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
Pocono Mountain West High School	7738
Pocono Mountain East High School	3216
Pocono Mountain West Junior High School	7867
Swiftwater Elementary Center	7739

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
Pocono Mountain East High School	Although our district was proactive in planning for adequate instruction since March of 2020, due to the Pandemic, instructional time for students in the Pocono Mountain School District was "lost" and "impacted". Beginning with the state closures of schools, the district quickly developed a plan to resume instruction that included a Google Classroom platform and a modified, synchronous schedule with a live instruction component. As in-person restrictions eased for the Commonwealth, the students of Pocono Mountain had the option of returning to face-to-face instruction or to remain in a virtual setting with the ability to view and participate in all academic classes via Google Classroom with a live streaming component. Every effort was made to ensure the academic needs of all students were met during this time, however, due to limiting factors the academic progress of most students was impacted. Specifically, economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all of those in need. Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Methods that will be used to analyze these specific impacts and the impact on academic progress in general will include local input, standardized testing, and state assessments,

School Building Name	Methods Used to Understand Each Type of Impact
	including, but not limited to Classroom Diagnostic Tests (CDTs), PSSAs, Keystone Exams, local assessments and teacher surveys.
Pocono Mountain West High School	Although our district was proactive in planning for adequate instruction since March of 2020, due to the Pandemic, instructional time for students in the Pocono Mountain School District was "lost" and "impacted". Beginning with the state closures of schools, the district quickly developed a plan to resume instruction that included a Google Classroom platform and a modified, synchronous schedule with a live instruction component. As in-person restrictions eased for the Commonwealth, the students of Pocono Mountain had the option of returning to face-to-face instruction or to remain in a virtual setting with the ability to view and participate in all academic classes via Google Classroom with a live streaming component. Every effort was made to ensure the academic needs of all students were met during this time, however, due to limiting factors the academic progress of most students was impacted. Specifically, economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all of those in need. Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Methods that will be used to analyze these specific impacts and the impact on academic progress in general will include local input, standardized testing, and state assessments, including, but not limited to Classroom Diagnostic Tests (CDTs), PSSAs, Keystone Exams, local assessments and teacher surveys.
	Although our district was proactive in planning for adequate instruction since March of 2020, due to the Pandemic, instructional time for students in the Pocono Mountain School District was "lost" and

School Building Name	Methods Used to Understand Each Type of Impact
Pocono Mountain West Junior High School	"impacted". Beginning with the state closures of schools, the district quickly developed a plan to resume instruction that included a Google Classroom platform and a modified, synchronous schedule with a live instruction component. As in-person restrictions eased for the Commonwealth, the students of Pocono Mountain had the option of returning to face-to-face instruction or to remain in a virtual setting with the ability to view and participate in all academic classes via Google Classroom with a live streaming component. Every effort was made to ensure the academic needs of all students were met during this time, however, due to limiting factors the academic progress of most students was impacted. Specifically, economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all of those in need. Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Methods that will be used to analyze these specific impacts and the impact on academic progress in general will include local input, standardized testing, and state assessments, including, but not limited to Classroom Diagnostic Tests (CDTs), PSSAs, Keystone Exams, local assessments and teacher surveys.
	Although our district was proactive in planning for adequate instruction since March of 2020, due to the Pandemic, instructional time for students in the Pocono Mountain School District was "lost" and "impacted". Beginning with the state closures of schools, the district quickly developed a plan to resume instruction that included a Google Classroom platform and a modified, synchronous schedule with a live instruction component. As in-person restrictions eased for the Commonwealth, the students of Pocono Mountain had the option of returning to face-to-face instruction or to remain in a virtual setting with the ability to view and participate

School Building Name	Methods Used to Understand Each Type of Impact
Swiftwater Elementary Center	in all academic classes via Google Classroom with a live streaming component. Every effort was made to ensure the academic needs of all students were met during this time, however, due to limiting factors the academic progress of most students was impacted. Specifically, economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all of those in need. Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Methods that will be used to analyze these specific impacts and the impact on academic progress in general will include local input, standardized testing, and state assessments, including, but not limited to Classroom Diagnostic Tests (CDTs), PSSAs, Keystone Exams, local assessments and teacher surveys.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Pocono Mountain East High School	Included in the district's pandemic planning was a method to determine daily attendance of all registered students. Students in the virtual setting used a Google Classroom Homeroom for attendance purposes, however, this tracked only whether a student logged into this Homeroom daily. Though this provided the school entity with an accurate Average Daily Attendance, it was more difficult to determine what students were chronically absent from adequate, daily instruction. Teachers did keep track of students that were not logging into their live streamed classes, which provided school counselors and administrators an attendance focus group. In summary, it was difficult to determine the true extent absenteeism had on the impact on academic progress outside of the students that did not log in to their

