

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 2019, Union School District began contracting with SPERO Group for counseling and therapy services for students. The district's contract is for 35 hours per week throughout the duration of the school year. Typically, counselors have a light caseload at the beginning and end of the school year which allows them to provide for group sessions and in-classroom lessons. The lessons are meant to teach students how to deal with emotional issues and to build coping skills. Since the onset of the Covid Pandemic, the need for individual sessions has grown dramatically, to the point that group sessions are not possible. Counselors have full caseloads and students report a need for additional help. Continuing services and monitoring usage rates will be helpful in determining the impact of programming.
Professional Development for Social and Emotional Learning	At the elementary level, Union School District will provide professional development to help teachers respond to socioemotional needs of students. Through the implementation of the "Responsive Classroom" program and provision of professional development, teachers will be better equipped to respond to student behaviors and socioemotional needs. Incident rates requiring counselor intervention will be monitored to determine the effectiveness of the program. The district also employs the use of the Safe Schools Program which provides professional development training asynchronously to staff. The program allows teachers, aides, administrators, and other staff members to engage in lessons pertaining to socioemotional learning for students. Continuing the use of the program will help to keep staff members informed of their responsibilities and how to respond to incidents.
	To address needs for students who have experienced reading learning loss, the district will purchase and implement the use of SPIRE curriculum.

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	In using the district's early warning system, we will identify students who are in need of additional reading/ELA support. Our reading interventionist will utilize SPIRE curriculum in working with students to build their reading skills to help them keep pace with their grade level peers. A comparison of rates of student identification will be conducted to determine if the program is successful in building student skills and exiting them from remediation.
Other Learning Loss	Union School District continues to struggle with mathematics education at the elementary school level. There has been a noticeable decline in learning comprehension and skill building for students, most notably for those who have experienced extended absences as associated with Covid 19. Many students chose online learning options when the district was providing in-person educational services. Those students are now behind their peers. In using the district's early warning system and benchmark assessments to identify students who are at-risk and in need of additional instruction to build mathematical skills, students will be prescribed instructional services in mathematics. The math interventionist will prescribe specific skill-based lessons and provide instruction. The paraprofessional assigned to assist the math interventionist (Darla) will also work with these students to assist in building their mathematical skills.

Documenting Disproportionate Impacts

- 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
		In 2019, Union School District began contracting with SPERO Group for counseling and therapy services for students. The district's contract is for 35 hours per week throughout the duration of the school year. Typically, counselors have a light caseload at the beginning and end of the school year which allows them to provide for group sessions and in-classroom lessons. The

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	Social and Emotional Learning	<p>lessons are meant to teach students how to deal with emotional issues and to build coping skills. Since the onset of the Covid Pandemic, the need for individual sessions has grown dramatically, to the point that group sessions are not possible. Counselors have full caseloads and students report a need for additional help. Continuing services and monitoring usage rates will be helpful in determining the impact of programming.</p>
Children from Low-Income Families	Reading Remediation and Improvement	<p>To address needs for students who have experienced reading learning loss, the district will purchase and implement the use of SPIRE curriculum. In using the district's early warning system, we will identify students who are in need of additional reading/ELA support. Our reading interventionist will utilize SPIRE curriculum in working with students to build their reading skills to help them keep pace with their grade level peers. A comparison of rates of student identification will be conducted to determine if the program is successful in building student skills and exiting them from remediation.</p>
		<p>Union School District continues to struggle with mathematics education at the elementary school level. There has been a noticeable decline in learning</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Other Areas of Learning Loss	<p>comprehension and skill building for students, most notably for those who have experienced extended absences as associated with Covid 19. Many students chose online learning options when the district was providing in-person educational services. Those students are now behind their peers. In using the district's early warning system and benchmark assessments to identify students who are at-risk and in need of additional instruction to build mathematical skills, students will be prescribed instructional services in mathematics. The math interventionist will prescribe specific skill-based lessons and provide instruction. The paraprofessional assigned to assist the math interventionist (Darla) will also work with these students to assist in building their mathematical skills.</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
Minimum 30% SEL Requirement	83,653	30%	25,096

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.

Union School District monitors caseload numbers and incident rates for students who experience socioemotional issues. The counseling office monitors the number of students referred for counseling and crisis management as well as the number of students who are on therapist caseloads through SPERO Group. Currently, both counselors and the contracted therapist have full caseloads and are operating at capacity. USD is doing well as compared to neighboring schools as we have been offering services for three years, while others are just getting started. Unfortunately, we have noticed a higher than normal need for services since the start of the Covid Pandemic.

