, funds need to be used to address:

Learning Loss	<b>105,787.00</b>
Social, Emotional and Mental Health	<b>31,736.00</b>
Social, Emotional and Mental Health (PD)	<b>10,578.00</b>
Reading Improvement	<b>8,463.00</b>
Other Learning Loss	<b>55,010.00</b>
Summer School	<b>21,157.00</b>
After School Programs	<b>21,157.00</b>

### Social, Emotional and Mental Health

The district will collaborate with both the LIU and Northeast Counseling Services in conjunction with our guidance counselors to develop a sound social and emotional curriculum to help our students. The curriculum will be purchased with these funds allotted to insure the mental well-being of all our students.

### Social, Emotional and Mental Health (PD)

In conjunction with Northeast Counseling, Luzerne Intermediate Unit, and our Guidance Counselors, the district will provide extensive professional development to educate our faculty and staff on social and emotional issues. It will focus on the traditional issues that affect students and incorporate issues that have been magnified throughout the pandemic.

### Reading Improvement



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The district in conjunction with the Luzerne Intermediate Unit has begun the process of updating our current K-8 ELA curriculum. The district is looking to adopt a new Reading series program to better meet the needs of our students. In addition, the district has purchased the Kid Writing Program to increase our writing skills, and the Heggerty Phonics Program. The district will also provide the appropriate professional development for the new curriculum and the new series.

## Other Learning Loss

The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions regarding curriculum and educational strategies. In grades K-6, the plan is to utilize data teams and child study teams to review educational progress of grade-level cohorts and individual students. Upon review of data, curricular adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of the data, teacher teams can make adjustments to curriculum and student placement recommendations. Teachers K-12 have all been trained formally on formative assessment strategies. Analysis of student progress, identification of learning gaps, and monitoring of student progress will occur daily in the classroom. Teachers can make adjustments as necessary and will communicate with grade-level teams and department members of systemic adjustments that need to be made across all grade levels. The district purchased a program that provides a combination of benchmark and diagnostic tools to determine current levels for individual students. The LEA has purchased Edmentum online curriculum to benefit our asynchronous students. In addition, the LEA has purchased an exact path through Edmentum that gives us diagnostic tests and sets up an individual educational pathway to success. The LEA has also invested in Freckle to address learning gaps with students K-6. For our special needs students the LEA has purchased the KTEA testing to identify the learning gaps of our IEP students. This program then provides individualized academic pathways in math and ELA based upon the results of the diagnostic. The LEA has also invested and will continue to invest in student attendance strategies. The pandemic has created issues with students and coming to school or completing work online. The district has collaborated with Northeast Counseling and the LIU throughout the pandemic to be active participants in our SAIP meetings.

## Summer School



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The Summer Academy programs are promoted for all students within our district, but will focus on the neediest students academically, socially, and emotionally. The Lea is using multiple indicators to determine which students are in greatest need for the summer educational offerings. Teacher Recommendations Parent Recommendations Special Education Services Previous Academic Struggles SAIP Data Documented Social and emotional needs Diagnostic Data The Summer Academy focuses on remediation, closing the gaps, and acceleration for all students but will focus on the students with the most need. The offerings within the program are offered K-12 and vary based on grade level. In the elementary, the focus was on remediation and acceleration for all students. The program offers a four week, face to face instructional model in which students receive ELA, math, stem, and physical activity daily. The program also offered social/emotional counseling through our guidance and outside agencies. In the middle school/high school, there were a mix of offerings. Some were offered face to face to challenge students, online credit recovery, online challenge courses, dual enrollment opportunities, and social/emotional counseling if needed. The high school allowed students to experience lost hands-on lessons in home economics, music, stem, and agriculture programs. These programs will be offered through the 2023-2024 school year.

## After School Programs

After school programs are promoted for all students within our district, but will focus on the neediest students academically, socially, and emotionally. The Lea is using multiple indicators to determine which students are in greater need for after school programming. The main process is our Child Study and Professional Learning Community Meetings. The district uses multiple streams of data to determine an individualized plan for students that are in the CST process. Included in this process is: Teacher Recommendations Parent Recommendations Special Education Services Previous Academic Struggles SAIP Data Documented Social and emotional needs Diagnostic Data Through formative and summative assessments in classrooms the LEA is also identifying learning gaps in students due to the pandemic. The results of the CST process will trigger the LEA reaching out to parents and collaborating with them to provide after school tutoring in the areas of Math and ELA.

