

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	Student survey measuring engagement and belonging (Fall, Spring); Voluntary participation in free family therapy, number of suspensions
Professional Development for Social and Emotional Learning	Student survey measuring engagement and belonging (Fall, Spring), Staff Survey (following PD sessions and midyear)
Reading Remediation and Improvement for Students	Local Assessment: Star Benchmarks, Keystone State Exams, IPG walkthrough tool
Other Learning Loss	Local Assessment: Star Benchmarks, Keystone State Exams

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 with Disabilities	Reading Remediation and Improvement	Keystone test results Star Benchmark results Student surveys Teacher Observations
Gender	Reading Remediation and Improvement	Keystone test results Star Benchmark results Student surveys Teacher Observations

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts

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	392,760	30%	117,828

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.

Freire Charter School utilizes data from standardized tests, including Pennsylvania's Keystone exams, and Star Benchmark tests, to identify areas of strength and concerns in terms of academic achievement and growth. In addition, students are evaluated through in class work and tests by highly trained teachers. In addition, we also survey students. This is done for a few reasons including measuring student engagement, school climate, sense of belonging, safety, and post secondary plans. Most importantly, these surveys allow students to share their perspective and have a voice in their education.

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
Teachwe ELA Training	Gender	Targeted	450
RTI	Children with Disabilities	Targeted	250

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student survey	Fall and Spring	Students respond with an increase in self reported engagement and belonging
Staff Survey	Winter	Staff feel better prepared to address and support student needs
Student Therapy Tracker	Continuous	Increase of students participating in therapy

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	392,760	10%	39,276

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;	90	Teacher	Director of Emotional Supports	Internal Staff	Professional Development training designed to support and prepare teachers for the year ahead - focusing on trauma awareness and support
a. Social emotional learning and support for students that have suffered trauma during	130	Other	Rethinc	External Contractor	Bi-monthly training for the entire staff diversity and inclusion training with an

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
the COVID-19 pandemic;					education lens
b. Identifying signs of possible mental health issues and providing culturally relevant support;	90	Teacher	Emotional Supports Staff	Internal Staff	Targeted professional development designed and presented by the emotional supports staff to support teachers in identifying and responding to possible mental health issues

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Staff surveys	Regularly at the conclusion of PD and midway through the year	Teachers feel supported and prepared to address student SEL needs in the classroom
Tracking disciplinary trends	Continuous	Fewer suspensions
Tracking percent and regularity of students visiting emotional supports therapists	Continuous	An increase of voluntary visits by 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	392,760	8%	31,421

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?

One measure of the impact of the pandemic on our students is our local assessment, the Star benchmark. A specific group with identified need is students with IEPs. When comparing the first benchmark in the fall of 2020 to the third benchmark in the spring of 2021, the average score for students without IEPs grew in math and reading at the high school level, and grew in math at the middle school level. For students with IEPs, the average score fell in math and reading fell at both the high school and middle school level. Another group with need is boys. While the average score for girls grew or stayed constant in reading at the high school and middle school level, for boys, the average score fell for boys in both middle and high school level (25 points drop in reading in high school and 24 points in middle school). As a result, we have begun a new ELA curriculum in the 2021-2022 school year.

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:

Although we haven't been able to get PVAAS data since prior to the pandemic, our most at-risk students, including those chronically absent during the pandemic, lost ground in reading as measured by our benchmark test.

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
Orton-Gillingham	5-8	1
ReadNaturally	9-12	10
Learning Ally	9-12	10
IXL	9-12	10

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
			FCS is making drastic changes to address literacy challenges and learning loss by adopting a new highly rated ELA curriculum, Engage NY. The foundation of this curriculum is the use of grade-level

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
New Curriculum, EngageNY	Gender	450	<p>appropriate texts along with increased support as students productively struggle with that text. Research shows that students who are taught using below-grade level materials within a remediation framework are unable to catch up. This curriculum is better aligned with our strategy of accelerated learning. This intervention requires intense professional learning for our teachers, which is supported by PD that is embedded into a Professional Learning Community structure.</p>

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
Instructional Practice Guide	Monthly	100% of teachers will use grade level appropriate texts
Star Benchmark tests	3 times a year	Incremental, but steady increase of test scores
State Keystone Tests	Yearly	Incremental, but steady increase of test scores

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		52%	0

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
New math curriculum, Illustrative Mathematics	Gender	450	FCS began using the highly rated Illustrative Math curriculum in the 2019-2020 school year. Due to the pandemic, the 2021-22 school year will be the first full year of in person class that the curriculum will be used.
After school homework support centers	Children with Disabilities	250	Now that students have returned to the building full time there are targeted after school homework centers for general

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			homework, a literacy center, math center, and science center.

