

**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>
Southern Huntingdon County High School	2313

## 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
Southern Huntingdon County High School	CDT Testing, Synchronous learning, Remediation classes, online instructional materials (books)

### Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Southern Huntingdon County High School	Certified and non-certified truancy letters, truancy elimination plan meetings, truancy goals, attendance monitoring, CYS referrals, evolution 360 referrals, District magistrate referrals

### Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Southern Huntingdon County High School	Online office hours with teachers, social worker for 3 days per week, extra-curricular activities, home visits, hotspots

### Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Southern Huntingdon County High School	Google classroom, Class Dojo, ZOOM, Google meet, office hours, recorded LIVE instruction,

School Building Name	Method Used to Understand Each Type of Impact
	Screencastify, Actively Learn

### Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Southern Huntingdon County High School	

### 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
Southern Huntingdon County High School	Students from low-income families	CDT Testing, standardized testing, correlation between retained content from 20-21 to 21-22, summer school remediation, tutoring

### 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
Southern Huntingdon County High School	Social worker 3 days per week to combat social and emotional well being due to isolation, family deaths, struggling households, and other Covid impacts

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:
Southern Huntingdon County High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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'
Southern Huntingdon County High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Southern Huntingdon County High School	Adjustments to the CDT Testing will incorporate a longer testing period over 2 days, no class change bells, no interruptions, days assigned for make-ups, and occurrence 3 times per year.

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:

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Southern Huntingdon County High School	<input checked="" 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'
Southern Huntingdon County High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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	Students from low-	Gender	English	Children with	Students experiencing	Children and youth in	Migrant	Other student	Please describe 'Other student groups'

	or ethnic group	income families		Learners	disabilities	homelessness	foster care	students	groups	
										

## 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
Southern Huntingdon County High School	SHCSD will involve all stakeholders in decision making for ESSER funds. Committees have been established for curriculum and STEM. All money spent for learning loss, student engagement, social and emotional well being, and attendance will be approved through a board motion. All administrators will oversee the committees in order to ensure money is being spent appropriately.

#### 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
Southern Huntingdon County High School	All decisions made by committees and Administration will be placed on a board agenda to be approved. All board motions are public knowledge and community members reserve the right to voice their concerns and opinions on the use of ESSER funds.



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## 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
Southern Huntingdon County High School	The A-TSI designated School ARP ESSER funds plan will be created by the SHCSD Administrative team, approved by the Board of Directors, and posted on the District website.

## 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
Southern Huntingdon County High School	Continuity of Services	Social worker was available 3 days per week to meet social and emotional needs, free breakfast and lunches were available for all children ages 2-18 living in the District, online credits were purchased for Credit recovery, necessary materials were purchased for Live instruction through computer
		Webcams for all teacher classrooms, online learning platforms, hotspots were

School Building Name	Use of Funds	Plan for Funds
Southern Huntingdon County High School	Access to Instruction	provided to students in need, home visits to drop off instructional content, subscriptions were purchased for video conferencing
Southern Huntingdon County High School	Mitigation Strategies	The District developed a Health and Safety plan to meet CDC and DOH guidelines. Tape was used for social distancing guidelines, masks were provided to students, teachers, and bus drivers, water was available to all students, lunch was divided into 2 groups to social distance
Southern Huntingdon County High School	Staffing	Training was completed for custodians, masks and face shields were made available to every student and employee in the District
Southern Huntingdon County High School	Other	Payment of credits by the District for online summer school for students who did not pass classes during the 20-21 SY.

## 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)
Southern Huntingdon County High School	CDT Testing occurring for 2 days, data analysis by Curriculum Coordinator and TIU #11 representatives, standardized testing, classroom grades and achievements

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

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Southern Huntingdon County High School	Students have the opportunity for LIVE instruction, students have one-to-one technology, teachers now have curriculum platform (Atlas), professional development through ZOOM

#### 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)
Southern Huntingdon County High School	Daily floating sub for entire District because of frequent teacher absences due to Covid. Technology support from TIU #11 due to substantial increase in remote learning. Cafeteria workers were paid during the summer to provide free meals to students in need.

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)

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)
Southern Huntingdon County High School	Summer school credit recovery was available for student who failed multiple classes during the pandemic. Teachers were paid higher wages because of the influx of students who failed as a result of the pandemic.

## Section: Budget - Instruction Expenditures

### BUDGET OVERVIEW

#### Budget

\$34,033.00

#### Allocation

\$34,033.00

#### Budget Over(Under) Allocation

\$0.00

### INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Southern Huntingdon County High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$19,250.00	3 Tablets for English teachers that use iLIT, books, Get More Math & Actively Learn online learning platforms.
Southern Huntingdon County High School	1000 - Instruction	100 - Salaries	\$2,000.00	Paying teachers to write curriculum.
Southern Huntingdon County High School	1000 - Instruction	200 - Benefits	\$483.00	Teacher benefits for writing curriculum.
			<b>\$21,733.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$34,033.00

**Allocation**

\$34,033.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
Southern Huntingdon County High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$12,300.00	Coaching and professional development for teachers on the new curriculum platform they are utilizing.
			<b>\$12,300.00</b>	

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	<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>1000 Instruction</b>	\$2,000.00	\$483.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,483.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,250.00	\$0.00	\$19,250.00
<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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$12,300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,300.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



**Project #: FA-224-21-0406**  
**Agency: Southern Huntingdon County SD**  
**AUN: 111317503**  
**Grant Content Report**  
**ARP ESSER A-TSI 2.5% Set Aside**

	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
	\$2,000.00	\$483.00	\$12,300.00	\$0.00	\$0.00	\$19,250.00	\$0.00	\$34,033.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$34,033.00