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.

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.

The MCASD Administrative team developed a comprehensive after-school tutoring program in both the elementary and junior-senior high school buildings. The team of tutoring teachers met in the respective buildings and developed a Google form that was sent to all teachers asking them to refer students they felt were in need of tutoring. To equitably accommodate all students, tutoring was offered both in-person and virtually. The team then additionally analyzed the following data to ensure students were not missed in comparing them to the original referrals. Based on this analysis, the team met and sub grouped students in to the following for consideration: 1) Was the student a virtual learner last year? 2) Students referred to Child Study Team 3) Students recommended for retention last year who have not repeated a grade yet and 4)Direct requests from parents and/or teachers. All tutoring information was distributed to students, parents and staff members. In addition to the aforementioned indicators used in the decision-making process, data was analyzed from various sources including DIBELS, iReady Reading and Math Diagnostic assessments, CDT's, and SWIS behavioral referrals. Teacher contact information and hours were posted on all outlets of MCASD social media.

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	150	District-wide high-dosage, one-on-one and small group tutoring, individualized learning plans and cross-grade/subject collaboration. Additionally, for students in the primary grades, a balanced literacy approach is used combining Phonemic and Phonological Awareness strategies. Jr. Sr High School students will utilize Edgenuity and Study Island.
			District-wide high-dosage, one-on-one and small group tutoring, individualized learning plans and cross-grade/subject collaboration. For students in the primary grades, a balanced literacy
			students in the primary grades, a balanced literacy approach is used combining Phonemic

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Academic Growth	40	and Phonological Awareness strategies. Jr.-Sr. High School students will utilize Edgenuity and Study Island. Additionally, applicable special education students use the Unique Learning System (ULS) as part of the curriculum for students that require an individualized, systematic approach to literacy instruction and awareness elements.

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

The Mount Carmel Area School District will continue to utilize a variety of intervention support programs in order to promote student academic achievement. In addition to the MCASD PA standards aligned curriculum materials, the elementary school will provide additional remediation through Edgenuity MyPath Individual Learning paths, and iReady Reading and Math. At the primary grade levels, evidence-based resources used to address Phonemic and Phonological Awareness include, but are not limited to, Wilson Fundations and Heggerty Phonemic Awareness elements. The Jr.-Sr. high school will utilize the MCASD PA standards aligned curriculum along with Study Island and Edgenuity individual programing. Applicable special education students use the evidence-based Unique Learning System (ULS) as part of the curriculum for students that require an individualized, systematic approach to literacy instruction and awareness elements.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

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

Number of Staff Members	Internal/Outside Provider	Role
26	Internal	In-person and virtual tutors

☑

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
iReady Math & Reading Diagnostic Assessments	Upon student entrance and exit to the program	Academic growth in reading and math.
Edgenuity MyPath Assessments	Ongoing while enrolled in tutoring	Academic growth in reading and math.

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

In addition to in-person individual tutoring, both elementary and junior senior high school buildings are providing virtual learning appointments specifically designed to engage the parents and families of struggling learners. Teachers, administrators and school counselors will also continue to make individual phone calls to parents in order to provide families with information and specific strategies to engage families in assisting at risk students. At elementary grade levels, after-school tutors will maintain a communication log that is sent back-and-forth between parent and tutor. Communication logs will highlight what was worked on each week and encourage practice at home along with support, resources and ongoing

information and specific strategies to engage families in assisting at risk students. At elementary grade levels, after-school tutors will maintain a communication log that is sent back-and-forth between parent and tutor. Communication logs will highlight what was worked on each week and encourage practice at home along with support, resources and ongoing communication. Data reports on individual student progress may be sent home weekly with students in the tutoring program and are readily accessible to parents upon request.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$43,813.00

Allocation

$43,813.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$43,813.00	Hourly wages for after school (in-person and virtual) tutoring offerings throughout SY 22-23 and 23-24.
		$43,813.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$43,813.00

Allocation

$43,813.00

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	$43,813.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,813.00
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
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$43,813.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,813.00
						Approved Indirect Cost/Operational Rate: 0.0000		$0.00
							Final	$43,813.00

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 MCASD Administrative team has recognized from the onset of the COVID-19 Pandemic
description of the indicators used in the decision-making process.