School Building Name	Methods Used to Understand Each Type of Impact
	homerooms, did not log in to their classes for daily instruction, or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure adequate academic progress was met. Students that did not successfully complete any of these opportunities will need to make-up credits in our credit recovery program.
Pocono Mountain West High School	Included in the district's pandemic planning was a method to determine daily attendance of all registered students. Students in the virtual setting used a Google Classroom Homeroom for attendance purposes, however, this tracked only whether a student logged into this Homeroom daily. Though this provided the school entity with an accurate Average Daily Attendance, it was more difficult to determine what students were chronically absent from adequate, daily instruction. Teachers did keep track of students that were not logging into their live streamed classes, which provided school counselors and administrators an attendance focus group. In summary, it was difficult to determine the true extent absenteeism had on the impact on academic progress outside of the students that did not log in to their homerooms, did not log in to their classes for daily instruction, or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure adequate academic progress was met. Students that did not successfully complete any of these opportunities will need to make-up credits in our credit recovery program.
	Included in the district's pandemic planning was a method to determine daily attendance of all registered students. Students in the virtual setting used a Google Classroom Homeroom for attendance purposes, however, this tracked only whether a

School Building Name	Methods Used to Understand Each Type of Impact
Pocono Mountain West Junior High School	student logged into this Homeroom daily. Though this provided the school entity with an accurate Average Daily Attendance, it was more difficult to determine what students were chronically absent from adequate, daily instruction. Teachers did keep track of students that were not logging into their live streamed classes, which provided school counselors and administrators an attendance focus group. In summary, it was difficult to determine the true extent absenteeism had on the impact on academic progress outside of the students that did not log in to their homerooms, did not log in to their classes for daily instruction, or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure adequate academic progress was met. Students that did not successfully complete any of these opportunities were retained in their 2020-2021 grade level.
Swiftwater Elementary Center	Included in the district's pandemic planning was a method to determine daily attendance of all registered students. Students in the virtual setting used a Google Classroom Homeroom for attendance purposes, however, this tracked only whether a student logged into this Homeroom daily. Though this provided the school entity with an accurate Average Daily Attendance, it was more difficult to determine what students were chronically absent from adequate, daily instruction. Teachers did keep track of students that were not logging into their live streamed classes, which provided school counselors and administrators an attendance focus group. In summary, it was difficult to determine the true extent absenteeism had on the impact on academic progress outside of the students that did not log in to their homerooms, did not log in to their classes for daily instruction, or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure

School Building Name	Methods Used to Understand Each Type of Impact
	adequate academic progress was met. Students that did not successfully complete any of these opportunities were retained in their 2020-2021 grade level.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Pocono Mountain East High School	Although our district provided supports and connected families with school and community resources during the 2020-2021 school year, many students and families were not responsive to the supports offered. As students returned to in-person learning this fall, a significant number of students demonstrated difficulty adjusting to the traditional brick and mortar setting and the expectations for learning and behavior. Teachers, guidance counselors and administrators have made a concerted effort to focus on the social-emotional needs of students and have aligned appropriate supports as quickly as possible. Many students have responded positively to the supports and are beginning to transition more successfully. Pocono Mountain East High School will continue the use of these strategies and supports while providing more targeted supports for those students not responding to the Tier I support. A program, organization, or system that is trauma informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in students, families and staff, and others involved with the system; and responds fully by integrating knowledge about trauma into policies, procedures, and practices and seeks to actively resist re-traumatization. (SAMHSA) A trauma informed model is a shift to a relationship-based culture to promote growth and resilience. Staff will identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate

