

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	BASD reviewed the following data to understand the impact of SEL: Code of Conduct/Suspension data, BASD Student Assistance Program (SAP) data, Attendance data, literacy and mathematics data, teacher and parental concerns/observations.
Professional Development for Social and Emotional Learning	BASD reviewed the following data to understand the need for Professional Development for SEL: Behavioral/Suspension referrals, Human Resources data on new teacher employment, BASD Student Assistance Program (SAP) data, and Attendance data
Reading Remediation and Improvement for Students	BASD reviewed the following data to understand the impact of COVID-19 on Reading Remediation and Improvement for Students: Acadience and Lexia Screening and Progress Monitoring data for literacy and/or mathematics, benchmark and local assessments, BASD Student Assistance Program (SAP) data, Attendance data, and teacher and parental concerns/observations.
Other Learning Loss	BASD reviewed the following data to understand the impact of COVID-19 on other Learning Loss: Code of Conduct/Suspension data, BASD Student Assistance Program (SAP) data, Attendance data, literacy and mathematics data, teacher and parental concerns/observations.

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
Major Racial or Ethnic Groups	Social and Emotional Learning	SEL Professional Development for new and existing teachers in Restorative Practices; hire additional social workers to work with students and teachers; hire behavioral coaches to work in classrooms with students and teachers
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Hire Middle School and High School Literacy Coaches to provide professional development on literacy; building principals, the Supervisor of Literacy will have on-going data meetings with building and district level administrators and building principals will have on-going data meetings with staff members

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	178,422,700	30%	53,526,810

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.

BASD used the following data sources to identify social and emotional needs of students:
 BASD code of conduct and SAP referrals, attendance, literacy and math 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
Summer Enrichment Program	Major Racial and Ethnic Groups	Universal	1,126

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
Attendance data	Monthly	increased student attendance/participation each day
BASD Student Assistance Program Data	Monthly & Quarterly	decrease in the number of referrals made to BASD SAP Teams for SEL needs
BASD Code of Conduct	Monthly/Quarterly	decrease in the number of referrals resulting in suspensions/expulsions

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	178,422,700	10%	17,842,270

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	40	Admin	Tracey Hirner	Internal Staff	Aligning The Leader In Me and Restorative Practices with Instruction
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	4	Other	Pinebrook Answers	External Contractor	Social workers will meet with students individually and in small groups to address SEL needs
					Behavior

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;	2	Support Staff	Pinebrook Family Answers	Internal Staff	Coaches observe classroom routines, procedures and interactions and debriefs with faculty on effective ways to engage/interact with students.

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
Attendance Data	Monthly/Quarterly	increased student attendance/participation each day
BASD SAP Data	Monthly	Classroom teachers are knowledgeable in identifying specific SEL of students and can develop measureable action items for SAP Action Plans
Walk-Through/Observations	Weekly/Monthly/Quarterly	common Leader In Me and Restorative Practice language in the building; Leader In Me habits and strategies embedded in the learning process

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	178,422,700	8%	14,273,816

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?

Acadience Screening and Progress Monitoring data was used at the elementary level to determine the need to address learning loss in the area of reading. Lexia and Study Sync is used at the Middle and High School levels to determine students needs. Due to the impacts of COVID-19 over 50% of students did not meet or exceed the benchmark in reading.

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:

The Bethlehem Area School District (BASD) has 22 schools: 16 elementary schools, 4 middle

schools and 2 high schools. Future Ready PA Index indicates that 15 schools met or exceeded a year's worth of growth in ELA on the 2018-2019 PSSAs, and 12 schools met or exceeded a years worth of growth in Mathematics. This is the last PVAAS data recorded since the COVID-19 Pandemic. Local assessments indicate the pandemic impacted student growth. Over 40% of students did not meet the local screening and progress monitoring data in literacy.

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
Science of Teaching Reading	K-3 Regular Ed, ESL and Special Education	220
Science of Teaching Reading	Grade 6 Regular Ed, ESL and Special Ed	150
High School Literacy Coaching and Study Sync Training	High School Regular Ed, ESL and Special Ed	60

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
Small Group/1:1 Instruction	Major Racial and Ethnic Groups		Classroom teachers use progress monitoring and formative data to provide additional tiers of explicit instruction beyond Tier 1

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 Screening and Progress Monitoring	Weekly/Bi-Weekly/Monthly	Student growth in elementary student literacy and closing achievement gaps
Lexia Screening Assessment	Weekly/Bi-Weekly/Monthly	Student growth in middle school student literacy and closing achievement gaps
Study Sync and Local Assessments	Weekly/Bi-Weekly/Monthly	Student growth in high school student literacy and closing achievement gaps

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
52% Other Learning Loss Activities	178,422,700	52%	92,779,804

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Tutoring	Major Racial and Ethnic Groups	75	Students who are at-risk are assigned to tutorings during the day or after-school to receive additional support and instruction in literacy

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
Acadience Screening and Progress Monitoring	Weekly/Bi-Weekly/Monthly	Student growth in elementary student literacy and closing achievement gaps
Lexia Screening Assessment	Weekly/Bi-Weekly/Monthly	Student growth in middle school student literacy and closing achievement gaps
Study Sync and Local Assessments	Weekly/Bi-Weekly/Monthly	Student growth in high school student literacy and closing achievement gaps

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$1,784,227.00

Allocation

\$1,784,227.00

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)

563,875

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$188,000.00	Additional Social Workers
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$237,156.00	SEL Supervisor and Staff Salaries
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$96,397.00	SEL Supervisor and Staff Benefits
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$42,322.00	Restorative Practices Training
		\$563,875.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$1,784,227.00

Allocation

\$1,784,227.00

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)

317,426

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$188,000.00	Additional Social Workers
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$87,104.00	Restorative Practices Professional Development
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$42,322.00	Restorative Practices Training
		\$317,426.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$1,784,227.00

Allocation

\$1,784,227.00

Budget Over(Under) Allocation

\$0.00

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

284,829

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$123,899.00	Salary for HS Literacy Coach/Study Sync 2.0 LTS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$151,920.00	Benefits for HS Literacy Coach/Study Sync 2.0 LTS
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,010.00	Literacy Coach & Study Sync Supplies
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,000.00	Literacy & Study Sync Training
		\$284,829.00	

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	1,784,227	563,875	317,426	284,829	618,097

Learning Loss Expenditures

Budget

\$1,784,227.00

Allocation

\$1,784,227.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$322,921.00	2021 Summer School Salaries
1400 - Other Instructional Programs – Elementary /	200 - Benefits	\$141,636.00	2021 Summer School Benefits

Function	Object	Amount	Description
Secondary			
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$5,331.00	2021 Summer School Supplies
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$52,156.00	2 LTS' for After-School Tutoring
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$96,053.00	Benefits for 2 LTS - After-School Tutoring
		\$618,097.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$1,784,227.00

Allocation

\$1,784,227.00

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	\$123,899.00	\$151,920.00	\$0.00	\$0.00	\$0.00	\$3,010.00	\$0.00	\$278,829.00
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	\$375,077.00	\$237,689.00	\$0.00	\$0.00	\$0.00	\$5,331.00	\$0.00	\$618,097.00
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	\$237,156.00	\$96,397.00	\$376,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$709,553.00
2200 Staff Support Services	\$0.00	\$0.00	\$177,748.00	\$0.00	\$0.00	\$0.00	\$0.00	\$177,748.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$736,132.00	\$486,006.00	\$553,748.00	\$0.00	\$0.00	\$8,341.00	\$0.00	\$1,784,227.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,784,227.00