The MCASD Administrative team has recognized from the onset of the COVID-19 Pandemic that the learning community has suffered significant setbacks in academic progress. The team has identified several key areas of impact which has become the focus of intensive academic

and social/emotional supports and interventions. Three key indicators have been targeted during the decision-making process. 1) In-person and virtual attendance. 2) Academic achievement. 3) Social Emotional Supports. Summer School programming has been designed to increase academic achievement and remediate learning loss and gaps identified due to the consistency of in - person learning. School attendance is tracked and monitored by the MCASD administration and School Social Worker. Obviously at the onset of the COVID-19 Pandemic in-person attendance was inconsistent and sometimes non-existent. During school closures, quarantines, and family decisions to pursue virtual learning, attendance suffered greatly. Data has indicated, many students falling in these categories are in need of summer school supports and remediation. Academic Achievement is closely monitored through curriculum based assessments, as well as research based progress monitoring tools mentioned throughout the grant application. Students identified as failing, or at-risk for grade level retention, or course retention have and will benefit from targeted summer school. Finally, SEL screening measures will be implemented in order to provide additional SEL supports individually and as a group to students identified in need.

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	150	Study Island, Math, ELA, ScienceEdgenuity courses. Edgenuity MyPath assessment data, IReady Reading and Math progress, and running records and progress monitoring in specific literacy skills.
Children with Disabilities	Academic Growth	40	Study Island Math, ELA, ScienceEdgenuity coursework. Edgenuity MyPath assessment data, IReady Reading and Math progress, and running records and progress monitoring in specific literacy skills.

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

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

District-wide high-dosage, one-on-one, small group instruction, individualized learning plans,

online summer courses, a balanced literacy approach and credit recovery will be used to support student growth during summer school programming. For students in the primary grades, a balanced literacy approach is used combining Phonemic and Phonological Awareness strategies.Summer school programming at the Junior Senior High School level is course specific. Students are provided curriculum specific to failed courses. Teachers and administrators will divide students based on the degree of content mastered. A two tiered approach will be implemented. Tier I students who have achieved a course grade of 55-65 will be eligible for a mini course based on teacher specific lessons developed through Edgenuity. These mini courses are individually designed depending on content students are in need of mastering. A student who achieved below a 55 course grade, will be eligible for a credit recovery Edgenuity course. These courses are designed to provide more in depth and comprehensive curriculum. Staff members will work during the summer with both groups of students to provide remediation and support. Summer School Programming at the elementary school will be targeted to specifically remediate ELA and Math. Edgenuity MyPath Individual Learning Path and iReady Reading and Math will be utilized in order to focus on specific skills needed for promotion to the next grade level. For students in the primary grades, reading remediation will focus on using a balanced literacy approach is used combining Fundations and Heggerty Phonemic Awareness elements.

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
16	Internal Provider	Instructional support and remediation

☑ **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.

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

Edgenuity Course/Lesson Completion	Upon completion of summer school course/lessons	Grade of 65 or above in order to signify a passing grade.
Edgenuity MyPath Diagnostic Assessment Data	Begining and end of programming.	Students will advance one grade-level in reading and/or math.
iReady Reading and Diagnostic Assessment Data	Begining and end of programming.	Students will advance one grade-level in reading and/or math.
Group Reading Assessment and Diagnostic Evaluation (G-RADE) Data & Running Records	As indicated by reading speacialist	Students will master specific literacy skills identified as deficits.