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
Star Benchmark Tests	3 times a year	Incremental, but steady increase of test scores
State Keystone Tests	Yearly	Incremental, but steady increase of test scores

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$392,760.00

Allocation

\$392,760.00

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)

117,828

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$50,000.00	Salary for Middle School Associate Director of Emotional Supports
1000 - Instruction	200 - Benefits	\$3,823.00	7.65% of Payroll Taxes for Middle School Associate Director of Emotional Supports
1000 - Instruction	200 - Benefits	\$2,500.00	5% towards Retirement for Middle School Associate Director of Emotional Supports
1000 - Instruction	100 - Salaries	\$31,000.00	50% of Salary for High School Director of Emotional Supports
1000 - Instruction	100 - Salaries	\$40,000.00	100% of Salary for High School Lead

Function	Object	Amount	Description
			Clinician
1000 - Instruction	200 - Benefits	\$5,432.00	7.65% of Payroll Taxes for High School Associate Director of Emotional Supports and High School Lead Clinician
1000 - Instruction	200 - Benefits	\$3,550.00	5% towards Retirement for High School Associate Director of Emotional Supports and Lead Clinician
		\$136,305.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$392,760.00

Allocation

\$392,760.00

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)

39,276

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$52,298.00	Rethinc trainging for high school staff
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$52,500.00	Rethinc trainging for middle school staff
		\$104,798.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$392,760.00

Allocation

\$392,760.00

Budget Over(Under) Allocation

\$0.00

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

31,421

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$17,550.00	9th Grade Support Center Stipends
1000 - Instruction	100 - Salaries	\$20,125.00	Stipends for Middle School Writing Support Center
1000 - Instruction	200 - Benefits	\$1,343.00	7.65% of Payroll Taxes for 9th Grade Support Center Staff
1000 - Instruction	200 - Benefits	\$1,540.00	7.65% of Payroll Taxes for Middle School Reading Support Center
1000 - Instruction	200 - Benefits	\$878.00	5% of Retirement for 9th Grade Support Center Staff
			5% of Retirement for

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$1,006.00	Middle School Reading Support Center Staff
		\$42,442.00	

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	392,760	117,828	39,276	31,421	204,235

Learning Loss Expenditures

Budget

\$392,760.00

Allocation

\$392,760.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$12,600.00	Stipends for High School Science Center
1000 - Instruction	100 - Salaries	\$22,050.00	Stipends for High School Math Center

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$20,125.00	Stipends for Middle School Math Center
1000 - Instruction	100 - Salaries	\$22,050.00	Stipends for High School Writing Center
1000 - Instruction	100 - Salaries	\$20,125.00	Stipends for Middle School Writing Center
1000 - Instruction	200 - Benefits	\$4,338.00	7.65% of Payroll Taxes for High School, Science, Math, and Writing Center Staff
1000 - Instruction	200 - Benefits	\$3,079.00	7.65% Payroll Taxes for Middle School Math and Writing Center Staff
1000 - Instruction	200 - Benefits	\$2,835.00	5% of Retirement for High School, Science, Math, and Writing Center Staff
1000 - Instruction	200 - Benefits	\$2,013.00	5% Retirement for Middle School Math and Writing Center Staff
		\$109,215.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$392,760.00

Allocation

\$392,760.00

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	\$255,625.00	\$32,337.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$287,962.00
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								

	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	\$104,798.00	\$0.00	\$0.00	\$0.00	\$0.00	\$104,798.00
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
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
	\$255,625.00	\$32,337.00	\$104,798.00	\$0.00	\$0.00	\$0.00	\$0.00	\$392,760.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$392,760.00