## 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.

After school programs are promoted for all students within our district, but will focus on the neediest students academically, socially, and emotionally. The LeA is using multiple indicators to determine which students are in greater need for after school programming. The main process is our Child Study and Professional Learning Community Meetings. The district uses multiple streams of data to determine an individualized plan for students that are in the CST process. Included in this process is: Teacher Recommendations Parent Recommendations Special Education Services Previous Academic Struggles SAIP Data Documented Social and emotional needs Diagnostic Data Through formative and summative assessments in classrooms the LEA is also identifying learning gaps in students due to the pandemic. The results of the CST process will trigger the LEA reaching out to parents and collaborating with them to provide after school tutoring in the areas of Math and ELA.

**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	360	The district will use multiple streams of data to determine educational growth and the closing of the educational Gaps caused by the pandemic. Teacher observation within the classroom as to how the student is developing, Diagnostic data from Freckle and Exact Path, Dibels data, and local assessments will all be involved in determining the success of the program. Formative and Summative assessments within the classroom.
			TThe district will use multiple streams of data to determine educational growth and the closing of the educational Gaps caused by the pandemic. Teacher

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Academic Growth	20	observation within the classroom as to how the student is developing, Diagnostic data from Freckle and Exact Path, Dibels data, and local assessments will all be involved in determining the success of the program. Formative and Summative assessments within the classroom.
Children with Disabilities	Academic Growth	200	The district will use multiple streams of data to determine educational growth and the closing of the educational Gaps caused by the pandemic. Teacher observation within the classroom as to how the student is developing, Diagnostic data from Freckle and Exact Path, Dibels data, and local assessments will all be involved in determining the success of the program. Formative and Summative assessments within the classroom.

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

The district will align its interventions for these students with accepted and evidence based curriculum to cut the learning gaps. The district will use online resources through Exact Path results to setup in personal instruction as well as, Exact Path's prescriptive learning path to help provide the needed support to the child. In addition, the tutors will collaborate with staff to meet the individual needs of each student in the program, including any IEP student and any specialized modifications and accommodations will be used.

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
8	Internal	The role of the staff will be to support the student educationally with tutoring in areas that have been identified as a needs area.



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
		Exact Path will setup an



Tool Used to Evaluate Success	Frequency of Use	Expected Results
Exact Path	Daily	prescriptive educational path for the student to follow in the areas of need. It will also give the teacher data to formulate the instruction for each student that would be needed to cut the learning gaps.
Child Study Process	Monthly	Teachers will communicate with the parents weekly on the progress of the student and continue to foster the Child Study Process. This process will help the LEA evaluate what has happened educationally, where the student is currently, and the LEA will be able to adjust the tutoring as needed.
Formative/Summative Assessments	Ongoing	Teachers will continue to monitor the growth of tutored students in the classroom through observation and local assessment data.

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

The LEA will engage families multiple ways to get them involved in the after school program. Through the CST process, the LEA will involve parents to become active participants in the educational process. They will have input on the needs assessment and will be communicated with weekly to talk about progress the student has made and the steps needed to continue the process. Included in this process would be a home section of how the parents can help the child when they are not in school. The district will also provide Exact Path results throughout and explain how the student is doing with the online prescriptive program.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$21,157.00

**Allocation**

\$21,157.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$19,188.00	Salaries for Tutors for the (21-22, 22-23 school year)
1000 - Instruction	200 - Benefits	\$1,969.00	Benefits for tutors (21-22, 22-23 School year)
		<b>\$21,157.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$21,157.00

**Allocation**

\$21,157.00

**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	\$19,188.00	\$1,969.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,157.00
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 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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$19,188.00	\$1,969.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,157.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$21,157.00

## 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).

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](#).

**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 Summer Academy programs are promoted for all students within our district, but will focus on the neediest students academically, socially, and emotionally. The Lea is using multiple indicators to determine which students are in greatest need for the summer educational

offerings. Teacher RecommendationsParent RecommendationsSpecial Education ServicesPrevious Academic StrugglesSAIP DataDocumented Social and emotional needsDiagnostic Data The Summer Academy focuses on remediation, closing the gaps, and acceleration for all students but will focus on the students with the most need. The offerings within the program are offered K-12 and vary based on grade level. In the elementary, the focus was on remediation and acceleration for all students. The program offers a four week, face to face instructional model in which students received ELA, math, stem, and a physical activity daily. The program also offered social/emotional counseling through our guidance and outside agencies. In the middle school/high school, there were a mix of offerings. Some were offered face to face to challenge students, online credit recovery, online challenge courses, dual enrollment opportunities, and social/emotional counseling if needed. The high school allowed student to experience lost hands on lessons in home economics, music, stem, and agriculture program. These programs will be offered through the 2023-2024 school year.