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

MCASD teachers and administrators will maintain open communication with families throughout the duration of the summer school program. Parent involvement and support will be crucial to success. Prior to beginning the summer school course, individual parent meetings will be held in order to ensure all parties understand the expectations and keys to success. Periodic checkpoints will take place in order to inform families of student progress. Phone calls and emails will be sent as follow up to maintain awareness of student mastery of material and progress throughout the program. At elementary grade levels, summer school teachers will maintain a communication log that is sent back-and-forth between parent and teacher. Communication logs will highlight what was worked on each week and encourage practice at home along with support, resources and ongoing communication. Data reports on individual student progress may be sent home weekly with students in the tutoring program and are readily accessible to parents upon request.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$43,813.00

Allocation

$43,813.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$43,813.00	Hourly wages for summer-school instructors throughout the summers of SY 21-22 and 23-24.
		$43,813.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$43,813.00

Allocation

$43,813.00

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	$43,813.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,813.00
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
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$43,813.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,813.00
						Approved Indirect Cost/Operational Rate: 0.0000		$0.00
							Final	$43,813.00

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.

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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	The Mount Carmel Area School District recognizes the social and emotional impacts of the COVID-19 Pandemic. During the initial months of the Pandemic, School Counselors and School Nurses provided an online forum for all students in K-12 who were in need of additional mental health supports. The Child Study Team and SAP teams in both buildings operated on a regular schedule in order to address faculty and staff referrals. These individuals were vital in providing additional outside resources necessary for intervention as needed. Staff members also provided students an opportunity for periodic mental health wellness check ins in order to allow for a safe and efficient method of reporting.From the onset of the COVID-19 Pandemic, the Mount Carmel Area School District was committed to providing full in person instruction for all families to access. A virtual learning option was also provided for those who desired instruction in their home. For the 2021-2022 school year, the MCASD has returned to full in person instruction. With the return of many students who had not been in a traditional school setting for over a year, the district recognized the need for additional Social and Emotional supports. Currently in place, the MCASD utilizes the PA School Climate Survery, PBIS Universal Screeening (SRSS), and the Too Good for Drugs, Too Good for Violence program which has a strong SEL curriuclum embeded in the program. Additionally, the MCASD Elementary School initiated the F.A.S.T. (Families and Schools Together) Program as well as the Strengthening Families Program. Both of these research-based programs develop a strong relationship between the school and families within our community. Through the utilization of these existing resources, the MCASD administrative team and Learning Recovery Committee has identified the need for an additional SEL Screener. Through the ARP ESSER funding, the MCASD will purchase and implement the PASS SEL Screener in order to prioritize the needs of our students and families as an additional measure to better understand the social and emotional impact the pandemic has had on our students and Screener. Through the ARP ESSER funding, the MCASD will purchase and implement the PASS SEL Screener in order to prioritize the needs of our students and families as an additional measure to better understand the social and emotional impact the pandemic has had on our students and our school.