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
SPERO Group Services	Children from Low-Income Families	Targeted	35
SPERO Group Services	Children from Low-Income Families	Universal	150

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
Caseload numbers and incident rates for students in crisis and needing services	Monthly	Over time, the number of students requiring crisis intervention through the counselor's office and the number of students requiring one-on-one therapy services will decline.

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	83,653	10%	8,365

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	32	Teacher	Responsive Classroom	External Contractor	Responsive Classroom will provide program training for teachers and staff at Sligo Elementary to show teachers how to respond to student needs in their environment.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Referral rates to the school counselor and SPERO Group	monthly	The number of referrals to the school counselor and SPERO Group shall decline by 25% over the the next 18 months.

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	83,653	8%	6,692

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?

Union School District utilizes Dibels and Renaissance Star to assess student learning needs. Our data coordinator analyzes scores for each student to determine learning and skill deficiencies and then prescribes specific learning strategies/lessons for teachers to employ with them. Nearly all of our students are considered economically disadvantaged, so that was the group most heavily impacted by the pandemic. Although there were not significant instances of learning loss as our district worked diligently to minimize the impacts of Covid by

offering planned instruction and in-person instruction throughout, we have had many students who have entered school behind in their skills and who need additional instructional assistance. Students who have been identified and provided additional instructional assistance have benefited from the additional services and are largely making significant gains.

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

Yes

Please explain:

Local data suggests that students are making a year or more growth in reading when provided reading assistance. We cannot determine if PVAAS indicates a year's worth of growth as the last scores provided through the PSSA Tests is still dated back to 2019.

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

No

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

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

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
			Through the use of Dibels and Renaissance Star Testing, students are

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Targeted skill-based reading instruction	Children from Low-Income Families	35	identified as at-risk. Scoring for those students identifies the specific reading skills which need immediate intervention/remediation. Teachers work with the data coordinator to identify the specific skills and strategies to be addressed/used in bringing student back up to pace with their grade-level peers.

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
Dibels and Renaissance Star Assessments	Every 4-6 weeks	The number of students presenting with skill deficits shall decrease by 25% over the course of the next 18 months.

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)

			Maximum Allocation
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	Total LEA Allocation	Multiply by 52% (.52)	for Other Learning Loss Activities
52% Other Learning Loss Activities	83,653	52%	43,500

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
Mathematical skill remediation	Children from Low-Income Families	25	Through the use of Dibels and Renaissance Star Testing, students are identified as at-risk. Scoring for those students identifies the specific mathematical skills which need immediate intervention/remediation. Teachers work with the data coordinator to identify the specific skills and strategies to be addressed/used in bringing student back up to pace with their grade-level peers.

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
Dibels and Renaissance Star Assessments	Every 4-6 weeks	The number of students presenting with skill deficits shall decrease by 25% over the course of the next 18

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		months.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$83,653.00

Allocation

\$83,653.00

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)

58,367

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$58,367.00	Contracted services with SPERO Group to continue through the 2023-2024 school year.
		\$58,367.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$83,653.00

Allocation

\$83,653.00

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)

10,286

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$8,365.00	Responsive Classroom professional development for elementary staff
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	\$961.00	Safe Schools Software for 2022-2023
		\$9,326.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$83,653.00

Allocation

\$83,653.00

Budget Over(Under) Allocation

\$0.00

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

6,692

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,692.00	Purchase of SPIRE curriculum/resources to assist with reading remediation and skill building.
		\$6,692.00	

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	83,653	58,367	8,365	6,692	10,229

Learning Loss Expenditures

Budget

\$83,653.00

Allocation

\$83,653.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,268.00	Paraprofessional salary for an individual to work directly with at-risk student on mathematical instruction.

		\$9,268.00	
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Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$83,653.00

Allocation

\$83,653.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,692.00	\$0.00	\$6,692.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$9,268.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,268.00
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	\$58,367.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,367.00
2200 Staff Support Services	\$0.00	\$0.00	\$8,365.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,365.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$961.00	\$0.00	\$961.00
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
	\$9,268.00	\$0.00	\$66,732.00	\$0.00	\$0.00	\$7,653.00	\$0.00	\$83,653.00
Approved Indirect Cost/Operational Rate: 0.0480								\$0.00
Final								\$83,653.00