**Section: Narratives - Summer School Program Questions**

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	360	The LEA will continue to use a variety of diagnostic tools (Exact Path), teacher observation, local summative and formative assessments, Dibels results, KTEA results, and tracking of PSSA and PVAAS data to determine the effectiveness of the summer program. The teachers will collaborate with classroom teachers to determine to complete a needs assessment for reach participating student.
			The LEA will continue to use a variety of diagnostic tools (Exact Path), teacher observation, local summative and formative assessments, Dibels

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	200	results, KTEA results, and tracking of PSSA and PVAAS data to determine the effectiveness of the summer program. The teachers will collaborate with classroom teachers to determine to complete a needs assessment for reach participating student.
Students Experiencing Homelessness	Academic Growth	20	The LEA will continue to use a variety of diagnostic tools (Exact Path), teacher observation, local summative and formative assessments, Dibels results, KTEA results, and tracking of PSSA and PVAAS data to determine the effectiveness of the summer program. The teachers will collaborate with classroom teachers to determine to complete a needs assessment for reach participating student.
			The LEA will increase the summer hours of our guidance counselor, as well as, our contracted Mental

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	Emotional Wellness	360	health provider to deliver services to the students in the summer that have been identified throughout the year as students in need.
Children with Disabilities	Emotional Wellness	200	The LEA will increase the summer hours of our guidance counselor, as well as, our contracted Mental health provider to deliver services to the students in the summer that have been identified throughout the year as students in need.
Students Experiencing Homelessness	Emotional Wellness	20	The LEA will increase the summer hours of our guidance counselor, as well as, our contracted Mental health provider to deliver services to the students in the summer that have been identified throughout the year as students in need.

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

The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions regarding curriculum and educational strategies. In

grades K-6, the plan is to utilize data teams and child study teams to review educational progress of grade-level cohorts and individual students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of data, curricular adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. The dsitric will continue to use all resources avaiable to them in this process including:Exact Path DiagnosticKTEA DiagnosticDibelsPSSA DataPVAAS DataLocal Formative and Summative AssessmentsTeacher observations and recommendations.

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
25	Internal Provider	



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
		The LEA will engage families multiple ways to get them involved in the summer school program. The district is committed to through the Child Study Process and the Professional Learning Communities to identify and communicate with the students who are in need of summer

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Exact Path Diagnostic	Ongoing	interventions. The program will be offered to all of our students but focused on the neediest of the groups. They will have input on the needs assessment and will be communicated with weekly to talk about progress the student has made and the steps needed to continue the process. Included in this process would be a home section of how the parents can help the child when they are not in school. The district will also provide Exact Path results throughout and explain how the student is doing with the online prescriptive program.
DIBELS	Quarterly	The District will use the data from the testing to determine the areas of needs in ELA for each student involved in the summer. Instruction would be setup to meet the individual needs
PVVAS/PSSA	Yearly	The district will use this data to determine the needs of the district in regards to strengths and weaknesses and address those gaps in the summer program.
KTEA	Quarterly	The district will use these result to address the areas of concerns for our IEP students throughout the summer program.
		Based on Curricular needs due to lost Pandemic time, the

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Teacher Recommendations	Ongoing	teachers will collaborate on areas they feel were not properly addressed to diminish the gaps due to COVID19.

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

The LEA will engage families multiple ways to get them involved in the summer school program. The district is committed to through the Child Study Process and the Professional Learning Communities to identify and communicate with the students who are in need of summer interventions. The program will be offered to all of our students but focused on the neediest of the groups. They will have input on the needs assessment and will be communicated with weekly to talk about progress the student has made and the steps needed to continue the process. Included in this process would be a home section of how the parents can help the child when they are not in school. The district will also provide Exact Path results throughout and explain how the student is doing with the online prescriptive program.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$21,157.00

**Allocation**

\$21,157.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$21,157.00	Tranpsortation costs for summer academy (21-22, 22-23 school years)
		<b>\$21,157.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$21,157.00

**Allocation**

\$21,157.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

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	\$0.00	\$0.00	\$0.00
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	\$21,157.00	\$0.00	\$0.00	\$21,157.00
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 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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$0.00	\$0.00	\$0.00	\$0.00	\$21,157.00	\$0.00	\$0.00	\$21,157.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$21,157.00