	Method used to Understand Each Type of Impact
Professional Development for Social and Emotional Learning	The Mount Carmel Area School District annually surveys staff on Professional Development needs and areas of interest. The district utilizes all ACT 80 and Teacher In-Service dates in order to provide high quality professional development based on the results of the survey. In the past, the MCASD has provided professional development to all staff members on Trauma, Students and Families in Poverty, Suicide Awareness, and other related SEL topics. Planning has begun to provide Professional Development to all staff members on the PASS SEL screening tool, as well as the online Edgenuity Purpose Prep SEL curriculum for students and staff. There is a dedicated currciulum, Purpose Prep for educators. The professional development series equips teachers with practical tools & techniques to make SEL come alive and be successful in the classroom. Through this program adults develop SEL skills that empower them to build strong student relationships, effectively manage the classroom, and improve job satisfaction.
	The Mount Carmel Area School District utilizes a variety of assessments at all levels in order to assess mastery of curriculum and skills. At the primary level, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is administered three times per year across grades K,1 and 2. Edgenuity MyPath Diagnostic Assessments in Reading and Math and iReady Reading and Math Diagnostic assessments are administered three times per year across grades K-6. Classroom Diagnostic Tools (CDT's) are administered two to three times per year across grades 3-6. At the Junior Senior High School. CDT exams are administered three times per year in ELA, Science and Math, Study Island Individualized learning is used, Edulastic, Common Lit, and local curriculum based assessments are utilized to gather information analyzed to provide individual and group remediation. A comprehensive team approach is employed to analyze all data points by the MCASD administration team and faculty. Faculty members meet monthly by department in order to discuss gaps within student achievement. These areas identified for additional support are discussed by the departments and recommentations are made within the grade level and subject area in order to provide additional instruction and remediation. Additionally, the MCASD utilizes a Differentiated Supervision Model, were groups of teachers work together in Professional Learning Groups to analyze data, identify student weaknesses, and provide specific cross curricular activities for all staff members to incorporate into their content areas. After school tutoring, online and in-person, has been established in grades K-12 in Math, ELA, Science, Social Studies, and Special Education. These targeted interventions are provided to all students and families who desire to participate. School Counselors, as well as faculty members work together to identify students who may benefit from this resource due to the impact of the COVID-19 Pandemic and the disruption of in-person instruction. Beginning in the 2018-2019 school year and continuing on through the present, the MCAE began to shift from more

students and families who desire to participate. School Counselors, as well as faculty members work together to identify students who may benefit from this resource due to the impact of the COVID-19 Pandemic and the disruption of in-person instruction. Beginning in the 2018-2019 school year and continuing on through the present, the MCAE began to shift from more

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	of a Balanced Literacy approach to a Structured Literacy approach. Historically, teachers used a Balanced Literacy approach taught through a basal reading series that focused on a love for reading and a somewhat haphazard approach to phonemic awareness instruction. In order to begin the transition to a new approach to literacy, both regular and special education teachers participated in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development through the Central Susquehanna Intermediate Unit with further technical support from CSIU curriculum specialists on the Science of Reading. Early Literacy curriculum aspects were rewritten to define a scope and sequence that focused instead on aspects of the Science of Reading such as Phonemic Awareness, and explicit Phonics instruction and patterns applied through the use of decodable texts thus teaching students the mechanics of how to read. A review of iReady Reading data at the conclusion of the 2020-2021 school year for students in K-3 indicated students were not making a full year's worth of growth in reading. The iReady data provides scale score ranges for diagnostic assessments that specify the number of growth points equivalent to one year of growth in reading, one-and-a-half years of growth, two years of growth, etc. Further data analysis showed our youngest students do not even know the basic building blocks of early literacy, such as letterrecognition, phonemic awaereness, and phonolgical awareness. As such, the elementary Learning Recovery Committee established one of the greatest needs as an additional Title I Remediation Specialist to work one-on-one and in small groups with early learners. Additionally,MCAE has implemented multiple aspects of structured literacy particularly at the K, 1 and 2 grade levels. As a result of the professional development relative to the Science of Reading, and ongoing review of early literacy data, two specific evidence-based interventions were implemented within the new Reading Scope & Sequence developed to target explicit instruction in Phonemic Awareness and Phonics.First, the Heggerty Phonemic Awareness Curriculum was implemented in the 2019-2020 school year and includes daily lessons for the entire school year. Each lesson covers eight phonemic awareness skills, one letter name and letter sound recognition activity and one language awareness activity. Specifically, daily lessons teach literacy skills such as rhyming and onset fluency, isolating final or medial sounds, blending and segmenting sounds, and adding and deleting phonemes. Next, Wilson Fundations was implemented in the 2020-2021 school year. This research-based intervention allows teachers to present a carefully structured reading and spelling curriculum using multisensory techniques that target phonological awareness and phonics early literacy skills.
	During the COVID-19 Pandemic the Mount Carmel Area School Board and administration recognized the far reaching impacts of the disruption in academic and social emotional services that the Pandemic had on the
	During the COVID-19 Pandemic the Mount Carmel Area School Board and administration recognized the far reaching impacts of the disruption in academic and social emotional services that the Pandemic had on the learning community. The MCASD sought the input from a wide range of

