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
William Penn Senior High School	4647

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
William Penn Senior High School	- Credit recovery -Progress monitoring at marking period midpoints-After school tutoring-CDTs-Keystones

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
William Penn Senior High School	-Attendance Works biweekly data- Scholar Chip - plan to use to monitor and track attendance- Early warning system in Sapphire - identifies students about to be considered chronic attendees

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
William Penn Senior High School	- MTSS Specialists-Positive Action SEL Curriculum-Social Workers

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
William Penn Senior High School	- Educator Effectiveness- Classroom Walkthroughs-Teacher Evaluations-Participation Rates for Activities

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
William Penn Senior High School	

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
William Penn Senior High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	-Progress monitoring at marking period midpoints-CDTs-Keystones- MTSS specialists-Attendance Works biweekly data
	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	-Progress monitoring at marking period midpoints-CDTs-Keystones- MTSS specialists-Attendance Works biweekly data

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
William Penn Senior High School	CDT Subtests - Only using assessment sections that matched what was taught

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:
William Penn Senior High School	☑	☐	☐	☐	☐	

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'
William Penn Senior High School	☑	☑	☑	☑	☑	☑	☑	☑	☐	

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 desginated 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
William Penn Senior High School	The School District of the City of York engaged multiple stakeholder groups through a Listen and Learn session on September 20, 2021. All district Listen and Learn sessions were advertised through in-district communications (emails and announcements), during school Board meetings, as well as on the district website. These Listen and Learn sessions addressed both ESSER II updates as well as the planning for ESSER III (American Rescue Plan) and the planning for ARP ESSER A-TSI. During these Listen and Learn sessions, the Superintendent of Schools, along with other administrative staff, presented the current proposed expenditures for ESSER III and ARP ESSER A-TSI. Additionally, the Superintendent of Schools engaged stakeholders in discussions around their view of the proposal as well as additional suggestions of expenditures. Stakeholder groups were also afforded an opportunity to ask any clarifying questions they had with regard to any of the grants.

5. Use of Stakeholder Input

Describe how the A-TSI desginated 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
William Penn Senior High School	In addition to the Listen and Learn Session held on September 20, 2021, the administrative team at WIlliam Penn High School conducted a meeting with their building staff to discuss the plan. The principal of William Penn also presented the plan to district administrative staff on 9/21/21.

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
William Penn Senior High School	Upon approval of the ARP ESSER A-TSI grant application from PDE, the William Penn administrative team will work with the Superintendent of Schools to share the plan for the use of ESSER A-TSI funds with all stakeholder groups as well as to publish the plan on the district website. The plan will be posted in multiple languages and alternate formats will be provided upon request.

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
William Penn Senior High School	Continuity of Services	All funds will be spent on the extended credit recovery program. This program will assist students in graduating on time by providing another opportunity for them to recover credits that were not obtained due to lost instructional time.

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)
William Penn Senior High School	Data collection and analysis focused on the impact of lost instructional time during the COVID-19 pandemic and its impact on student learning will consist of the following: • Comparison of longitudinal assessment data over the past three years inclusive of Acadience, Classroom Diagnostic Tools (CDT), WIDA ACCESS, and PSSA/Keystone data. • Initial diagnostic data from the 21-22 school year that results from the IXL and CDT diagnostic assessments in both math and ELA. Each of these data sources can be disaggregated by building, grade, and a variety of demographic groups to include ethnicity, students with IEPs, and students receiving ML/EL services. Chronic attendance data will also be utilized to target and monitor students within various risk groups to ensure that we are providing supports that optimize student attendance and support the receipt of consistent instruction. Data sources will be monitored at least quarterly and enable district and school leadership to make informed decisions related to student instruction and supports.

Opportunity to learn measures (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)
William Penn Senior High School	Administrators are receiving professional development on ISTE Standards for Education Leaders during monthly administrator meetings and will be engaged in work using them throughout the year. All students will have access to a device and will have access to home internet resources via Hot Spots and Comcast Internet Essentials. York City School District continues to offer Cyber programming as an option for K-12 students. York City School District leaders have surveyed families every quarter to help determine the preferred mode of instruction, even this past summer which helped to support the continued cyber programming. The Instructional Core Team is assessing the use of technology and student engagement the SAMR technology integration model.

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)
William Penn Senior High School	The York City School District Human Resources department maintains records of all staff including their date of hire. Additionally, the business office and Federal Programs office will maintain a list of all jobs created and retained through ARP (ESSER III). Staff whose jobs were created or retained through this grant will also follow the time and effort documentation process for each year of the grant.

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)
William Penn Senior High School	Daily attendance is tracked for both our summer SLAM program and credit recovery courses for WP students.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$148,308.00

Allocation

$148,308.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
William Penn Senior High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$133,508.00	Extended Credit Recovery Program Staff Salaries
William Penn Senior High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$14,800.00	Extended Credit Recovery Program Staff Benefits
			$148,308.00	