

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](#)).

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

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](#).

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.

Overall, students at ICS are proficient or above in reading and math however we have recognized a disparity in learning and achievement which has been further exacerbated by the COVID-19 pandemic. With an economically disadvantaged population of over 54%, an English

language learner population of 5.8% and a special education population of more than 17%, ICS is acutely aware of the toll the pandemic has taken on these specific student groups. While over half of ICS's kindergarten through grade 8 students can be classified as "at risk," the summer program will target 140 children or approximately 1/3 of the neediest learners for participation in after school program. ICS assess learning loss due to COVID-19 through a series of curriculum based assessments that determine exactly which skills each student has or has not acquired, and what skills and content need to be (re)taught. Independence Charter School (ICS) utilizes both quantitative and qualitative data to assess and address student learning gaps resulting from disruptions in educational services due to COVID-19. ICS will use data from the Developmental Reading Assessment (DRA - English) and/or the Evaluación del Desarrollo de la Lectura (EDL -Spanish) to assess the reading progress of students in grades K-3. ICS also uses Renaissance STAR 360 as its benchmarking tool for interim and formative assessment to keep track of proficiency and progress in Reading and Math for all students in grades K-8. Results of the assessment are used to inform whole class and small group instruction, interventions provided by classroom teachers, and Reading/Math specialists, and for referrals to the Multi-Tiered System of Supports (MTSS), a modified version of Response to Intervention. Using a multi-tiered approach, students with academic, behavioral, and other challenges are identified early through formal and informal screeners. Data from the aforementioned is used to determine participation in the summer program for all student groups.

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
Major Racial and Ethnic Groups	Academic Growth	100	Pre-program assessment (baseline), Mid-program assessment, End-of-Program assessment

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

Mitigating learning loss as a result of the COVID-19 pandemic is of paramount concern in the hearts and minds of ICS’s Board of Trustees, staff and community at large. ICS’s summer program has traditionally been designed to focus generally on all students in need of academic support. However, in response to the pandemic ICS recognizes the need to increase the number of students targeted for specific support participating in the summer program. The ESSER ARP Set-aside funding would allow ICS to hire additional teachers to increase the number of seats available its summer programming to provide targeted support to students. ICS believes that it can close mitigate learning loss through a summer program that compliments the school day by reinforcing the skills and competencies students need to achieve academic and personal success. The summer program will incorporate both skill building activities and experiential learning will be available to K through grade 8 students onsite at ICS with specialized academic experiences. The educational objective is two-fold: 1) to increase each student’s standards-based knowledge and skills in the areas of reading and math, and 2) to facilitate the student’s use of these skills to access high-interest community learning opportunities.

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
5	Internal Provider	Summer Program Teacher



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
Pre-program Assessment	Once	Establish baseline data
Mid-program Assessment	Once	Improvement over baseline data in the corresponding content area
End-of-program Assessment	Once	Improvement over mid-term data in the corresponding content area

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

ICS recognizes that parent involvement and participation is necessary to improve academic outcomes for students and to do so requires creating continuity between the home and school. Our parent involvement outreach begins at our initial information and orientation sessions. Parents are acquainted with the foundations of the program: its funding source and intent, the goals and objectives, the policies and procedures, and opportunities for involvement. ICS will offer workshops that equip parents with the tools and tips necessary to

more fully support their child academically. Examples of workshops include homework assistance in specific grade bands and content areas, digital literacy, and web-based educational resources.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$63,278.00
Allocation
 \$63,278.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$52,500.00	Summer School Stipends
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$10,778.00	Summer School Stipends Fringe Benefits
		\$63,278.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$63,278.00
Allocation
\$63,278.00

Budget Over(Under) Allocation
\$0.00

Budget Summary

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	\$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	\$52,500.00	\$10,778.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,278.00
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	\$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
Services								
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
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

	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
	\$52,500.00	\$10,778.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,278.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$63,278.00