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Throughout the pandemic the LEA has continued to issue surveys to all students in the realm of mental health to assist in determining the need for various programming. The LEA has and will continue to extend the hours of our outside mental health agency to address the needs of the students. The LEA has also contracted with LIU #18 and increased the social worker days to service our students. The district will collaborate with both agencies in conjunction with our guidance counselors to develop a sound social and emotional curriculum to help our students.
<b>Professional Development for Social and Emotional Learning</b>	In conjunction with Northeast Counseling, Luzerne Intermediate Unit, and our Guidance Counselors, the LEA will provide extensive professional development to educate our faculty and staff on social and emotional issues. It will focus on the traditional issues that affect students and incorporate issues that have been magnified throughout the pandemic.
<b>Reading Remediation and Improvement for Students</b>	The district in conjunction with the Luzerne Intermediate Unit has begun the process of updating our current K-8 ELA curriculum. The district is looking to adopt a new Reading series program to better meet the needs of our students. In addition, the district has purchased Kid Writing Program to increase our writing skills, and the Heggerty Phonics Program. The district will also provide the appropriate professional development for the new curriculum and the new series.
	The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions regarding curriculum and educational strategies. In grades K-6, the plan is to utilize data teams and child study teams to review educational progress of grade-level cohorts and individual students. Upon review of data, curricular adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of the data, teacher teams can make adjustments to curriculum and

	<b>Method used to Understand Each Type of Impact</b>
<b>Other Learning Loss</b>	<p>student placement recommendations. Teachers K-12 have all been trained formally on formative assessment strategies. Analysis of student progress, identification of learning gaps, and monitoring of student progress will occur daily in the classroom. Teachers can make adjustments as necessary and will communicate with grade-level teams and department members of systemic adjustments that need to be made across all grade levels. The district purchased a program that provides a combination of benchmark and diagnostic tools to determine current levels for individual students. The LEA has purchased Edmentum online curriculum to benefit our asynchronous students. In addition, the LEA has purchased exact path through Edmentum that gives us a diagnostic tests and sets up an individual educational pathway to success. The LEA has also invested in Freckle to address learning gaps with students K-6. Four our special needs students the LEA has purchased the KTEA testing to identify the learning gaps of our IEP students. This program then provides individualized academic pathways in math and ELA based upon the results of the diagnostic. The LEA has also invested and will continue to invest in student attendance strategies. The pandemic has created issues with students and coming to school or completing work online. The district has collaborated with Northeast Counseling and the LIU throughout the pandemic to be active participants in our SAIP meetings.</p>