	Method used to Understand Each Type of Impact
Other Learning Loss	individuals and outside organizations in planning for interventions and recovery. Northumberland County Children & Youth, Northumberland Mental Health, CSIU 16, United Way, Mount Carmel Township Police Department, and other organizations provided valuable resources from the onset of the Pandemic. The MCASD and Superintendent organized numerous opportunites for stakeholders to provide input during public meetings and completion of online and in person surveys. All input was valuable and helped to develop a comprehensive Lerning Recovery Plan to guide the district through a variety of challenges.Initial responses were centered around providing basic resources to all families. These resources included internet and computer access to all families, food and supplies, and additional services for families in need. The Tornado Buddy bag program worked with local food banks to provide weekend meals and snacks to all families who were in need. The MCASD Nutrition Inc. company served meals to families during times of school closures. Computers and hot spots were provided to families to ensure all students had access to online curriculum and were able to maintain contact with school officials and resources.As the MCASD worked with a variety of organizations, it became evident that the needs of our community encompased many areas in addition to academic instruction that contributed to Learning Loss. Once those needs were met and a plan was created to continue addressing family and community needs, attention was focused on academic learning loss. Formal and Informal assessments identified gaps in curriculum mastery in all subject areas. Two main areas of focus identified were ELA and Math. While gaps exist in other content areas as well, additional resources need to be allocated in ELA and Math. Curriculum revisions are being made in order to provide extra resources in order to address the learning gap.

Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income		PASS SEL Screener, PAYS survey data, PA School Climate measure impacts
Children from Low-Income Families	Social and Emotional Learning	PASS SEL Screener, PAYS survey data, PA School Climate Survey data, SRSS Universal Screener at the elementary

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		school level.
Children from Low-Income Families	Reading Remediation and Improvement	Implementation of Heggerty Phonemic Awarenes program, Wlson Fundations explicit phonics instruction, additional Title I Remediation Specialist. Data from iReady and MyPath Reading diagnostic/benchmark assessements given 3x per year, CDT administration grades 3 -
Children from Low-Income Families	Other Areas of Learning Loss	Review and revision of curricular scope and sequence across all Matha and Reading curriculum. Afterschool in-person and virtual tutoring. Data from Edgenuity MyPath K-5 and MyPath 6-12 will be used to measure progress of students participating in targeted, small-group or one-on-one after school tutoring.
Children with Disabilities	Social and Emotional Learning	PASS SEL Screener, PAYS survey data, PA School Climate Survey data, SRSS Universal Screener at the elementary school level.
Children with Disabilities	Reading Remediation and Improvement	Review and revision of curricular scope and sequence across all Matha and Reading curriculum. Afterschool in-person and virtual tutoring. Data from Edgenuity MyPath K-5 and MyPath 6-12 will be used to measure progress of
Children with Disabilities	Reading Remediation and Improvement	Data from Edgenuity MyPath K-5 and MyPath 6-12 will be used to measure progress of students participating in targeted, small-group or one-

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		on-one after school tutoring.
Children with Disabilities	Other Areas of Learning Loss	Unique Learning Systems (ULS) Goals, Preferences and Skills modules, data to measure student's academic progress as well as a student's progress toward IEP goals.

