

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
Academy Park High School	6516

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
Academy Park High School	Academy Park will assess the academic impact of COVID through the use of local and state assessments. The local assessments will be Benchmark assessments which will be compared to pre-COVID level on previous Benchmark assessments. The state Keystone assessments will also be compared pre and post COVID to gauge the level of impact COVID and the accompanying school closure had on the academic performance of students.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Academy Park High School	Academy Park already has an attendance system in place through its PowerSchool Student Information System. This system not only tracks the attendance of each individual student, it provides an Early Warning System for students who reach pre-determined thresholds of attendance, signifying they are in danger of becoming chronically absent from school as defined by the state.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact

School Building Name	Method Used to Understand Each Type of Impact
Academy Park High School	Academy Park also utilizes its SIS to track anti-social behavior, often an indicator of being at-risk socially and/or emotionally. The high school can cite data pre and post COVID to assess the impact of individual students, groups of students, grade levels, and the school as a whole. The high school will also be implementing a student mentoring program for the upcoming school year.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Academy Park High School	Classroom walkthroughs, aided by the iObservation web-based system, will be analyzed to assess student engagement. Building and district administration will conduct walkthroughs using Danielson's Domain 3, which measure student engagement.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact

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
Academy Park High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act	A systemic approach to progress monitoring will be implemented to identify and assess the impact of COVID on students with IEPs. Once the progress monitoring data is analyzed, specific

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	[IDEA])	interventions will be put in place for targeted students.
Academy Park High School	Students from low-income families	The large majority of Academy Park students come from low-income families. These families struggled with accessing curriculum during the 18 month COVID closure. We will be using our Benchmarking system to assess all students and identify those most affected.

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
Academy Park High School	The assessment strategy that has been most effective for Academy Park High School students is the district's benchmarking system. Through this system, we are able to screen students to identify instructional needs and make adjustments to either instruction practices or student intervention in a timely manner.

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:
Academy Park High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
----------------------	--	---------------------	--------------------	-----------------------------	--------------	-----------------------------

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'
Academy Park High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #2 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:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 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'
----------------------	---	-----------------------------------	--------	------------------	----------------------------	------------------------------------	-----------------------------------	------------------	----------------------	--

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. **Impacts that Strategy #3 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:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. **Student group(s) that Strategy #3 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'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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 designated 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
Academy Park High School	The district is in the midst of its Comprehensive Plan and has had several instances of stakeholder engagement. We have had multiple surveys to all stakeholder groups to ascertain the needs of the community. We have also held several meetings, with parents, students, union leadership, and community officials, to seek input on the direction the district should take post-COVID.

5. Use of Stakeholder Input

Describe how the A-TSI designated 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
Academy Park High School	Through our strategic planning process, public input has been consistent with our plans for Academy Park High School. These plans include increasing student attendance and achievement for all enrolled high school students. These elements have been built into the ATSI plan for Academy Park and into the

School Building Name	Use of Stakeholder Input
	Comprehensive Plan for the district.

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
Academy Park High School	The district utilizes a system of meetings to create public access for these documents. They include two Board meetings (one work session and one voting meeting), as well as a Parent Student Advisory Committee meeting for in-person discussion. For stakeholders that cannot make an in-person meeting, a website posting coupled with a global all-call goes out to all members of the district. Finally, stakeholders can email the School Board or call school officials to contribute to the process.

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
Academy Park High School	Staffing	APHS plans to add one additional attendance clerk to more readily identify attendance issues and implement interventions to improve individual attendance in all students in danger of becoming chronically absent.
Academy Park High School	Mitigation Strategies	APHS will utilize funds to implement a systemic progress monitoring system for all Special Education students in grades 9-12.
		APHS will contract will the

School Building Name	Use of Funds	Plan for Funds
Academy Park High School	Access to Instruction	Delaware County Intermediate Unit to revise its current assessment system to align with district needs and priorities.
Academy Park High School	Other	APHS, through its PBIS program, will offer positive behavior support incentives for students who show quarterly improvement in attendance.
Academy Park High School	Mitigation Strategies	APHS will expand its Restorative Practices implementation by adding behavioral interventions when students exhibit anti-social behavior
Academy Park High School	Access to Instruction	APHS is targeting the delivery of Algebra as it relates to its ATSI plan. Student achievement is not at an acceptable level.
Academy Park High School	Mitigation Strategies	APHS will implement a staff mentoring system for identified students.

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)
Academy Park High School	Student learning data will be collected through our benchmarking system, as well as the collection of PSSA and Keystone performance files since these exams are what is used to help determine ATSI status. The data will be analyzed in PLCs and district administrator meetings throughout the 2022-2023 school year.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Academy Park High School	The collection of student engagement data will be collected through iObservation. This walkthrough system allows us administration to observe teacher and student practices in each of the 4 Danielson domains. The focus will be on domains 2 and 3 (the on-stage/engagement domains) and analyzed through the system's reporting features by school and district administration.

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)
----------------------	---

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Academy Park High School	One FTE will be created thorough the use of these funds. This will be tracked through our Human Resources database.

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)
Academy Park High School	The only program being added with these funds is the student mentoring program. The data collection will be handled through our student information system and analyzed by the staff mentors, buidling administration, and Assistant Superintendent's office.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$137,379.00

Allocation

\$137,379.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Academy Park High School	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$20,000.00	Progress Monitoring system for Special Education students
Academy Park High School	1000 - Instruction	300 - Purchased Professional and Technical Services	\$20,000.00	Contract with DCIU to revise high school system of assessment
Academy Park High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$21,744.00	APHS will implement the ALEKS system for Algebra I readiness and instructional skills, including intervention when needed.
			\$61,744.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$137,379.00

Allocation

\$137,379.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Academy Park High School	2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$40,000.00	Salary for an attendance clerk at APHS
Academy Park High School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,000.00	PBIS incentives for attendance improvements
Academy Park High School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$15,000.00	Restorative practices behavioral interventions
Academy Park High School	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$10,635.00	Professional development to implement a student mentoring program for high school students
			\$75,635.00	

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	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$21,744.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,744.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
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 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	\$10,635.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$35,635.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00

	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
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
	\$40,000.00	\$0.00	\$72,379.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$137,379.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$137,379.00