**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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children from Low-Income Families	Social and Emotional Learning	<p>Throughout the pandemic the LEA has continued to issue surveys to all students in the realm of mental health to assist in determining the need for various programming. The LEA has and will continue to extend the hours of our outside mental health agency to address the needs of the students. The LEA has also contracted with</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>LIU #18 and increased the social worker days to service our students. The district will collaborate with both agencies in conjunction with our guidance counselors to develop a sound social and emotional curriculum to help our students.</p>
Children with Disabilities	Social and Emotional Learning	<p>Throughout the pandemic the LEA has continued to issue surveys to all students in the realm of mental health to assist in determining the need for various programming. The LEA has and will continue to extend the hours of our outside mental health agency to address the needs of the students. The LEA has also contracted with LIU #18 and increased the social worker days to service our students. The district will collaborate with both agencies in conjunction with our guidance counselors to develop a sound social and emotional curriculum to help our students.</p>
Students Experiencing Homelessness	Social and Emotional Learning	<p>Throughout the pandemic the LEA has continued to issue surveys to all students in the realm of mental health to assist in determining the need for various programming. The LEA has and will continue to extend the hours of our outside mental health agency to address the needs of the students. The LEA has also contracted with</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>LIU #18 and increased the social worker days to service our students. The district will collaborate with both agencies in conjunction with our guidance counselors to develop a sound social and emotional curriculum to help our students.</p>
<p>Children from Low-Income Families</p>	<p>Reading Remediation and Improvement</p>	<p>The district in conjunction with the Luzerne Intermediate Unit has begun the process of updating our current K-8 ELA curriculum. The district is looking to adopt a new Reading series program to better meet the needs of our students. In addition, the district has purchased Kid Writing Program to increase our writing skills, and the Heggerty Phonics Program. The district will also provide the appropriate professional development for the new curriculum and the new series. In addition, teachers will use formative and summative assessments to address reading needs of our students.</p>
		<p>The district in conjunction with the Luzerne Intermediate Unit has begun the process of updating our current K-8 ELA curriculum. The district is looking to adopt a new Reading series program to better meet the needs of our students. In addition, the district has purchased Kid</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	<p>Writing Program to increase our writing skills, and the Heggerty Phonics Program. The district will also provide the appropriate professional development for the new curriculum and the new series. In addition, teachers will use formative and summative assessments to address reading needs of our students. The LEA will also use the KTEA testing to better pinpoint areas of need for our IEP students.</p>
Students Experiencing Homelessness	Reading Remediation and Improvement	<p>The district in conjunction with the Luzerne Intermediate Unit has begun the process of updating our current K-8 ELA curriculum. The district is looking to adopt a new Reading series program to better meet the needs of our students. In addition, the district has purchased Kid Writing Program to increase our writing skills, and the Heggerty Phonics Program. The district will also provide the appropriate professional development for the new curriculum and the new series. In addition, teachers will use formative and summative assessments to address reading needs of our students.</p>
		<p>The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children from Low-Income Families</p>	<p>Other Areas of Learning Loss</p>	<p>regarding curriculum and educational strategies. In grades K-6, the plan is to utilize data teams and child study teams to review educational progress of grade-level cohorts and individual students. Upon review of data, curricular adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of the data, teacher teams can make adjustments to curriculum and student placement recommendations. Teachers K-12 have all been trained formally on formative assessment strategies. Analysis of student progress, identification of learning gaps, and monitoring of student progress will occur daily in the classroom. Teachers can make adjustments as necessary and will communicate with grade-level teams and department members of systemic adjustments that need to be made across all grade levels. The district purchased a program that provides a combination of benchmark and diagnostic tools to determine current levels for individual students. The LEA has</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>purchased Edmentum online curriculum to benefit our asynchronous students. In addition, the LEA has purchased exact path through Edmentum that gives us a diagnostic tests and sets up an individual educational pathway to success. The LEA has also invested in Freckle to address learning gaps with students K-6. For our special needs students the LEA has purchased the KTEA testing to identify the learning gaps of our IEP students. This program then provides individualized academic pathways in math and ELA based upon the results of the diagnostic. The LEA has also invested and will continue to invest in student attendance strategies. The pandemic has created issues with students and coming to school or completing work online. The district has collaborated with Northeast Counseling and the LIU throughout the pandemic to be active participants in our SAIP meetings.</p>
		<p>The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions regarding curriculum and educational strategies. In grades K-6, the plan is to utilize data teams and child study</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Other Areas of Learning Loss	<p>teams to review educational progress of grade-level cohorts and individual students. Upon review of data, curricular adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of the data, teacher teams can make adjustments to curriculum and student placement recommendations. Teachers K-12 have all been trained formally on formative assessment strategies. Analysis of student progress, identification of learning gaps, and monitoring of student progress will occur daily in the classroom. Teachers can make adjustments as necessary and will communicate with grade-level teams and department members of systemic adjustments that need to be made across all grade levels. The district purchased a program that provides a combination of benchmark and diagnostic tools to determine current levels for individual students. The LEA has purchased Edmentum online curriculum to benefit our asynchronous students. In addition, the LEA has</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>purchased exact path through Edmentum that gives us a diagnostic tests and sets up an individual educational pathway to success. The LEA has also invested in Freckle to address learning gaps with students K-6. For our special needs students the LEA has purchased the KTEA testing to identify the learning gaps of our IEP students. This program then provides individualized academic pathways in math and ELA based upon the results of the diagnostic. The LEA has also invested and will continue to invest in student attendance strategies. The pandemic has created issues with students and coming to school or completing work online. The district has collaborated with Northeast Counseling and the LIU throughout the pandemic to be active participants in our SAIP meetings.</p>
		<p>The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions regarding curriculum and educational strategies. In grades K-6, the plan is to utilize data teams and child study teams to review educational progress of grade-level cohorts and individual students. Upon review of data, curricular</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Other Areas of Learning Loss	<p>adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of the data, teacher teams can make adjustments to curriculum and student placement recommendations. Teachers K-12 have all been trained formally on formative assessment strategies. Analysis of student progress, identification of learning gaps, and monitoring of student progress will occur daily in the classroom. Teachers can make adjustments as necessary and will communicate with grade-level teams and department members of systemic adjustments that need to be made across all grade levels. The district purchased a program that provides a combination of benchmark and diagnostic tools to determine current levels for individual students. The LEA has purchased Edmentum online curriculum to benefit our asynchronous students. In addition, the LEA has purchased exact path through Edmentum that gives us a diagnostic tests and sets up an individual educational pathway</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>to success. The LEA has also invested in Freckle to address learning gaps with students K-6. For our special needs students the LEA has purchased the KTEA testing to identify the learning gaps of our IEP students. This program then provides individualized academic pathways in math and ELA based upon the results of the diagnostic. The LEA has also invested and will continue to invest in student attendance strategies. The pandemic has created issues with students and coming to school or completing work online. The district has collaborated with Northeast Counseling and the LIU throughout the pandemic to be active participants in our SAIP meetings.</p>

