

**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.

<b>School Building Name</b>	<b>4 Digit Building Number</b>
Reading High School	8116

## 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
Reading High School	Reading High School measures academic impact of lost instructional time through the analysis of student achievement data in the Future Ready Index in Science, English Language Arts, and Math and as seen on the Keystone indicators for proficiency in Literature, Biology, and Algebra.

**Chronic Absenteeism**

School Building Name	Methods Used to Understand Each Type of Impact
Reading High School	The High School measures the impact of Chronic Absenteeism by comparing attendance rates from 2018-19 school year to seusequent yeart through the 2020-21 and ongoing.

**Social-emotional Well-being**

School Building Name	Method Used to Understand Each Type of Impact
Reading High School	Mental Health Screening surveys with various grade bands of students has been used to refer students to mental health agencies. The High School tracks the number of referrals to SAP, school-based out-patient agencies, school health annual reimbursement report, school nurses, social workers and guidance counselors.

### Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Reading High School	RHS will measure student engagement through the analysis of class cut data, discipline data and participation in extra curricular activities.

### Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Reading High School	PA Youth Survey (PAYS) is a survey that will include students at RHS in grades 10 and 12 to learn about their behavior, attitude and knowledge concerning alcohol, tobacco, drugs and violence.

### 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
Reading High School	English learners	Disaggregate EL data from achievement data, attendance data and compare with various years.
Reading High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Disaggregate achievement data, attendance data, Special Education data.
Reading High School	Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Examine the number of High School seniors who are in need of credit recovery.

### 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
Reading High School	Leaders will engage in regular feedback cycles centered around sustained and reciprocal conversations that are embedded in rigorous grade-level content. Teachers will regularly plan and implement instructional strategies to promote sustained reciprocal conversations that are embedded in rigorous grade-level content. This will lead our learners to be more engaged in instruction, increase their mastery of the rigorous grade-level content, and promote on-track attainment of credits for graduation.

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

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

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'
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**Strategy #2** (this strategy is optional)

School Building Name	Strategy Description
Reading High School	By creating structure and opportunities to build positive and strong relationships in a more consistent, intentional way, then learners and staff will feel safe, valued, affirmed, respected, and included. These opportunities will enhance a sense of belonging and will have an impact on safety, connections, communication, and school climate in general. These opportunities include exposure to different post-graduation options and connections with staff or activities (clubs, sports, etc)

**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:
Reading High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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'
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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'
Reading High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Strategy #3** (this strategy is optional)

School Building Name	Strategy Description
Reading High School	

**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:
Reading High School	<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'
Reading High School	<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
Reading High School	Administrators and Teachers will regularly meet to plan and implement instructional strategies to promote sustained and reciprocal conversations. Leadership will complete at least one feedback cycle per teacher each quarter. that are embedded in rigorous grade-level content. RHS will establish partnerships with local colleges and other partners to offer programs that will benefit the students and staff and help address some of the challenges they are experiencing. RHS will also use data collected through surveys from Staff, families and community members in the areas of Academics, Safe Schools, Community Engagement and Technology Programs.

**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
	RHS wil carefully review and disaggregate any



School Building Name	Use of Stakeholder Input
Reading High School	survey results taken either by the High School alone or data previously collected at the District Level. The results of the survey along with feedback recieved through the feedback cycles will be used to formulate the plan of how grant funds are utilized.

**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
Reading High School	Survey data colelcted by the LEA, historical future read index data, provisional PSSA scores, provisional WIDA access scores were all part of the process of developing the plan. The plan will be made available to the public on the School website and will be written in a language that parents/caregivers can understand or provided in alternate format 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
Reading High School	Continuity of Services	Oppurtunities for Support: Quality Teaching for English Learner professional development services for faculty.
Reading High School	Continuity of Services	Technical Assistance in the Implementation of the EL Achievement and Credit Recovery Plans. Leadership development and support.
Reading High School	Staffing	Staff Support and Retention: Establish a partnership with a local University to offer ESL Certification for upto 12

School Building Name	Use of Funds	Plan for Funds
		teachers.
Reading High School	Other	After School Tutoring and Clubs: Identify opportunities to create and promote after-school programming.
Reading High School	Access to Instruction	Attendance and Positive behavior Incentives
Reading High School	Continuity of Services	Restorative Practices, Belonging through a culture of Dignity PD. Equity and Student belonging inquiry.

**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)
Reading High School	RHS will collect and analyze the following data points at various points throughout the school year to monitor student learning, including the impact of lost instructional time: Attendance Data, Graduation Rate, WIDA ACCESS, PSSA, Keystone Exams, PVASS, Report Card Data. RHS school leadership will work with District leadership to disaggregate the data and determine the progress of individual student groups.

**Opportunity to learn measures (see help text)**

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Reading High School	RHS will continue to monitor student discipline referrals, attendance data and results of technology surveys to determine the impact of interventions on opportunities to learn. RHS will support the growth of all student subgroups.

**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)
Reading High School	N/A

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
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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)
Reading High School	RHS will collect and track student enrollment and attendance in all supplemental programs funded through this grant.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$620,340.00

**Allocation**

\$620,340.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
Reading High School	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$58,208.00	Salaries for Staff to conduct After School Tutoring and clubs.
Reading High School	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$21,792.00	Benefits for Staff to conduct After School Tutoring and clubs.
Reading High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$55,340.00	Attendance and Positive Behaviour Incentives.
			<b>\$135,340.00</b>	

**Section: Budget - Support and Non-Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$620,340.00

**Allocation**

\$620,340.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
Reading High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$199,000.00	Quality Teachig for English Learners Professional Development for Faculty.
Reading High School	2200 - Staff Support Services	100 - Salaries	\$5,820.80	Extra Wages for Faculty to participate in QTEL PD.
Reading High School	2200 - Staff Support Services	200 - Benefits	\$2,179.20	Benefits for Faculty to participate in QTEL PD.
Reading High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$168,000.00	Partnership with Alvernia University for an ESL certificate program for upto 12 teachers.
Reading High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$56,000.00	Restorative Practices PD and training for RHS staff

School Building Name	Function	Object	Amount	Description
Reading High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$52,000.00	Belonging Through a Culture of Dignity PD
Reading High School	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$2,000.00	Equity and Student Belonging Inquiry Catalyst Membership.
			<b>\$485,000.00</b>	



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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,340.00	\$0.00	\$55,340.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$58,208.00	\$21,792.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
<b>2200 Staff Support Services</b>	\$5,820.80	\$2,179.20	\$475,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$483,000.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$64,028.80</b>	<b>\$23,971.20</b>	<b>\$477,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$55,340.00</b>	<b>\$0.00</b>	<b>\$620,340.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0800</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$620,340.00</b>

