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
Farrell Area High School	5248

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
Farrell Area High School	Diagnostic benchmark data (Edmentum exactpath) will be collected on students in Math and English Language Arts three times per school year. This data will be used to identify the academic impact of lost instructional time.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Farrell Area High School	Attendance data will be analyzed to determine the impact on chronic absenteeism.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Farrell Area High School	Student focus groups will be held to collect anecdotal data from students.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Farrell Area High School	Student focus groups will be held to collect anecdotal data from students, and observational data

School Building Name	Method Used to Understand Each Type of Impact
	will be collected about 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
Farrell Area High School	Students from low-income families	Student achievement data was collected and analyzed to determine that students from low-income families are underperforming.

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
Farrell Area High School	The strategy to support the needs of students is the continued use of Edmentum Exactpath as a tool to differentiate learning for students, as well as identify learning gaps.

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:
Farrell Area High School	☑	☐	☐	☐	☐	

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'
Farrell Area High School	☑	☑	☐	☐	☑	☐	☐	☐	☐	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Farrell Area High School	Curriculum in grades 6-8 will be updated and enhanced to further align instruction and assessment to the rigor of the PA Core Standards.

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:
Farrell Area High School	☑	☐	☑	☐	☐	

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'
Farrell Area High School	☑	☑	☐	☐	☑	☐	☐	☐	☐	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description
Farrell Area High School	A summer enrichment program will be developed to elevate student learning.

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:
Farrell Area High School	☐	☐	☑	☑	☐	

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'
Farrell Area High School	☑	☑	☐	☐	☑	☐	☐	☐	☐	

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 desginated 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
Farrell Area High School	In planning for the use of these funds, district administrators including the special education administrator worked closely, often 1 on 1, with all teaching staff members to identify successes and challenges within the classroom and develop a list of short-term and long-term goals for addressing learning loss. Additionally, student groups were formed to gather feedback about the student experience.

5. Use of Stakeholder Input

Describe how the A-TSI desginated 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 LEA plan will be shared with our school board of directors for feedback. Stakeholder and public input was requested throughout the development process of the LEA plan. 1 on 1 and small group

School Building Name	Use of Stakeholder Input
Farrell Area High School	meetings were held with internal stakeholders to oversee and provide feedback on the development of the LEA Plan. Professional staff members were given opportunities to share concerns and identify intervention needs in regards to learning loss. The LEA plan will be made publicly available on the school district website. Parents and community members will be encouraged to contact the school district with any questions.

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
Farrell Area High School	The LEA Plan was developed by identifying student and staff needs with a focus on learning loss. Observational, student achievement, and staff perception data was collected to inform the development of the LEA plan. Approval of the proposed plan was discussed with various teaching staff members and members of school and district administration to ensure alignment with previous LEA plans. The LEA plan will be made publicly available on the district website in a language that parents/caregivers can understand.

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
Farrell Area High School	Continuity of Services	Funds will be used to continue the use of Edmentum Exactpath, a diganostic assessment that provides instructional materials differentiated at the readiness level of individual students.
Farrell Area High School	Other	Funds will be used to hold a summer program to increase opportunities for learning.
Farrell Area High School	Staffing	Funds will be used to provide professional training in curriculum development for the mathematics department.

School Building Name	Use of Funds	Plan for Funds

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)
Farrell Area High School	Data will be collected through the Edmentum Exactpath diagnostic system three times per year. Data will be disaggregated by grade, teacher, and subject area.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Farrell Area High School	The Technology Uses and Perceptions (TUPS) survey will be administered to teachers. The data will be dissaggregated by grade level and department.

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)
Farrell Area High School	Jobs will be made available for the summer program provided for students in 7th and 8th grade. These are created jobs for the district.

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)
Farrell Area High School	A summer program will be created for students in 7th and 8th grade. Academic growth will be the focus of the summer program. Student participation will be collected and dissaggregated by student group. A pre- and post-test will be given to students to measure academic growth during the summer program. Results will be dissaggregated by student group (students from low-income families).

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$38,876.00

Allocation

$38,876.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Farrell Area High School	1000 - Instruction	300 - Purchased Professional and Technical Services	$16,000.00	Edmentum Exactpath
Farrell Area High School	1000 - Instruction	600 - Supplies	$5,756.00	Supplies for summer program.
			$21,756.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$38,876.00

Allocation

$38,876.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Farrell Area High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$3,000.00	In-person coaching sessions from Edmentum exactpath
Farrell Area High School	2200 - Staff Support Services	100 - Salaries	$3,600.00	Math Curriculum Team training - salaries for teachers
Farrell Area High School	2200 - Staff Support Services	200 - Benefits	$977.00	Benefits for Math Curriculum Team Training
Farrell Area High School	2200 - Staff Support Services	100 - Salaries	$6,720.00	Salary for summer school teacher (2)
Farrell Area High School	2200 - Staff Support Services	200 - Benefits	$1,823.00	Benefits for summer school teachers (2)
Farrell Area High School	2700 - Student Transportation	300 - Purchased Professional and Technical Services	$1,000.00	Transportation cost for field trips during summer program.
			$17,120.00	

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	$16,000.00	$0.00	$0.00	$5,756.00	$0.00	$21,756.00
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	$10,320.00	$2,800.00	$3,000.00	$0.00	$0.00	$0.00	$0.00	$16,120.00
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	$1,000.00	$0.00	$0.00	$0.00	$0.00	$1,000.00
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
	$10,320.00	$2,800.00	$20,000.00	$0.00	$0.00	$5,756.00	$0.00	$38,876.00
				Approved Indirect Cost/Operational Rate: 0.0329				$0.00
							Final	$38,876.00