**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
<b>Minimum 30% SEL Requirement</b>	105,787	30%	31,736

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

The district has established PBIS and SAP teams in place that meet on a regular basis. These groups have worked closely with our guidance counselors throughout the pandemic to assure social and emotional readiness. The district is using multiple resources to identify students with social and emotional needs throughout the pandemic. The students have been and continued to be surveyed throughout the school year as to their academic and mental health needs. The district uses the Child Study Process and Professional Learning Communities to discuss students and determine the needs of each child. These groups will make recommendations to our guidance counselors for referrals in academics, as well as, social and



emotional needs. The district has increased its mental health services and availability throughout the pandemic to insure our students have access to the appropriate care. The district has and will continue to use the SAIP process to determine truancy and social/emotional needs. The district will continue to use the SAP process to target needy students. The LEA is also currently evaluating multiple SEL programs to implement over the next few school years to maximize our potential to identify students.

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.

<b>Program Activity</b>	<b>Student Group</b>	<b>Type (Universal, Targeted, Intensive)</b>	<b>Number of Students Served</b>
Aperture Education K-12 SEL	Children from Low-Income Families	Universal	360
Aperture Education K-12 SEL	Children with Disabilities	Universal	200
Aperture Education K-12 SEL	Students Experiencing Homelessness	Universal	20
Northeast Counseling	Children from Low-Income Families	Universal	360
Northeast Counseling	Children with Disabilities	Universal	200
Northeast Counseling	Students Experiencing Homelessness	Universal	20
PBIS	Children from Low-Income Families	Universal	180
PBIS	Children with Disabilities	Universal	100
PBIS	Students Experiencing Homelessness	Universal	10

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
Aperture Education K-8 SEL	ongoiong	The district is currently evaluating this program for implementation over the next school year to service our K-8 enrollment. This program is designed to help our current guidance and outside agencies identify students with specific SEL needs.
Northeast Counseling	Ongoing	The District will conitinue to coperate with NE Counseling to provide day to day SEL services and to coordinate with them any corresponding programs they feel will address the students needs.
LIU #18	Ongoing	The district has expanded its social worker days of availability through the LIU to meet the expanded needs of the students.
Child Study/PLC Groupings	Weekly	Through our child study meetings we will track all of the students that have been identified for SEL needs and follow the growth of the student. We will also track our number of referrals to determine if the programs are effective and we see a decrease in mental health issues.
SAIP	Monthly	The district will continue to track school attendance and truancy and collaborate without resources to address any

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		needs of the students. The goal would be to have less truancy situations each month.
Guidance Counselors	Ongoing	The district will continue to coordinate with our guidance counselors on student needs while having them continue to survey students.

**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
<b>Minimum 10% SEL PD Requirement</b>	105,787	10%	10,579

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
g. Working with community agencies to address non-academic needs.	80	Teacher	Northeast Counseling	External Contractor	The district has contracted services with its provider to give our staff training in the realm of SEL and the pandemic. These training take place on Act 80 and Inservice days.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	80	Teacher	SEL Curriculum	External Contractor	When district formally adopts an approved evidence based SEL provider it will work with that company to provide professional development for our faculty and staff
g. Working with community agencies to address non-academic needs.	6	Admin	Northeast Counseling	External Contractor	The district has contracted services with its provider to give our staff training in the realm of SEL and the pandemic. These training take place on Act 80 and Inservice days.

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;	6	Admin	SEL Curriculum	External Contractor	When district formally adopts an approved evidence based SEL provider it will work with that company to provide professional development for our admin to lead the faculty and staff in SEL education

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Learning Communities	Weekly	Through our PLC meetings we will track all of the students that have been identified for SEL needs and follow the growth of the student. We will also track our number of referrals to determine if the programs are effective and we see a decrease in mental health issues.
Faculty Meetings/Surveys	Monthly	The District will continue to collaborate with staff at monthly meetings to assess effectiveness of all curriculum including that of the SEL curriculum. A survey will be

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		given to evaluate the seminar and training and to assess the needs of the faculty and staff moving forward.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	105,787	8%	8,463

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 district used many different assessments to determine learning loss in the area of ELA due to the COVID19 pandemic. Specifically, the use of Exact Path diagnostic testing to determine the level in which each student currently is as compared to the grade level in which they are currently enrolled. In addition, in the K-6 schools we used DIBELS to also develop strategies and interventions to address learning gaps in the the targeted students. Local summative and formative assessments have also been used by teachers to evaluate students

as far as learning loss and curricular gaps. For our special needs students the district used KTEA testing to develop strategies to help our IEP students. In addition, the district uses AIMSWEB to measure growth in math and ELA. The district is currently rewriting the ELA curriculum and updating its interventions, writing program, and phonics program to align more with the standards.