School Building Name	Method Used to Understand Each Type of Impact
	indicators. The trauma-informed approach plan shall require that screening results are reviewed by appropriate district staff or other contracted providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal screening.
Pocono Mountain West High School	Although our district provided supports and connected families with school and community resources during the 2020-2021 school year, many students and families were not responsive to the supports offered. As students returned to in-person learning this fall, a significant number of students demonstrated difficulty adjusting to the traditional brick and mortar setting and the expectations for learning and behavior. Teachers, guidance counselors and administrators have made a concerted effort to focus on the social-emotional needs of students and have aligned appropriate supports as quickly as possible. Many students have responded positively to the supports and are beginning to transition more successfully. Pocono Mountain West High School will continue the use of these strategies and supports while providing more targeted supports for those students not responding to the Tier I support. A program, organization, or system that is trauma informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in students, families and staff, and others involved with the system; and responds fully by integrating knowledge about trauma into policies, procedures, and practices and seeks to actively resist re-traumatization. (SAMHSA) A trauma informed model is a shift to a relationship-based culture to promote growth and resilience. Staff will identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate indicators. The trauma-informed approach plan shall require that screening results are reviewed by appropriate district staff or other contracted

School Building Name	Method Used to Understand Each Type of Impact
	providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal screening.
Pocono Mountain West Junior High School	Although our district provided supports and connected families with school and community resources during the 2020-2021 school year, many students and families were not responsive to the supports offered. As students returned to in-person learning this fall, a significant number of students demonstrated difficulty adjusting to the traditional brick and mortar setting and the expectations for learning and behavior. Teachers, guidance counselors and administrators have made a concerted effort to focus on the social-emotional needs of students and have aligned appropriate supports as quickly as possible. Many students have responded positively to the supports and are beginning to transition more successfully. Pocono Mountain West Junior High School will continue the use of these strategies and supports while providing more targeted supports for those students not responding to the Tier I support. A program, organization, or system that is trauma informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in students, families and staff, and others involved with the system; and responds fully by integrating knowledge about trauma into policies, procedures, and practices and seeks to actively resist re-traumatization. (SAMHSA) A trauma informed model is a shift to a relationship-based culture to promote growth and resilience. Staff will identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate indicators. The trauma-informed approach plan shall require that screening results are reviewed by appropriate district staff or other contracted providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal

School Building Name	Method Used to Understand Each Type of Impact
	screening.
Swiftwater Elementary Center	Although our district provided supports and connected families with school and community resources during the 2020-2021 school year, many students and families were not responsive to the supports offered. As students returned to in-person learning this fall, a significant number of students demonstrated difficulty adjusting to the traditional brick and mortar setting and the expectations for learning and behavior. Teachers, guidance counselors and administrators have made a concerted effort to focus on the social-emotional needs of students and have aligned appropriate supports as quickly as possible. Many students have responded positively to the supports and are beginning to transition more successfully. Swiftwater Elementary Center will continue the use of these strategies and supports while providing more targeted supports for those students not responding to the Tier I support. A program, organization, or system that is trauma informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in students, families and staff, and others involved with the system; and responds fully by integrating knowledge about trauma into policies, procedures, and practices and seeks to actively resist re-traumatization. (SAMHSA) A trauma informed model is a shift to a relationship-based culture to promote growth and resilience. Staff will identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate indicators. The trauma-informed approach plan shall require that screening results are reviewed by appropriate district staff or other contracted providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal screening.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Pocono Mountain East High School	As with student attendance, student engagement, specifically for those learning virtually, was difficult to determine. Students were not required to log-in to each live class session and those that did were not required to have their cameras active. Teachers did keep track of students that did not appear to be engaged in daily instruction via teacher-student interactions and work completion, which provided school counselors and administrators a student engagement focus group. In summary, it was difficult to determine the true extent student engagement had on the impact on academic progress outside of the students that did not log in their classes for daily instruction or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure adequate academic progress was met. Students that did not successfully complete any of these opportunities will need to make-up credits in our credit recovery program.
Pocono Mountain West High School	As with student attendance, student engagement, specifically for those learning virtually, was difficult to determine. Students were not required to log-in to each live class session and those that did were not required to have their cameras active. Teachers did keep track of students that did not appear to be engaged in daily instruction via teacher-student interactions and work completion, which provided school counselors and administrators a student engagement focus group. In summary, it was difficult to determine the true extent student engagement had on the impact on academic progress outside of the students that did not log in their classes for daily instruction or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure

