

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
Shamokin Intermediate	8283

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
Shamokin Intermediate	1) Academic Impact- data collected using acadience, i ready - through progress monitoring, 2) engagement to guidance counselor 3) teachers complete a learning loss referral, covers all four components of need in areas of academic loss, chronic absenteeism, student engagement and sel,

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Shamokin Intermediate	Absenteeism- using the student data management system to identify students and place them in SAIP- student attendance improvement plan (3 days unexcused), truancy from county involved , six days unexcused- sent to PTAP- parents meeting with probation officer to discuss issue (parental truancy assistance program), if do not attend the parents get cited by magistrate, Referral for student engagement to guidance counselor

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Shamokin Intermediate	3).Referral for student engagement to guidance counselor through completion of learning loss referral

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Shamokin Intermediate	4) teachers complete a learning loss referral to guidance, covers all 4 components of need in areas of academic loss, chronic absenteeism, student engagement and sel,

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
Shamokin Intermediate	Students from low-income families	Teacher recommendation based on daily work in classroom, progress monitoring results, report card grades are used to identify and measure students need and growth
Shamokin Intermediate	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Teacher recommendation based on daily work in classroom, IEP progress monitoring results, report card grades are used to identify and measure students need and growth

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
Shamokin Intermediate	The implementation of ECRI and Heggarity programs in grades K-2 and staff development to improve language arts proficiency levels . Grades k-6 using I ready in math and reading and staff development using this platform, using i ready scores to differentiate students in small groups based on needs, Indian academy- after school tutoring (k-6).

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:
Shamokin Intermediate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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'
Shamokin Intermediate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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
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School Building Name	Strategy Description
Shamokin Intermediate	Absenteeism- using the student data management system identify students and place them in SAIP- student attendance improvement plan (3 days unexcused), truancy from county involved , 6 days unexcused- sent to PTAP- parents meeting with probation officer to discuss issue (parental truancy assistance program), if do not attend the parents get cited by magistrate, 3).Referral for student engagement to guidance counselor . Implementation of a perfect attendance incentive as determined by the ATSI attendance committee

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:
Shamokin Intermediate	<input checked="" 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'
Shamokin Intermediate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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
	Referral for student engagement to guidance counselor through completion of learning loss

School Building Name	Strategy Description
Shamokin Intermediate	referral. In addition implementation of seven mind set platform daily which is an social emotional curriculum, Implementation of PBIS program K-6. Also, the implementation of school motivational/interest clubs such as tribe TV, baking club, peer tutoring,stem lab , student counsel, big brother big sister club (mentoring club) etc will support and encourage students to want to come to school and get involved in clubs that are of their own interest and in turn attendance will improve, student engagement will increase and a positive school climate will evolve. The clubs, PBIS attendance challenges will use posters to advertize and promote positive activiies around the school building,

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:
Shamokin Intermediate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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'
Shamokin Intermediate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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
Shamokin Intermediate	The stakeholders group is called the Learning Loss Stakeholders. We created a committee to review all the data and input and plan that was created by several other committees already established at our districts. To name a few these groups were Department and Grade Level Chairperson, Data Team, Guidance, School Climate Committee, parents, board members, community members and Administration. We will continue to meet with this group to update them on the progress we are making with the learning loss plan.

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
	The stakeholders group is called the Learning Loss Stakeholders. We created a committee to review all

School Building Name	Use of Stakeholder Input
Shamokin Intermediate	the data and input and plan that was created by several other committees already established at our districts. To name a few these groups were Department and Grade Level Chairperson, Data Team, Guidance, School Climate Committee, parents, community members and Administration. We will continue to meet with this group to update them on the progress we are making with the learning loss plan. During the meetings, we share updates, ask for changes input and needs of all members involved.

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
Shamokin Intermediate	the loss of learning plan is published on district website and when revisions are made changes will be highlighted and placed on district site, Also, the plan with revisions will be approved by board during a public meeting.

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
Shamokin Intermediate	Continuity of Services	The district will sustain services for all the platforms and programs implemented. In addition the district will sustain the elementary clubs to promote student engagement and Sel support which in return will improve attendance and school climate through engagement of all stakeholders.

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)
Shamokin Intermediate	The data will be collected by using benchmarking 3 times a year using iready and acadience focusing on the loss of learning. In additon, teachers will progress monitor through i ready lesson learning paths. Student attendance data will be collect quarterly through the student information system and monitored by administrator following the ATSI monitoring procedures.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Shamokin Intermediate	The data will be collected by using benchmrking 3 times a year using iready and acadience focusing on the loss of learning. In additon, teachers will progress monitor through i ready lesson learning paths. Student attendance data will be collect quarterly through the student information system and monitored by administrator following the ATSI monitorin procedures. Through student engagement and access to technology results of these measures will show improvement by students.

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)
Shamokin Intermediate	The funds specific to this aTSI are not being used to create or retain jobs. However, ESSER funds have been used for that purpose in creating tutoring positions for afterschool programs (about 5 FTE), four PT learning loss coaches equivalent of 3FTE), and maintain an assistant nurse at the elementary building.

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)
Shamokin Intermediate	Although not being funded directly by the aTSI funds, ESSER funds are being used for afterschool tutoring programs, end of marking period academy, and summer camp to assist students identified with a learning loss in the areas of reading and math as the primary focus.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$28,776.00

Allocation

\$28,776.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$271.60	4 Mova LV4-c Cardoid XLR microphone - 67.90 per micrphone
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$1,695.95	Canon XA40 professional ultra 4k camcorder
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$49.98	DMX Controller, DMX console editing panel
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$40.70	Flexible DMX cable (25 ft)- 4 pack
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$115.69	Elgato cam link 4k broadcast live recorder via DSLR
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$551.96	2 Stage lights, cob led stage spotlights
				7 grade levels k-6

School Building Name	Function	Object	Amount	Description
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$7,000.00	@ \$1000 per level for attendance incentives, supplies and programs
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$7,000.00	7 grades levels-school wide positive behavior @ 1000 per grade level to be used for incentives and rewards
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$4,995.00	Large format plotter machine - 44 inch
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$3,555.12	plotter machine inks
Shamokin Intermediate	1000 - Instruction	600 - Supplies	\$3,500.00	plotter paper
			\$28,776.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$28,776.00

Allocation

\$28,776.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	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	\$28,776.00	\$0.00	\$28,776.00
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$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
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
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,776.00	\$0.00	\$28,776.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$28,776.00

