

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link PSAYDN.org](https://www.psaydn.org/)).

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 \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to 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, 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 programming, 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

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

1. The Rising Kindergarten Summer Program will be open to students who have completed the district Pre K Counts program and are transitioning into kindergarten in the fall of the upcoming school year. The district has 16 Pre-K Counts classrooms located in their buildings. The program serves 301 students living below the Federal Poverty Level.

2. Based on historical data from William Penn Senior High school the district will be using the indicators of attendance, behavior, and course completion for the Freshman Summer Academy. Data has indicated that the 9th grade program is not graduating a 4-year cohort at a rate of at least 50%. The goal is to target incoming 9th grade students in order to increase the cohort on time graduation rate, increase the 9th grade promotion rate, decrease discipline incidents, and lower the chronic absenteeism rate. The goal is to ensure the successful transition of each 9th grade student by providing a safe learning environment, promoting a passion for learning, fostering academic proficiency, and enhancing emotional and social maturity.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low- Income Families	Academic Growth	120	<p>Since the focus of the Rising Kindergarten Summer Program is academic growth, teachers will use data from the Letter Naming and Phonological Awareness subtests of the End of Year Pre K PELI (Preschool Early Literacy Indicators) assessment as the baseline of student knowledge. At the end of the summer program, the teacher will administer to students the beginning of the year Acadience Kindergarten Assessment that also tests student knowledge of Letter Naming and First Sound Fluency. This will measure student growth in the two critical kindergarten readiness areas of alphabet knowledge and phonological awareness.</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	200	<p>Freshman Academy - Student Attendance - Incoming 9th grade student attendance will be audited. Students who have demonstrated chronic absenteeism will be targeted to create attendance goals. Check-&-Connect mentors will monitor targeted student attendance. Check-&-Connect mentors will meet with targeted students regarding their attendance goals and ensure students remain on track to prevent chronic absenteeism. Decreasing the amount of discipline infractions associated with attendance and behavior.</p>
			<p>Freshman Academy - Academics - IXL diagnostic data will be used for English and Math. Teachers will meet with the targeted cohort students to review their progress in English 9 and Mathematics. School counselors will meet with cohort participants quarterly to ensure students remain on track for promotion. We will provide a prerequisite summer course to prepare students for AP coursework (AVID).</p>

3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

1. Evidence-based resources that will be used during the Rising Kindergarten summer program include the End of Year PELI (Preschool Early Literacy Indicators) assessment as well as the Beginning of Year Acadience Kindergarten Assessment. Teachers will use the lesson plans developed for the Pre-K/K summer Program that was held in 2021. These plans are based on the Pennsylvania Early Learning Standards with a focus on the Science of Reading Evidence-based practices. The lesson plans were developed by a district literacy coach in collaboration with the Pre-K Principal. Lessons revolve around a daily theme focused on early literacy and early math skills. The lessons are developmentally appropriate for students and involve a variety of hands-on materials for students to use. Students will have activities and materials to take home with them that reinforce the skills and concepts taught.

2. For the Freshman Summer Academy, IXL will be used to measure and support student growth. IXL is a virtual learning platform that is aligned to PA Core standards and York City School District Curriculum. It provides a real-time diagnostic assessment that creates a personalized learning path for each student. This is provided in the academic areas of English/reading and mathematics. Advancement Via Individualized Determination (AVID) will also be used as a resource. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID is an "untracking" program designed to help underachieving students with high academic potential prepare for college and career readiness. AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. AVID will be a resource used to build students' capacity for learning, such as developing note taking techniques, organizational skills, and study skills, to facilitate a successful transition into high school, and to increase 9th grade promotion rate to 10th grade on time as measured by their academic achievement. Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

4. Describe the staff that will provide the summer school program (i.e. internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
16	Internal Provider	Staff who will provide instruction during the Rising Kindergarten Summer Program will consist of the current Pre-K staff. Every classroom will be staffed by a Lead Teacher and an Assistant Teacher.
30	Internal Provider	Freshman Summer Academy Staff - English, Math, Science, ELL, and Special Ed teachers, Bilingual office aide, Bilingual teacher aide, Family Student Support Liaison, counselor, and AVID Coordinator



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance in the Rising Kindergarten Program	Daily	The first way we will measure the success of the program will be by tracking student attendance each day. If students attend the program 11 out of the 12 days, they will receive a certificate for attending.
Acadience Assessment	Pre and Post Assessment	Success in the Rising Kindergarten Program will also be measured using the results of the Beginning of the Year Kindergarten Acadience assessment. If 80% of the students who participate in the Rising Kindergarten Summer Program meet the benchmark on Letter naming and First Sound Fluency, then they will not need interventions when they enter kindergarten. This will demonstrate the program provided students with a firm base of early literacy skills before starting kindergarten.
Freshman Academy - Student Attendance - Check & Connect	Weekly	90% student attendance
Freshman Academy - Student Academics - IXL	Daily	At least 80% proficiency on identified learning standards in English and Mathematics
Freshman Academy - AVID	Daily	Increased student learning in the areas of: Writing, Inquiry, Collaboration, Organization and Reading.
Freshman Academy - Social Emotional Wellness – Character Counts	Daily	30% decrease in disciplinary infractions by the end of the 2022-2023 school year and stronger student-teacher relationships.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Freshman Academy - Parental Involvement - Epstein's Framework of Six Types of Involvement	Twice a Month	40% increase in parental satisfaction, perception, and involvement in student transition to high school.

6. How will the LEA engage families in the summer school program?

1. Families will be engaged in the Rising Kindergarten summer school program in a variety of ways. Students will be given a book to take home each day of the program. The book will correspond to the interactive read-aloud that will be read that day. Students will be given a list of activities that the family can do together to reinforce the learning taking place in the classroom. Students will also take home a small bag of supplies and materials that can be used at home throughout the summer to work on the skills they have learned.

2. For the Freshman Summer Academy program, the district will leverage Epstein's Framework of Six Types of Involvement to support and engage families. The Family Student Support Liaison will specifically utilize this framework to engage all parents/families of incoming 9th graders to ensure their success in the program. The Framework includes: Parenting: Help all families establish home environments to support children as students. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Volunteering: Recruit and organize parent help and support. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Decision-making: Include families as participants in school decisions and develop parent leaders and representatives. Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$388,308.00

Allocation

\$388,308.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$86,502.00	Salaries for Rising Kindergarten Program staff
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$24,000.00	Rising Kindergarten Program - books, art supplies, student instructional supplies to be sent home
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$204,000.00	Salaries for Freshman Academy Program Staff
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$51,006.00	Benefits for Freshman Academy Program Staff
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$15,000.00	Freshman Academy Program - Books, Notebooks, AVID, Teacher Training Materials

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$7,800.00	Freshman Academy Program - Student Incentives, awards, certificates, PBIS
		\$388,308.00	