School Building Name	Method Used to Understand Each Type of Impact
	adequate academic progress was met. Students that did not successfully complete any of these opportunities will need to make-up credits in our credit recovery program.
Pocono Mountain West Junior High School	As with student attendance, student engagement, specifically for those learning virtually, was difficult to determine. Students were not required to log-in to each live class session and those that did were not required to have their cameras active. Teachers did keep track of students that did not appear to be engaged in daily instruction via teacher-student interactions and work completion, which provided school counselors and administrators a student engagement focus group. In summary, it was difficult to determine the true extent student engagement had on the impact on academic progress outside of the students that did not log in their classes for daily instruction or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure adequate academic progress was met. Students that did not successfully complete any of these opportunities were retained in their 2020-2021 grade level.
Swiftwater Elementary Center	As with student attendance, student engagement, specifically for those learning virtually, was difficult to determine. Students were not required to log-in to each live class session and those that did were not required to have their cameras active. Teachers did keep track of students that did not appear to be engaged in daily instruction via teacher-student interactions and work completion, which provided school counselors and administrators a student engagement focus group. In summary, it was difficult to determine the true extent student engagement had on the impact on academic progress outside of the students that did not log in their classes for daily instruction or did not complete academic work regularly. Students in this situation were provided the opportunity to complete a face-to-face after-school

School Building Name	Method Used to Understand Each Type of Impact
	remediation program, an asynchronous subject-based remediation program and/or a face-to-face summer school remediation program to ensure adequate academic progress was met. Students that did not successfully complete any of these opportunities were retained in their 2020-2021 grade level.

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
Pocono Mountain East High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Some strategies that were used included assigning special education teachers and paraprofessionals to exceptional students struggling with attendance, academic progress and/or emotional challenges. Additionally, special education teachers worked as tutors to assist struggling IEP students one-on-one or in small groups. Lastly, every effort was made to ensure

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		IEP students returned to the face-to-face setting as quickly as possible.
Pocono Mountain East High School	Students from low-income families	Economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all those in need.
Pocono Mountain West High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Some strategies that were used included assigning special education teachers and paraprofessionals to exceptional students struggling with attendance, academic progress and/or emotional challenges. Additionally, special education teachers worked as tutors to assist struggling IEP students one-on-one or in small groups. Lastly, every effort was made to ensure IEP students returned to the face-to-face setting as quickly as possible.
Pocono Mountain West High	Students from low-income	Economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
School	families	lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all those in need.
Pocono Mountain West Junior High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with learning and emotional disabilities were also impacted due to lack of the in-person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Some strategies that were used included assigning special education teachers and paraprofessionals to exceptional students struggling with attendance, academic progress and/or emotional challenges. Additionally, special education teachers worked as tutors to assist struggling IEP students one-on-one or in small groups. Lastly, every effort was made to ensure IEP students returned to the face-to-face setting as quickly as possible.
Pocono Mountain West Junior High School	Students from low-income families	Economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all those in need.
		Students with learning and emotional disabilities were also impacted due to lack of the in-

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Swiftwater Elementary Center	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	person, hands-on supports they were accustomed to. Again, these students were identified as quickly as possible and additional supports were provided to best meet their needs. Some strategies that were used included assigning special education teachers and paraprofessionals to exceptional students struggling with attendance, academic progress and/or emotional challenges. Additionally, special education teachers worked as tutors to assist struggling IEP students one-on-one or in small groups. Lastly, every effort was made to ensure IEP students returned to the face-to-face setting as quickly as possible.
Swiftwater Elementary Center	Students from low-income families	Economically disadvantaged students that struggled to acquire satisfactory technology equipment and internet service for all school-aged students in the household did lose instructional time initially. These households were identified as quickly as possible, and equipment was provided to all those in need.

