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	We routinely use survey materials provider by the PA School Climate Survey Site. By widely administering these surveys as first a baseline and then at the completion of programs or at different times of the school year we have an understanding of the climate. We use the Student Support scale, The Peer Social and Emotional Learning scale and the Safe and Respectful Climate scale as a gauge of the Social and Emotional health of the district.
Professional Development for Social and Emotional Learning	The level of training is promarily done through staff interviews and regular staff meetings held between our mental health team. On ocasion we do peer reviews on services offered to provide best practices information to the team.
Reading Remediation and Improvement for Students	We utilize the Dynamic Indicators of Basic Early Literacy Skills (DIBLES) tests at all grader levels. We give various subtests at least 3 times per year to first get a baseline and then to measure progress.
Other Learning Loss	CASD is using short- and long-term diagnostic and formative assessments tools to respond to student learning gaps. We have deployed the IXL Real-Time Diagnostic tool to provide data on exactly what students know and what we need to do next to help them improve. This tool reveals the students' working grade levels.

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.

		Provide specific strategies

Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Input from our mental health team, feedback from outreach to parents and input from our teaching staff. PDE Safe School surveys
English Learners	Reading Remediation and Improvement	This is a target group that we track and target since this is a relatively new issue for CASD. We segment the data we recieve from DIBLES to track these particular students
Students Experiencing Homelessness	Social and Emotional Learning	Input from our mental health team, feedback from outreach to parents and input from our teaching staff. PDE Safe School surveys
Children from Low-Income Families	Reading Remediation and Improvement	This is a large group at CASD since more than 20% of our families live below the poverty line. We segment the data we recieve from DIBLES to track these particular students

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	197,820	30%	59,346

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.

CASD relies heavily on the survey data collected from the PA School Climate Surveys. We routinely administer the Student Support survey, the Social/Emotional Learning scale and the School Safe and Respectful Climate survey. We segment the results of this data to understand the perception of the general student population, as well as at risk groups such as English learners and students from disadvantaged background. Our faculty also participates so we can gauge the work climate of the district too. Our mental health team also reviews the ASSC School Climate Assessment Instruments and pulls data from the National Center on Safe Supportive Learning Environments to create baselines and standards. CASD has been

traditionally scored well against national standards.

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
Mobile Mondays - program to get out and visit our most vunerable families	Children from Low-Income Families	Targeted	80
Specialized adventurecamps	Children with Disabilities	Targeted	10
Camp-laugh-alot	Children from Low-Income Families	Intensive	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
Student Surveys	twice per year	Results that indicate a safe school environment and dta that supports improvement from one survey to the next.

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	197,820	10%	19,782

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	20	Teacher	Combination of internal staff and contract support from the IU	Internal Staff	Teaching Social Competencies - More Than Social Skills. Help people understand themselves and others to better navigate the social world, foster relationships, and improve their performance at school, at home, and at work.

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;	40	Teacher	Internal staff, supported by on-line materials	Internal Staff	An approach to identify students suffering from Covid trauma will include teachers, staff, and administrators who are trained (entire staff) in trauma awareness. The knowledge of this team will implement skills into their school climate and programing via classrooms, assemblies, lunch and/or breakfast groups, mentoring programs and the like. Collaboration will be the key to support their ability to learn and to thrive.
					School administrators can seek out opportunities to intervene and reengage those students.

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
c. Motivating students that have been disengaged;	4	Counselor	on-line training	External Contractor	Fundamentally, students want and need to feel connected and cared for. When schools uphold their responsibility to provide social and emotional support, the consistent and intentional connection with students can support engagement and prevent dropouts.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	40	Teacher	on-line training	External Contractor	Social Thinking-combination of on-line courses and live stream events to identify mental health issues

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
Course critiques from users	immediately after training	We expect to get feedback from staff regarding the individual traing offerings.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Surveys	twice per year	CASD expects to see improvement in the numbers of disengaged students, and an improvement of school SEL results

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	197,820	8%	15,826

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?

CASD uses the Dynamic Indicators of Basic Early Literacy Skills (DIBLES) tests to assess reading proficiency and progress. These assessments are given a minimum of three times a year. The first assessment is performed in the beginning of each school year to establish a baseline. A second assessment is down during the year to measure progress and a final one is given at the end of the year to make an overall assessment of improvement. We segment

the data by at-risk group to search for underlining issues. We have some issues in our English learners' group. Theses students were particularly affected by the learning environment that existed in the heights of the pandemic.