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	219,064	30%	65,719

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 Mount Carmel Area School District will utilize multiple measures of data sources to identify the social and emotional needs of students including, but not limited to, the Pennsylvania Youth Survey (PAYS) 2021, PA School Climate Survey Data, Universal Student Risk Screening Scale (SRSS), SWIS Behavioral Data collected through SWIS, data collected through the Student Assistance Program (SAP) and Child Study Team (CST). From these data sources, Mount Carmel Area School District will look to focus on emergent themes such as depression,

Scale (SRSS), SWIS Behavioral Data collected through SWIS, data collected through the Student Assistance Program (SAP) and Child Study Team (CST). From these data sources, Mount Carmel Area School District will look to focus on emergent themes such as depression, anxiety, grief, trauma, anger management, truancy, students transferring from out of district placements to identify current needs through universal and targeted screenings as well as

other data.

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
SEL K-5 Online Curriculum & Programming	Children from Low-Income Families	Universal	700
SEL 6-10 Online Curriculum & Programming	Children from Low-Income Families	Universal	800
PBIS- Check-In Check-Out	Children from Low-Income Families	Targeted	50
PBIS - Teacher & Student Mentoring	Children from Low-Income Families	Targeted	25

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
PASS Survey	2 times per year	To identify all students K-12 for potential barriers to learning. After implementing the approrite interventions based on survey results, the survey will again be administered to show improvement in areas such as perceived learning capability, feelings about school and teachers, work ethic, confidence in learning, attitudes about attendance, school and teachers, work ethic, confidence in learning, attitudes about attendance, etc.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PA School Climate Survey	Annually	To identify overall teacher, student and community attitudes and barriers to learning.
PBIS - SRSS Universal Screener	3 times per year	Obtain the necessary screening data, in conjunction with other data collected as part of regular school practices, to identify at-risk students and inform teacher-level interventions to support increased engagement in instruction and decreased engagaement in internal and external behaviors of concern.

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	219,064	10%	21,906

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:

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;	130	Teacher	Imagine Learning - Edgenuity	External Contractor	SEL for Educators online curriculum and PD platform.
e. Self-care and mindfulness strategies for teachers;	130	Teacher	Imagine Learning - Edgenuity	External Contractor	SEL for Educators online curriculum and PD platform.

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
		That staff will feel more comfortable recognizing and responding to the social and emotional needs of students. Supporting adults to practice, model, and implement SEL is a [illegible] emotional needs of students. Supporting adults to practice, model, and implement SEL is a critical foundational step.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Pre and Post Staff Participant surveys	Before and after program participation	Districts provide the resources and framework to do this by ensuring staff are well-versed in SEL research and best practices, and by providing professional learning and a work environment that supports adult SEL, cultural competence, educational equity and collective efficacy.
Post-program staff participant evaluation	Conculsion of SEL Professional Development programming	Ability to prioritize additional, remaining SEL staff professional development needed in the future using measurable indicators based on a Likert Scale.

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%	**Total LEA Allocation**	**Multiply by 8% (.08)**	**for Reading Improvement**
Minimum 8%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Reading Improvement Requirement	219,064	8%	17,525

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?

Multiple measures of data are utilized to determine the need to address learning loss in the area of Reading. Kindergarten readiness screening is conducted for all incoming Kindergarten students to assess early literacy components and reading readiness. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is administered three times per year across grades K,1 and 2. Edgenuity MyPath Diagnostic Assessments in Reading and Math and iReady Reading and Math Diagnostic assessments are administered three times per year across grades K-6. Classroom Diagnostic Tools (CDT's) are administered two to three times per year across grades 3-6. The Mount Carmel Area Junior Senior High School Building (grades 7-12) utilizes a variety of assessment measures to determine the areas of need within the ELA curriculum. In addition to PSSA and Keystone Data, the ELA department administers CDT exams to ELA students three times per year. Each of these assessments, provides detailed standard based data utilized to drive instruction, as well as curriculum modifications. Multiple individualized assessments are incorporated into the existing curriculum. Study Island, Edgenuity, Edulastic, and Common Lit are among the resources utilized within the department in order to identify areas of need and individualize instruction.As expected, the Special Education student group, the economically disadvantaged student group, early literacy students and those students who participated in virtual learning throughout a majority of the 2020-2021 school year were most impacted by the learning loss associated with 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:

A review of iReady Reading data at the conclusion of the 2020-2021 school year indicated students were not making a full year's worth of growth in reading. The iReady data provides scale score ranges for diagnostic assessments that specify the number of growth points

A review of iReady Reading data at the conclusion of the 2020-2021 school year indicated students were not making a full year's worth of growth in reading. The iReady data provides scale score ranges for diagnostic assessments that specify the number of growth points equivalent to one year of growth in reading, one-and-a-half years of growth, two years of growth, etc.