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
	Our academic assessment strategy will continue to be

School Building Name	Strategy Description
Pocono Mountain East High School	a combination of local assessments, standardized tests, and the PSSA/Keystone exams. This strategy best addresses the academic progress of all student groups (including those specifically discussed herewith) that may have been impacted by lost instructional time, chronic absenteeism, and/or lack of instructional engagement due to the pandemic.Our social-emotional assessment strategy will continue to be a combination of faculty/staff input through Team Meetings, which includes teachers, counselors, and administrators. Additionally, input regarding social-emotional well-being is assessed through our Student Assistance and Child Study programs, student counseling sessions and through parent/guardian meetings. This strategy allows us to gauge the social-emotional well-being of all student groups, including those most impacted by the pandemic, discussed herewith.
Pocono Mountain West High School	Our academic assessment strategy will continue to be a combination of local assessments, standardized tests, and the PSSA/Keystone exams. This strategy best addresses the academic progress of all student groups (including those specifically discussed herewith) that may have been impacted by lost instructional time, chronic absenteeism, and/or lack of instructional engagement due to the pandemic.Our social-emotional assessment strategy will continue to be a combination of faculty/staff input through Team Meetings, which includes teachers, counselors, and administrators. Additionally, input regarding social-emotional well-being is assessed through our Student Assistance and Child Study programs, student counseling sessions and through parent/guardian meetings. This strategy allows us to gauge the social-emotional well-being of all student groups, including those most impacted by the pandemic, discussed herewith.
	Our academic assessment strategy will continue to be a combination of local assessments, standardized tests, and the PSSA/Keystone exams. This strategy best addresses the academic progress of all student groups (including those specifically discussed herewith) that may have been impacted by lost instructional time, chronic absenteeism, and/or lack

School Building Name	Strategy Description
Pocono Mountain West Junior High School	of instructional engagement due to the pandemic.Our social-emotional assessment strategy will continue to be a combination of faculty/staff input through Team Meetings, which includes teachers, counselors, and administrators. Additionally, input regarding social-emotional well-being is assessed through our Student Assistance and Child Study programs, student counseling sessions and through parent/guardian meetings. This strategy allows us to gauge the social-emotional well-being of all student groups, including those most impacted by the pandemic, discussed herewith.
Swiftwater Elementary Center	Our academic assessment strategy will continue to be a combination of local assessments, standardized tests, and the PSSA/Keystone exams. This strategy best addresses the academic progress of all student groups (including those specifically discussed herewith) that may have been impacted by lost instructional time, chronic absenteeism, and/or lack of instructional engagement due to the pandemic.Our social-emotional assessment strategy will continue to be a combination of faculty/staff input through Team Meetings, which includes teachers, counselors, and administrators. Additionally, input regarding social-emotional well-being is assessed through our Student Assistance and Child Study programs, student counseling sessions and through parent/guardian meetings. This strategy allows us to gauge the social-emotional well-being of all student groups, including those most impacted by the pandemic, discussed herewith.

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:
Pocono Mountain East High School	☑	☑	☑	☑	☐	

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Pocono Mountain West High School	☑	☑	☑	☑	☐	
Pocono Mountain West Junior High School	☑	☑	☑	☑	☐	
Swiftwater Elementary Center	☑	☑	☑	☑	☐	

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'
Pocono Mountain East High School	☑	☑	☑	☑	☑	☑	☑	☐	☐	
Pocono Mountain West High School	☑	☑	☑	☑	☑	☑	☑	☐	☐	
Pocono Mountain West Junior High School	☑	☑	☑	☑	☑	☑	☑	☐	☐	
Swiftwater Elementary Center	☑	☑	☑	☑	☑	☑	☑	☐	☐	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

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:
	☐	☐	☐	☐	☐	

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'
	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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:
	☐	☐	☐	☐	☐	

ii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

School Building Name	Students from each racial or	Students from low-income	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster	Migrant students	Other student groups	Please describe 'Other student groups'

	ethnic group	families				care				
	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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
Pocono Mountain East High School	In planning for the use of ARP ESSER funds, this school entity plans to seek input from various stakeholders regarding the best ways to fund the path forward based on the various impacts the pandemic has had specifically on our school community. Stakeholders that will have input include, but are not limited to, Central Administrators, administrators, faculty, staff, students, community organizations, and parents/guardians. Areas of funding to be discussed will include, but are not limited to, technology, professional development for faculty/staff, and student incentives.
Pocono Mountain West High School	In planning for the use of ARP ESSER funds, this school entity plans to seek input from various stakeholders regarding the best ways to fund the path forward based on the various impacts the pandemic has had specifically on our school community. Stakeholders that will have input include, but are not limited to, Central Administrators, administrators, faculty, staff, students, community organizations, and parents/guardians. Areas of funding to be discussed