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:

Currently our growth data from PVAAS does not show a year's worth of growth for our at risk readers. In addition, due to the pandemic the gap in reading has increased significantly. The district has embarked on a rewrite of the curriculum that includes a new series from K-6, new intervention models, increasing our current interventions, and developing new local assessments to better track the growth of our students.

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

Yes

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

<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
Heggerty Training	K-3	12
LIU Curriculum Review- Journeys-ELA	K-6	18
Kid Writing	K-6	25
Differentiated Instruction	K-12	80

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
Foundations	Children from Low-Income Families	200	Through School-Wide Title 1 services all students have the opportunity to receive Foundations exposure. The intensive groups get more structure and small group instruction.
Foundations	Children with Disabilities	125	Through School-Wide Title 1 services all students have the opportunity to receive Foundations exposure. The intensive groups get more structure and small group instruction.
Foundations	Students Experiencing Homelessness	10	Through School-Wide Title 1 services all students have the opportunity to receive Foundations exposure. The intensive groups get more structure and small group instruction.
			Joe Long is inviting you to a scheduled Zoom meeting. Join Zoom Meeting <a href="https://us02web.zoom.us/j/81444523007">https://us02web.zoom.us/j/81444523007</a> Meeting ID: 814 4452 3007 One tap mobile +13126266799,



Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Exact Path	Children from Low-Income Families	360	,81444523007# US (Chicago)+19292056099,,81444523007# US (New York)Dial by your location +1 312 626 6799 US (Chicago) +1 929 205 6099 US (New York) +1 301 715 8592 US (Washington DC) +1 346 248 7799 US (Houston) +1 669 900 6833 US (San Jose) +1 253 215 8782 US (Tacoma)Meeting ID: 814 4452 3007Find your local number: <a href="https://us02web.zoom.us/j/81444523007">https://us02web.zoom.us/j/81444523007</a>
Exact Path	Children with Disabilities	200	Exact Path gives a diagnostic test and then sets up a learning path for each individual student to work on and enhance areas of concern.
Exact Path	Students Experiencing Homelessness	20	Exact Path gives a diagnostic test and then sets up a learning path for each individual student to work on and enhance areas of concern.
Wilson Reading	Children with Disabilities	125	Through the KTEA and AIMSWEB testing, students with disabilities are put into Wilson Reading groups to address

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			specific needs of the IEP students.

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
PSSA	Yearly	By rewriting our curriculum and investing in more intensive reading interventions, the district hopes to see a significant increase in our PSSA proficiency results especially in the area of our low income, IEP, and homeless populations.
PVAAS	Yearly	By rewriting our curriculum and investing in more intensive reading interventions, the district hopes to see a significant increase in our PVAAS growth scores PSSA proficiency especially in the area of our low income, IEP, and homeless populations.
Exact Path Diagnostic	Quarterly	By using the Exact Path as a diagnostic tool, the district will see an increase in the levels of each student and gain to reduce the learning gap from one grade to another. This tool will also aid in formulation of interventions to best meet the students needs in the class daily, after school for tutoring, and in our summer offerings.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Local Summative/Formative Assessments	Ongoing	Rewriting curriculum will allow the teachers to review and upgrade local assessments to match the standards allowing the teachers to see academic growth throughout the school year.
Dibels	Weekly	Dibels results will be used to address the specific learning needs of the young readers with targeted interventions. This will reduce the number of intensive students in our Title One Programs.
Aims Web	Weekly	Aims Web will be used a progress monitor to determine if our interventions are having success with our IEP students.

**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
<b>52% Other Learning Loss Activities</b>	105,787	52%	55,009

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
Exact Path Diagnostic Pathways	Children from Low-Income Families	360	Exact Path gives a diagnostic test and then sets up a learning path for each individual student to work on and enhance areas of concern
Standards Aligned Curriculum	Children from Low-Income Families	360	The curriculum within our district is aligned and updated to meet the needs of the students academically. The appropriate interventions are included in our curriculum.
Local Formative and Summative Assessments	Children from Low-Income Families	360	The teachers use these assessments to design the appropriate instruction moving forward and how to fill the gaps created by the pandemic.
After School Tutoring	Children from Low-Income Families	360	This intervention is open to all students based on academic need. Teacher recommendations, parent recommendations, Diagnostic Test Results, and CST/PLC referrals are used to target students.
			This intervention is