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
LETRS	K-3 Regular and Special Education teachers	26
Heggerty Phonemic Awareness	K-3 Regular and Special Education teachers	26
Wilson Fundations	K-2 Regular and Special Education teachers	21

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
Heggerty Phonemic Awareness	Children from Low-Income Families	425	Heggerty Phonemic Awareness Curriculum was implemented in the 2019-2020 school year and includes daily lessons for the entire school year. Each lesson covers eight phonemic awareness skills, one letter name and letter sound recognition activity and one language awareness
Heggerty Phonemic Awareness	Children from Low-Income Families	425	letter name and letter sound recognition activity and one language awareness activity. Specifically,

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			daily lessons teach literacy skills such as rhyming and onset fluency, isolating final or medial sounds, blending and segmenting sounds, and adding and deleting phonemes.
Wilson Fundations	Children from Low-Income Families	425	Wilson Fundations was implemented in the 2020-2021 school year. This research-based intervention allows teachers to present a carefully structured reading and spelling curriculum using multisensory techniques that target phonological awareness and phonics early literacy skills.
Edgenuity MyPath	Children from Low-Income Families	120	Individualized, online learning path for based on each student's specific skill deficits.
One-on-one and Small Group Remediation	Children from Low-Income Families	100	Title 1 Reading Specialist and Remediation Specialist who maintain on-going progress monitoring data of the students identified for additional
One-on-one and Small Group Remediation	Children from Low-Income Families	100	progress monitoring data of the students identified for additional, individualized

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			instructional services which include one-on-one and small group reading support.

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	3 times per year	K-2 students will have shown larger gains in oral reading fluency (DIBELS ORF), improvement in phonemic awareness and phoneme segmentation, phonological decoding (nonsense words DIBELS NWF) and significant gains in basic reading skills.
iReady Reading Diagnostic Assessments	3 times oer year	All students will show at least one grade-level of growth based on the reading assessment data.
Edgenuity MyPath Student Progress	Based on individual performance and need	Individual Student growth will be measured based on data gathered. Mastery of targeted content will show gains in data reports.

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.

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	219,064	52%	113,913

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
Targeted Skill Remediation	Children from Low-Income Families	60	Students identified as behind pace will receive weekly instruction during the school day. Skill based remediation will take place during High School Activity Period.
One-on-one and Small Group Remediation	Children from Low-Income Families	100	Title 1 Reading Specialist and Remediation Specialist who maintain on-going progress monitoring data of the students identified for additional, individualized instructional services which include one-on-one and small group reading support.
			Individualized, online reading support.
			Individualized, online

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Edgenuity MyPath Instruction & Assessment Data	Children from Low-Income Families	600	learning path for based on each student's specific skill deficits.
Long-term Learning Recovery Plan	Children from Low-Income Families	1,500	MCASD administration, in conjunction with Recovery Learning Committees, has developed a Learning Recovery Plan through the end of the 2023-2024 school year that includes multiple phases and timelines addressing learning loss and recovery in a district-wide, comprehensive nature.
Heggerty Phonemic Awareness Curriculum	Children from Low-Income Families	425	Heggerty Phonemic Awareness Curriculum was implemented in the 2019-2020 school year and includes daily lessons for the entire school year. Each lesson covers eight phonemic awareness skills, one letter name and letter sound recognition activity and one language awareness activity. Specifically, daily lessons teach literacy skills such as rhyming and onset fluency, isolating final literacy skills such as rhyming and onset fluency, isolating final or medial sounds, blending and

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			segmenting sounds, and adding and deleting phonemes.
Wilson Fundations Curriculum	Children from Low-Income Families	425	Wilson Fundations was implemented in the 2020-2021 school year. This research-based intervention allows teachers to present a carefully structured reading and spelling curriculum using multisensory techniques that target phonological awareness and phonics early literacy skills.