School Building Name	Stakeholder Engagement
	will include, but are not limited to, technology, professional development for faculty/staff, and student incentives.
Pocono Mountain West Junior High School	In planning for the use of ARP ESSER funds, this school entity plans to seek input from various stakeholders regarding the best ways to fund the path forward based on the various impacts the pandemic has had specifically on our school community. Stakeholders that will have input include, but are not limited to, Central Administrators, administrators, faculty, staff, students, community organizations, and parents/guardians. Areas of funding to be discussed will include, but are not limited to, technology, professional development for faculty/staff, and student incentives.
Swiftwater Elementary Center	In planning for the use of ARP ESSER funds, this school entity plans to seek input from various stakeholders regarding the best ways to fund the path forward based on the various impacts the pandemic has had specifically on our school community. Stakeholders that will have input include, but are not limited to, Central Administrators, administrators, faculty, staff, students, community organizations, Parent Teacher Organizations (PTO) and parents/guardians. Areas of funding to be discussed will include, but are not limited to, technology, professional development for faculty/staff, and student incentives.

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
Pocono Mountain East High School	This school entity will consider all of the ideas, suggestions and/or concerns that are garnered from the various stakeholders discussed herewith. Based on this information, funds will be utilized appropriately in order to best meet the needs of our school community.

School Building Name	Use of Stakeholder Input
Pocono Mountain West High School	This school entity will consider all of the ideas, suggestions and/or concerns that are garnered from the various stakeholders discussed herewith. Based on this information, funds will be utilized appropriately in order to best meet the needs of our school community.
Pocono Mountain West Junior High School	This school entity will consider all of the ideas, suggestions and/or concerns that are garnered from the various stakeholders discussed herewith. Based on this information, funds will be utilized appropriately in order to best meet the needs of our school community.
Swiftwater Elementary Center	This school entity will consider all of the ideas, suggestions and/or concerns that are garnered from the various stakeholders discussed herewith. Based on this information, funds will be utilized appropriately in order to best meet the needs of our school community.

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
Pocono Mountain East High School	School administration will consult stakeholders through the ATSI school improvement and PBIS teams on the current needs and areas for growth as identified in the current ATSI school plan and as a result of the COVID-19 pandemic. These needs/ areas of concern will be matched with strategies that can best address those priorities and itemized in the school entity plan. That plan will then be reviewed by members of the superintendent's office. The final plan will be posted for public review on the Pocono Mountain School District website and submitted to PDE within 90 days of school entity receipt of ESSER funding. The plan will be written in a language that parents/ caregivers can understand and will be provided in alternative formats upon request

School Building Name	Public Access
	by a parent/ caregiver who is an individual with a disability.
Pocono Mountain West High School	School administration will consult stakeholders through the ATSI school improvement and PBIS teams on the current needs and areas for growth as identified in the current ATSI school plan and as a result of the COVID-19 pandemic. These needs/ areas of concern will be matched with strategies that can best address those priorities and itemized in the school entity plan. That plan will then be reviewed by members of the superintendent's office. The final plan will be posted for public review on the Pocono Mountain School District website and submitted to PDE within 90 days of school entity receipt of ESSER funding. The plan will be written in a language that parents/ caregivers can understand and will be provided in alternative formats upon request by a parent/ caregiver who is an individual with a disability.
Pocono Mountain West Junior High School	School administration will consult stakeholders through the ATSI school improvement and PBIS teams on the current needs and areas for growth as identified in the current ATSI school plan and as a result of the COVID-19 pandemic. These needs/ areas of concern will be matched with strategies that can best address those priorities and itemized in the school entity plan. That plan will then be reviewed by members of the superintendent's office. The final plan will be posted for public review on the Pocono Mountain School District website and submitted to PDE within 90 days of school entity receipt of ESSER funding. The plan will be written in a language that parents/ caregivers can understand and will be provided in alternative formats upon request by a parent/ caregiver who is an individual with a disability.
	School administration will consult stakeholders through the ATSI school improvement and PBIS teams on the current needs and areas for growth as identified in the current ATSI school plan and as a result of the COVID-19 pandemic. These needs/ areas of concern will be matched with strategies that can best address those priorities and itemized in the

