

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Muhlenberg Junior High School	0827

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Muhlenberg Junior High School	Students in this building were continually monitored throughout the pandemic to ensure equal access to educational opportunities. CDT was used even when students were at home to diagnose academic progress. This data was measured against student attendance to cross-walk to instructional time.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Muhlenberg Junior High School	Student attendance was taken daily by period for every teacher. Students that were chronically absent during virtual learning. Families were contacted and had a meeting with the building administration and the parent outreach coordinator to discuss the impact of chronic absenteeism on academic achievement

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Muhlenberg Junior High School	During the pandemic, we implemented an SEL curriculum. Every student had an SEL lesson incorporated into all classes. Any student displaying signs of concern, the teacher contact the Behavior Specialist and the team to check in with the student.

School Building Name	Method Used to Understand Each Type of Impact

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Muhlenberg Junior High School	The pandemic had a negative impact on student engagement. Students need to be taught how to engage in school again. During the summer of 2021, we offered MSD Summer Style, which was a camp-like setting to focus on building relationships with our students. We had over 1,800 students come to us and engage in activities to get involved, think critically, to focus on their health and well being.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Muhlenberg Junior High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Those students with significant learning disabilities needed more than a virtual education could provide. During the summer we offered ESY and CCS for all our children needing a face-to-face education. Our special education focus this year is to pull-out small groups to focus on each child's needs and goals.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Muhlenberg Junior High School	English learners	Students identified as ELs are being cohorted as much as possible in this building to provide additional support. Most classes have the reg ed teacher and either a reading specialist or ESL teacher.

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Muhlenberg Junior High School	We have begun to track our students that are new to our district. One out of every three students in this building has been at Muhlenberg for less than 27 months. Students that have consistently been at Muhlenberg outperform these students on all standardized assessments. 90% of these students are measuring below basic and below grade level on assessments. First step to address this was to identify these students and track all data by enrollment date. Second step has been to cohort the students and provide additional support in classrooms with reading specialists, ESL teachers, and assistants.

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Muhlenberg Junior High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Muhlenberg Junior High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'

	or ethnic group	income families		Learners	disabilities	homelessness	foster care	students	groups	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Muhlenberg Junior High School	

5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Muhlenberg Junior High School	Since the designation of A-TSI was received at this building a steering committee was formed. This committee was made up of administrations, teachers, counselors, and the parent and family outreach coordinator. The building was also designated Title I and engaged stakeholders through surveys and informational nights as a Title I requirement. The Federal Program Coordinator and the Parent-Family Outreach coordinator formed a sub-committee of parents and families representing our Hispanic population. This is the subgroup underperforming that put us on the A-TSI list. We met with this group

School Building Name	Use of Stakeholder Input
	several times to gain their input regarding our A-TSI plan.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Muhlenberg Junior High School	After all data and feedback were collected regarding the A-TSI designation, the A-TSI Schoolwide plan was created and on public display for 28 days prior to submitting. Prior to receiving any A-TSI money the district made the decision to add two more ESL positions to this building. Both positions are being used as additional support to help our Hispanic learners through push in and pull out models. When the first grant came to support the A-TSI designation, the team determined the best course of action was to supplant the salaries of the additional ESL teachers. The data shows improvement in our areas of need with the additional teachers. This grant will continue to supplant both salaries.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Muhlenberg Junior High School	Staffing	Prior to the pandemic, the Muhlenberg Junior High School was identified as A-TSI for underserving our Hispanic population. The local decision made to address this designation was to hire two additional ESL teachers. These teachers spent the majority of their day pushing in to support the needs of our language deficient learners. The 2020-21 school year we were awarded the A-TSI grant from the state. After meeting with the budget team and the A-TSI

School Building Name	Use of Funds	Plan for Funds
		<p> schoolwide team the decision to supplant these two teachers salaries was made to spend these funds. Receiving this set-aside from ARP for A-TSI, we will continue to supplant these salaries for the 2021-22 school year. These teachers, along with the entire staff at Muhlenberg Junior High School is participating in a full-year professional development series on reading across the curriculum. </p>

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Muhlenberg Junior High School	The Muhlenberg Junior High students all participate in diagnostic testing in math and reading using Classroom Diagnostic Tools. This data is analyzed at the district level and time is given for staff to analyze their classroom data.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Muhlenberg Junior High School	The ESL teachers in this building along with the rest of the district have been given professional development time to diagnose and intervene with our English Learners using Las-Links. All technology has been updated to Windows 10 in order to effectively use LasLinks in preparation for the WIDA Access exam. ESL teachers have begun pulling small groups of language deficient students to progress monitor their growth.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Muhlenberg Junior High School	Two FTE positions were created prior to any federal funding. The funding is used to supplant salaries and professional development for this building could be purchased from local funds.

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Muhlenberg Junior High School	A summer enrichment program ran in the summer of 2021 with much success. More than 1800 or our 4,000 total enrollment participated, which included a large number from this program. December of 2021 will begin our after-school program that will initially target students newly enrolled in our school. Our goal is to create opportunities to form relationships with the teachers as well as encourage students to be involved in our Muhlenberg extra-curricular activities. Families will be surveyed on interest in the program and if transportation is needed to participate. Dinner will be included at the end of the program.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$92,277.00

Allocation

\$92,277.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Muhlenberg Junior High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$92,277.00	Aponte and Avila 21-22 salaries
			\$92,277.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$92,277.00

Allocation

\$92,277.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$92,277.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$92,277.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
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 SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$92,277.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$92,277.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$92,277.00