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
Curriculum Based Assessments	Quarterly	Students will perform on grade level earning a passing grade of 65 and above
CDT Assessments	3 times per year	Students will show individual growth and mastery of skills remediated
iReady Reading & Math Diagnostic Assessments	3 times per year	All students will show at least one grade-level of growth based on the reading
iReady Reading & Math Diagnostic Assessments	3 times per year	All students will show at least one grade-level of growth based on the reading assessment data.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS	3 times per year	K-2 students will have shown larger gains in oral reading fluency (DIBELS ORF), improvement in phonemic awareness and phoneme segmentation, phonological decoding (nonsense words DIBELS NWF) and significant gains in basic reading skills.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$219,064.00

Allocation

$219,064.00

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)

65,719

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$20,000.00	2 year license SEL online programming K-5.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$24,000.00	2 year license SEL online programming 6-12.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$21,719.00	2 year license for K-12 Student PASS survey to identify all students at-risk of potential barriers to learning. After implementing the approriate interventions based on survey results, the survey will again be administered to show improvement in areas such as perceived learning capability, feelings about school
SERVICES – STUDENTS	Professional and Technical Services	$21,719.00	survey will again be administered to show improvement in areas such as perceived learning capability, feelings about school

Function	Object	Amount	Description
			and teachers, work ethic, confidence in learning, attitudes about attendance, etc.
		$65,719.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$219,064.00

Allocation

$219,064.00

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)

21,906

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$850.00	K-5 Student ESL Program - PD for techers in grades K-5 to administer the SEL programming to students.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$850.00	6-12 Student SEL Program- PD for teachers in grades 6-12 to administer the SEL programming to students.
			2 year annual license for Purpose Prep SEL Platform for teachers. The program equips teachers with practical tools & techniques to make SEL come aliveThe program equips teachers with practical tools & techniques to make SEL come alive and be successful in

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$20,000.00	the classroom. Purpose Prep targets adults and enables them to develop SEL skills that empower them to build strong student relationships, effectively manage the classroom, and improve job satisfaction.
2200 - Staff Support Services	100 - Salaries	$206.00	Professional Development instructional supplies and materials.
		$21,906.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$219,064.00

Allocation

$219,064.00

Budget Over(Under) Allocation

$0.00

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

17,525

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	$17,525.00	65% 2022-2023 and 2023-2024 Benefits for Intervention/Remediation Specialist.
		$17,525.00	

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	219,064	65,719	21,906	17,525	113,914

Learning Loss Expenditures

Budget

$219,064.00

Allocation

$219,064.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$106,862.00	2022-2023 and 2023-2024 Salary for Intervention/Remediation Specialist.
			26% 2022-2023 and . on Specialist.
			26% 2022-2023 and 2023-2024 Benefits

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	$7,052.00	for Intervention/Remediation Specialist.
		$113,914.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$219,064.00

Allocation

$219,064.00

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	$106,862.00	$24,577.00	$0.00	$0.00	$0.00	$0.00	$0.00	$131,439.00
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 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	$65,719.00	$0.00	$0.00	$0.00	$0.00	$65,719.00
2200 Staff Support Services	$206.00	$0.00	$21,700.00	$0.00	$0.00	$0.00	$0.00	$21,906.00
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
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
	$107,068.00	$24,577.00	$87,419.00	$0.00	$0.00	$0.00	$0.00	$219,064.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$219,064.00