School Building Name	Public Access
Swiftwater Elementary Center	school entity plan. That plan will then be reviewed by members of the superintendent's office. The final plan will be posted for public review on the Pocono Mountain School District website and submitted to PDE within 90 days of school entity receipt of ESSER funding. The plan will be written in a language that parents/ caregivers can understand and will be provided in alternative formats upon request by a parent/ caregiver who is an individual with a disability.

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
Pocono Mountain East High School	Continuity of Services	ARP ESSER funds to sustain services will be used to support students in the following manner:• provide students with additional technology and instructional resources• provide teachers with additional technology and professional development• continue our initiatives regarding Trauma Informed Schools, Positive School-wide Behavior Interventions and Supports, Multi-tiered Systems of Support, and Cultural Awareness• provide free breakfast and lunch for all students• Provide students with

School Building Name	Use of Funds	Plan for Funds
		access to social and emotional learning content
Pocono Mountain East High School	Access to Instruction	ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery will be used to support students in the following manner:provide virtual tutoring, virtual learning platforms, in-person tutoring, after-school programs and summer programs for students not meeting learning expectations, chronically absent students, and generally any student needing support
Pocono Mountain East High School	Mitigation Strategies	ARP ESSER funds to support prevention and mitigation policies will be used to support students in the following manner:• Provide as close to a "business as usual" approach to the 2021-2022 school year while adhering to CDC guidance and district/IU approved Health and Safety plans• Provide students and staff with face masks, shields and other PPE as needed• Provide additional and replacement cleaning equipment for custodial staff to ensure a sanitized and safe school building• Provide student with safe access to drinking water throughout the school building via bottle filling stations • Provide partitions as needed to ensure safety of students and staff throughout the school building• Modify available spaces to increase student access to social and emotional learning and trauma informed practices• Ensure adequate ventilation and proper air filtration throughout the building

School Building Name	Use of Funds	Plan for Funds
Pocono Mountain East High School	Staffing	ARP ESSER funds to maintain staff and provide professional training will be used to support students in the following manner:continue with the appropriate amount of faculty and staff in order to provide a "business as usual" continuation of educational services that was in place prior to the pandemicprovide various professional development opportunities to ensure the health and safety of all students and staffprovide various professional development opportunities to ensure that the academic, social and emotional needs of all students and staff are being met
Pocono Mountain West High School	Continuity of Services	ARP ESSER funds to sustain services will be used to support students in the following manner:• provide students with additional technology and instructional resources• provide teachers with additional technology and professional development• continue our initiatives regarding Trauma Informed Schools, Positive School-wide Behavior Interventions and Supports, Multi-tiered Systems of Support, and Cultural Awareness• provide free breakfast and lunch for all students• Provide students with access to social and emotional learning content
		ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery will be used to support students in the following

School Building Name	Use of Funds	Plan for Funds
Pocono Mountain West High School	Access to Instruction	manner:provide virtual tutoring, virtual learning platforms, in-person tutoring, after-school programs and summer programs for students not meeting learning expectations, chronically absent students, and generally any student needing support
Pocono Mountain West High School	Mitigation Strategies	ARP ESSER funds to support prevention and mitigation policies will be used to support students in the following manner:• Provide as close to a "business as usual" approach to the 2021-2022 school year while adhering to CDC guidance and district/IU approved Health and Safety plans• Provide students and staff with face masks, shields and other PPE as needed• Provide additional and replacement cleaning equipment for custodial staff to ensure a sanitized and safe school building• Provide student with safe access to drinking water throughout the school building via bottle filling stations • Provide partitions as needed to ensure safety of students and staff throughout the school building• Modify available spaces to increase student access to social and emotional learning and trauma informed practices• Ensure adequate ventilation and proper air filtration throughout the building
		ARP ESSER funds to maintain staff and provide professional training will be used to support students in the following manner:continue with the appropriate amount of faculty and staff in order to provide a

