

**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>
Governor Mifflin High School	0802

## **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
Governor Mifflin High School	Course Grades Work Completion Keystone Exam Results Common Assessment Results in All Content Areas

**Chronic Absenteeism**

School Building Name	Methods Used to Understand Each Type of Impact
Governor Mifflin High School	Attendance Data Home Visits

**Social-emotional Well-being**

School Building Name	Method Used to Understand Each Type of Impact
Governor Mifflin High School	During the 20-21 school year, the high school administration put out and SEL Survey to all 9-12 students. Review suicide risks, hospitalizations A Google Wellness Site Was Created for Students

**Student Engagement**

School Building Name	Method Used to Understand Each Type of Impact
Governor Mifflin High School	During the 20-21 school year, the high school administration put out several student surveys on courseworkload, schedule, and stressors to get data

School Building Name	Method Used to Understand Each Type of Impact
	and feedback on 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
Governor Mifflin High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Review of Special Education student grades and achievement, specifically in mathFeedback and data gathered from parents during conferencesHome visits to improve attendanceCheck and Connect
Governor Mifflin High School	Students from low-income families	Review of student grades and achievementFeedback and data gathered from parents during conferencesHome visits to improve attendanceCheck and connect

**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
Governor Mifflin High School	During the 20-21 school year, the high school administration put out several student surveys on courseworkload, schedule, and stressors to get data and feedback on student engagement.

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:
Governor Mifflin 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 #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'
Governor Mifflin High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Governor Mifflin High School	Algebra intervention program

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

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School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Governor Mifflin 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 #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'
Governor Mifflin High School	<input type="checkbox"/>	<input 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
Governor Mifflin High School	Home visits with social worker, teacher and families, as well as check and connect in school with the student.

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:
Governor Mifflin 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 #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'
Governor Mifflin High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
Governor Mifflin High School	During the 2020-2021 school year, the high school administration put out the following surveys to gather input from the following stakeholders: District-wide parent survey Staff Survey Student Survey

**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
Governor Mifflin High School	The high school administration has taken the stakeholder and public input to identify areas of need for the development of the Plan for Use of ARP ESSER Funds. The parent survey revealed that there is a need for more work with our students on SEL due to the impact the pandemic has on student mental health. The staff survey revealed that the home visits and check and connect were a positive way to address chronic absenteeism. In addition, the



School Building Name	Use of Stakeholder Input
	math department expressed an interest in more professional development around strategies to engage students in learning math. The students also expressed the need for more SEL activities.

**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
Governor Mifflin High School	Presentation at our PTO meeting Board meeting financial disclosure of use of fundds

**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
Governor Mifflin High School	Access to Instruction	Home visits
Governor Mifflin High School	Access to Instruction	After-school programming
Governor Mifflin High School	Staffing	SAP Training for staff
Governor Mifflin High School	Staffing	Summer School Credit Recovery
Governor Mifflin High School	Staffing	Attendance Team Lead Stipend - \$2000
		Professional development for the

<b>School Building Name</b>	<b>Use of Funds</b>	<b>Plan for Funds</b>
Governor Mifflin High School	Access to Instruction	math department around math strategies to increase student engagement.

**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)
Governor Mifflin High School	The high school administration will review grades, student achievement on common assessments, number of students in Algebra intervention, and number of students who stay after school during WIN time for extra help. In addition, a student feedback survey will be given to gather student responses on the academic impact they faced of lost instructional time during the COVID 19 pandemic. The high school data team will review all data gathered on a quarterly basis and will disaggregate the data by the following categories to identify specific needs of groups of students: Low Income Students ELL Students Special Education Students

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

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Governor Mifflin High School	The high school data team will collect data on all courses, including AP and Honors courses and will identify whether all students equal access and opportunities to learn. In addition, a student feedback survey will be given to gather student responses on the academic impact they faced of lost instructional time during the COVID 19 pandemic. The high school data team will review all data

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	gathered on a quarterly basis and will disaggregate the data by the following categories to identify specific needs of groups of students:Low Income StudentsELL StudentsSpecial Education 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)
Governor Mifflin High School	s worked with during the 21-22 school year. The high school data team will review all data gathered on a quarterly basis and will break it down into categories such as drug and alcohol, mental health, family issues, etc. to better understand the needs of the students in the building. They will also disaggregate the data by the following categories to identify specific needs of groups of students related to social worker services:Low Income StudentsELL StudentsSpecial Education Students 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)
Governor Mifflin High School	The high school administration will gather data on the number of students attending summer school and afterschool programs through attendance data. They will also disaggregate the data by the following categories to identify specific needs of groups of students related to social worker services:Low Income StudentsELL StudentsSpecial Education Students Data

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$86,605.00

**Allocation**

\$86,605.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

School Building Name	Function	Object	Amount	Description
Governor Mifflin High School	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$65,405.00	Summer School Credit Recovery for students
Governor Mifflin High School	1600 - * ADULT EDUCATION PROGRAMS	500 - Other Purchased Services	\$9,000.00	Professional development for math teachers around math strategies to increase student achievement
			<b>\$74,405.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$86,605.00

**Allocation**

\$86,605.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>School Building Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Governor Mifflin High School	2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$10,000.00	Home visit professional development for counselors and teachers
Governor Mifflin High School	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$200.00	Stipend for a counselor or a teachers to be the attendance team lead
Governor Mifflin High School	2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$2,000.00	Student Assistance Program (SAP) training for select high school staff to improve the SAP team
			<b>\$12,200.00</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>	\$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	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$65,405.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,405.00
<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	\$9,000.00	\$0.00	\$0.00	\$9,000.00
<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>	\$200.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$0.00	\$12,200.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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>\$65,605.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$21,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$86,605.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$86,605.00</b>

