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	The Muhlenberg School District has one Behavior Specialist. This person works with all children and their families on social and emotional learning when the needs arise. During the pandemic, the needs have increased for those experiencing poverty, homelessness, trauma situations. The behavior specialist has formed a Threat Assessment Team to communicate with families and students.
Professional Development for Social and Emotional Learning	The Muhlenberg School District has implemented a SEL curriculum in grades K to 12. Teachers share data with administration and guidance counselors on the effectiveness of the curriculum, and this is measured by the number of discipline infractions compared to previous years. Teachers have been given PD on the programs we are using to support SEL. We have also contracted with two outside agencies, the Caron Foundation and Ampersand Integrative Wellness to deliver PD to our staff.
Reading Remediation and Improvement for Students	The Muhlenberg School District through research has decided to implement the Science of Reading. The goal is to build a true MTSS and have students make the transition from learning to read to reading to learn by 3rd grade. Benchmark assessments and progress monitoring tools are used to measure this impact.
Other Learning Loss	The Muhlenberg School District is committed to rebuilding relationships that were broken due to the pandemic. The federal funds we receive are being used to address the whole child. Families receive constant communication from the district to make sure all children have an equitable educational experience. Family Task Force Groups are formed at all buildings to communicate needs from the family perspective.

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 Families	Reading Remediation and Improvement	All children, whether they are in-person or remain virtual will work with a reading specialist. They all will have equal access to technology and physical books. If a child remains virtual, MSD teachers will work with them and their families virtually.
Children with Disabilities	Other Areas of Learning Loss	All children, whether they are in-person or remain virtual will work with a special education teacher. They all will have equal access to technology and physical resources. If a child remains virtual, MSD teachers will work with them and their families virtually.
English Learners	Other Areas of Learning Loss	All identified English Learners, whether they are in-person or remain virtual will work with an ESL Teacher. They all will have equal access to technology and physical materials. If a child remains virtual, MSD teachers will work with them and their families virtually.

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	314,216	30%	94,265

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 Muhlenberg School District unpacks student data keeping the student enrollment date at the forefront. Data such as PSSA, Keystone, WIDA, attendance records, and discipline data are sorted by enrollment date newest to oldest. We have discovered that we are averaging one out of every three to four students who have been in our district for less than 27 months. When we look at academic data we have noticed that 90% of these identified "new" students are below basic/performing below grade level. Forming relationships and making these students feel they are part of the Muhlenberg family is our goal as a district. Teachers are implementing our SEL curriculum to all children, but pay close attention to these new students

that come to us with needs that we do not have historical data to track. The MSD enrollment has increased by 600 students in the last few years. The need to create more positions in nursing and social workers has recently been identified through our growing numbers.

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
Addition of Social Workers	Major Racial and Ethnic Groups	Intensive	4,100
Adidition of a nurse	Children from Low-Income Families	Intensive	900

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
Data tracking through social worker logs	constant monitoring of logs	With adding two social workers to our comprehensive team of Behavioral Specialist, Special Education, Parent and Family Outreach, Home Visitor, and Nursing, we expect to meet the needs of more children.
Nursing log	constant monitoring of logs	We added a nurse to our Intermediate building grades 4 to 6. Before this building had only a nurse assistant. With the increased enrollment the district added another nurse to service this building. We expect to meet the needs of all children in this building in a more expiditios manner.

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	314,216	10%	31,422

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
e. Self-care and mindfulness strategies for	280	Teacher	Caron Foundation	External Contractor	Caron Foundation will present an interactive 3 hour workshop with activities to for your

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
teachers;					classroom on Growth Mindset and Team Building in the Classroom
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	280	Teacher	Ampersand Integrative Wellness	External Contractor	Integrative Wellness Model and How Can It Benefit our Lives: Introduction to the integrative wellness model and how it can benefit both students and teachers. Insight to the wheel of balance and what role does it play in the holistic viewpoint of health?

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
Feedback from PD	After every PD Day that we offer SEL training	We have partnered with two outside providers to deliver SEL PD training over the next three years. We expect our teachers to use these

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		strategies for their overall well-being and that of their students.

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	314,216	8%	25,137

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?

During the 2020-21 school year the Muhlenberg School District remained virtual for three of the four quarters of the year, and then applied a hybrid model for the last quarter. We used a product that translated well with virtual students. Many students did not show up virtually for their reading assessment time, therefore skewing our data. This was particularly evident with our English Learners and those facing impoverished conditions, with several children in the household trying to stay connected at the same time. We collected data, but knew this product was not grounded in the science of reading. In the 2021-22 school year the focus of each

building is that of literacy to address any learning gaps created by 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

Yes

Please explain:

Our biggest areas of concern were our English Learners and students with disabilities that have not shown one year's growth in reading. The data indicated that the balance literacy program we were using was not enough for our at-risk readers.

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
95% Product Training and PASI Screener Training	All teachers in grades K and 1	30
Acadience	All teachers in grades K to 3	50
Heggerty	All teachers in grades K to 2	40
Fundations	Reading Specialists	5
Just Words	Reading Specialist, SpEd, and ESL in grades 4 to 6	15
Wilson Reading Level 1 Certification	Special Ed and Reading Specialist	6

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
MTSS	Major Racial and Ethnic Groups	1,500	ALL student group (which should be a selection in the drop-down) receive an intervention period in grades K to 6. The neediest readers are pulled out for a double dip of reading intervention

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
Acadience Data Tracking	Three Benchmarks per Year: Fall, Winter, and Spring	We expect at least 10% growth of all children from Fall to Spring benchmarks

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

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

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

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	314,216	52%	163,392

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
Reading Across the Disciplines	Major Racial and Ethnic Groups	1,000	The Junior High ALL student group will benefit from the intervention training the teachers are receiving the 21-22 school year. Particular attention will be on those identifying as Hispanic. Our Hispanic subgroup underperform in math and reading, and the junior high is designated as A-TSI as a result. All teachers will use strategies in reading no matter what the content.

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
		We expect our results to

Tool Used to Evaluate Success	Frequency of Use	Expected Results
CDT	Two times a year	improve at least 10% in math and reading for all students as measured by CDT.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$314,216.00
Allocation
$314,216.00

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)

94,265

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$94,265.00	Salaries for the two social workers that will be hired in response to the SEL needs of our children will be supplanted with these funds.
		$94,265.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$314,216.00

Allocation

$314,216.00

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)

31,422

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$31,422.00	Professional Development on SEL delivered to our staff using outside agengies like Caron and Ampersand
		$31,422.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$314,216.00
Allocation

$314,216.00

Budget Over(Under) Allocation

$0.00

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

25,137

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$25,137.00	Hiring Reading Specialist interns through Kutztown University.
		$25,137.00	

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	314,216	94,265	31,422	25,137	163,392

Learning Loss Expenditures

Budget

$314,216.00
Allocation

$314,216.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	$100,000.00	Supplanted nurse salary that was added at CE Cole
1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	$63,392.00	Supplies for reading intervention K to 12

Function	Object	Amount	Description
SECONDARY			
		$163,392.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$314,216.00

Allocation

$314,216.00

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	$94,265.00	$0.00	$25,137.00	$0.00	$0.00	$63,392.00	$0.00	$182,794.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$31,422.00	$0.00	$0.00	$0.00	$0.00	$31,422.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$100,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
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
	$194,265.00	**$0.00**	**$56,559.00**	**$0.00**	**$0.00**	**$63,392.00**	**$0.00**	**$314,216.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$314,216.00**