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Summer Academy	Children from Low-Income Families	360	open to all students based on academic need. Teacher recommendations, parent recommendations, Diagnostic Test Results, and CST/PLC referrals are used to target students.
Exact Path Diagnostic Pathways	Children with Disabilities	200	Exact Path gives a diagnostic test and then sets up a learning path for each individual student to work on and enhance areas of concern.
Standards Aligned Curriculum	Children with Disabilities	200	The curriculum within our district is aligned and updated to meet the needs of the students academically. The appropriate interventions are included in our curriculum.
Local Formative and Summative Assessments	Children with Disabilities	200	The teachers use these assessments to design the appropriate instruction moving forward and how to fill the gaps created by the pandemic.
			This intervention is open to all students based on academic need. Teacher

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
After School Tutoring	Children with Disabilities	200	recommendations, parent recommendations, Diagnostic Test Results, and CST/PLC referrals are used to target students.
Summer Academy	Children with Disabilities	200	This intervention is open to all students based on academic need. Teacher recommendations, parent recommendations, Diagnostic Test Results, and CST/PLC referrals are used to target students.

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

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Study Island	Three times a year	By using the Study Island as a diagnostic tool, the district will see an increase in the levels of each student and gain to reduce the learning gap from one grade to another. This tool will also aid in formulation of interventions to best meet the students needs in the class daily, after school for tutoring, and in our summer offerings.
		By using the Exact Path as a diagnostic tool, the district will see an increase in the levels of

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Exact Path	Quarterly	each student and gain to reduce the learning gap from one grade to another. This tool will also aid in formulation of interventions to best meet the students needs in the class daily, after school for tutoring, and in our summer offerings.
PSSA	Yearly	The district will use PSSA scores to address strengths and weaknesses within our curriculum and the district expects to see a 10% to 15% increase in ELA and Math over the next three school years.
PVAAS	Yearly	The district will use PVAAS scores to target students at risk in growth areas. They will breakdown these results to design the appropriate instruction to meet the needs of the students. The district will expect to see a rise of 30% in growth standards over the next three years
KTEA	Yearly	The KTEA tests will provide information for our IEP students and the gap in education that has been created by the pandemic. The district will use these results to design individual learning paths and to monitor growth from year to year.
Dibels	Monthly	The district will use this data to design interventions for students in the realm of Reading and Literacy. The district hopes to realize a

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		decrease in intensive students over the next three school years
Local Formative and Summative Assessments	Ongoing	Teachers will use this data to determine the appropriate pathway for their curriculum and to help identify students with the greatest need to increase educational support.
AIMSWEB	Ongoing	This progress monitoring tool will be used with our IEP students to show growth and help design appropriate instruction that is in line with their IEP.



**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**  
 \$105,787.00  
**Allocation**  
 \$105,787.00

**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)

31,736

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$31,736.00	Increase Northwest Counseling and WYVAD serices for the school years 21-22, 22-23.
		<b>\$31,736.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**  
 \$105,787.00  
**Allocation**  
 \$105,787.00

**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)

10,578

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$10,578.00	Northeast Counseling and WYVAD professional development training for faculty and staff for the 21-22, 22-23 school years.
		<b>\$10,578.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**  
 \$105,787.00  
**Allocation**  
 \$105,787.00

**Budget Over(Under) Allocation**  
 \$0.00

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

8,463

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,463.00	Purchase of new ELA series and interventions
		<b>\$8,463.00</b>	

**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)

	<b>Total LEA Allocation</b>	<b>30% SEL Budgeted Value</b>	<b>10% SEL PD Budgeted Value</b>	<b>8% Reading Improvement Budgeted Value</b>	<b>Remaining Allocation for Other Learning Loss Activities</b>
<b>Other Learning Loss Activities Amount</b>	105,787	31,736	10,578	8,463	55,010

**Learning Loss Expenditures**

**Budget**

\$105,787.00

**Allocation**

\$105,787.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1000 - Instruction	600 - Supplies	\$55,010.00	Purchase of Freckle Elementary and Pre-K workbooks
		<b>\$55,010.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$105,787.00  
**Allocation**  
 \$105,787.00

**Budget Over(Under) Allocation**  
 \$0.00

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,010.00	\$0.00	\$55,010.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,463.00	\$0.00	\$8,463.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$42,314.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,314.00
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	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$42,314.00	\$0.00	\$0.00	\$63,473.00	\$0.00	\$105,787.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$105,787.00</b>