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:

This question is difficult to provide a definitive yes or no answer. Most of our students did progress in reading during the last year. We had some issues with the english learners.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Structured Literacy approach within CASD's Response-to-Intervention (RTI) framework	K-4	8
Structured Literacy approach within CASD's Response-to-Intervention (RTI) framework	Special Education	2

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Tier two intervention-	Children from Low-Income Families	40	Tier 2 intervention to intensify instruction. A unified Structured Literacy approach within a school's Response-to-Intervention (RTI) framework allows teachers in each tier to use the same curriculum to scaffold the learning and intensify the instruction as needed, with extra repetition, smaller group sizes, and/or increased instructional time.
Tier 3 intervention	Children from Low-Income Families	8	Once students have been identified as needing Tier 3 intervention (about 5% of the students), we begin delivering more intensive, individualized instruction. High quality instruction in Tier 3 covers is an additional 30 minutes per day-5 days per week. The core components of reading (i.e., phonemic awareness, phonics and word study, reading comprehension, vocabulary, fluency) are research validated.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Tier 1 intervention	Children from Low-Income Families	100	Structured Literacy teachers are also diagnostic, evaluating concept mastery both informally in each lesson (through reading observation and written dictation) and formally at the end of each step in the scope and sequence. Teachers respond to student progress or lack thereof by moving at a pace led by student progress, not the curriculum.
Tier two intervention-	English Learners	30	Tier 2 intervention to intensify instruction. A unified Structured Literacy approach within a school's Response-to-Intervention (RTI) framework allows teachers in each tier to use the same curriculum to scaffold the learning and intensify the instruction as needed, with extra repetition, smaller group sizes, and/or increased instructional time.

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
DIBLES	3 times per year	continuous improvement and reductions in the number of students in Intervention programs

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation **t**o support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	197,820	52%	102,866

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
Summer Intervention	English Learners	12	These are specialized programs aimed at our new english learners. This is a new program we developed to deal with an infusion of new english learners from a Hatian group of families resettled here

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After School tutoring	Children from Low-Income Families	20	After school tutoring program. Not specific to low income students but our staff does a special outreach to this group to ensure they are aware of the intervention programs
Credit Recovery	Children from Low-Income Families	8	This is a universal program for all students to get back on track in those classes where they struggled during COVID. Staff provides a special intervention in this area for our low income families.

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
AIMS Web	3 times per year	CASD uses aimsweb is a benchmark and progress monitoring system based on direct, frequent. and continuous student assessment
NWEA Map	3 times per year	This is a new program we are instituting. We believe it will provide teachers with accurate, and actionable evidence to help target instruction for specific groups of students to address learning loss.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$197,820.00

Allocation

$197,820.00

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)

157,820

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$65,000.00	Counseling provided by "Associates in Counseling & Wellness" for student mental health for the 2022-2023 school year.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$65,000.00	Social worker assistance provided by "SPHS" for student mental health for the 2022-2023 school year.
		$130,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$197,820.00

Allocation

$197,820.00

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)

20,000

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$20,000.00	Planned purchased services offered through IU1 and other organizations to aid in the continued education for teachers in a post-pandemic educational environment.
		$20,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$197,820.00
Allocation
$197,820.00

Budget Over(Under) Allocation

$0.00

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

40,000

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$25,000.00	Additional teacher needed to aid in speech and language development causing obstacles in literacy education.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$15,000.00	Additional teacher needed to aid in speech and language development causing obstacles in literacy education.
		$40,000.00	

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					0

Learning Loss Expenditures

  Budget

  $197,820.00
  Allocation

  $197,820.00

  Budget Over(Under) Allocation

  $0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$7,820.00	Various supplies to be used in the deployment of programs mentioned in the other portions of the grant process.

		$7,820.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$197,820.00

Allocation

$197,820.00

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	$65,000.00	$0.00	$0.00	$7,820.00	$0.00	$72,820.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$25,000.00	$15,000.00	$20,000.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
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	$65,000.00	$0.00	$0.00	$0.00	$0.00	$65,000.00
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
	$25,000.00	$15,000.00	$150,000.00	$0.00	$0.00	$7,820.00	$0.00	$197,820.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$197,820.00