School Building Name	Use of Funds	Plan for Funds
Pocono Mountain West High School	Staffing	"business as usual" continuation of educational services that was in place prior to the pandemicprovide various professional development opportunities to ensure the health and safety of all students and staffprovide various professional development opportunities to ensure that the academic, social and emotional needs of all students and staff are being met
Pocono Mountain West Junior High School	Continuity of Services	ARP ESSER funds to sustain services will be used to support students in the following manner:• provide students with additional technology and instructional resources• provide teachers with additional technology and professional development• continue our initiatives regarding Trauma Informed Schools, Positive School-wide Behavior Interventions and Supports, Multi-tiered Systems of Support, and Cultural Awareness• provide free breakfast and lunch for all students• Provide students with access to social and emotional learning content
Pocono Mountain West Junior High School	Access to Instruction	ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery will be used to support students in the following manner:provide virtual tutoring, virtual learning platforms, in-person tutoring, after-school programs and summer programs for students not meeting learning expectations, chronically absent students, and generally any student needing support

School Building Name	Use of Funds	Plan for Funds
Pocono Mountain West Junior High School	Mitigation Strategies	ARP ESSER funds to support prevention and mitigation policies will be used to support students in the following manner:• Provide as close to a "business as usual" approach to the 2021-2022 school year while adhering to CDC guidance and district/IU approved Health and Safety plans• Provide students and staff with face masks, shields and other PPE as needed• Provide additional and replacement cleaning equipment for custodial staff to ensure a sanitized and safe school building• Provide student with safe access to drinking water throughout the school building via bottle filling stations • Provide partitions as needed to ensure safety of students and staff throughout the school building• Modify available spaces to increase student access to social and emotional learning and trauma informed practices• Ensure adequate ventilation and proper air filtration throughout the building
Pocono Mountain West Junior High School	Staffing	ARP ESSER funds to maintain staff and provide professional training will be used to support students in the following manner:continue with the appropriate amount of faculty and staff in order to provide a "business as usual" continuation of educational services that was in place prior to the pandemicprovide various professional development opportunities to ensure the health and safety of all students and staffprovide various professional development opportunities to ensure that the academic, social

School Building Name	Use of Funds	Plan for Funds
		and emotional needs of all students and staff are being met
Swiftwater Elementary Center	Continuity of Services	ARP ESSER funds to sustain services will be used to support students in the following manner:• provide students with additional technology and instructional resources• provide teachers with additional technology and professional development• continue our initiatives regarding Trauma Informed Schools, Positive School-wide Behavior Interventions and Supports, Multi-tiered Systems of Support, and Cultural Awareness• provide free breakfast and lunch for all students• Provide students with access to social and emotional learning content
Swiftwater Elementary Center	Access to Instruction	ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery will be used to support students in the following manner:provide virtual tutoring, virtual learning platforms, in-person tutoring, after-school programs and summer programs for students not meeting learning expectations, chronically absent students, and generally any student needing support
		ARP ESSER funds to support prevention and mitigation policies will be used to support students in the following manner:• Provide as close to a "business as usual" approach to the 2021-2022 school year while adhering to CDC guidance and district/IU approved Health and Safety plans• Provide students and staff

School Building Name	Use of Funds	Plan for Funds
Swiftwater Elementary Center	Mitigation Strategies	with face masks, shields and other PPE as needed• Provide additional and replacement cleaning equipment for custodial staff to ensure a sanitized and safe school building• Provide student with safe access to drinking water throughout the school building via bottle filling stations • Provide partitions as needed to ensure safety of students and staff throughout the school building• Modify available spaces to increase student access to social and emotional learning and trauma informed practices• Ensure adequate ventilation and proper air filtration throughout the building
Swiftwater Elementary Center	Staffing	ARP ESSER funds to maintain staff and provide professional training will be used to support students in the following manner:continue with the appropriate amount of faculty and staff in order to provide a "business as usual" continuation of educational services that was in place prior to the pandemicprovide various professional development opportunities to ensure the health and safety of all students and staffprovide various professional development opportunities to ensure that the academic, social and emotional needs of all students and staff are being met

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)
Pocono Mountain East High School	At the secondary level, methods used to identify or that will be used to identify the impact of lost instructional time will include a review of Keystone assessment data in the areas of Biology, literature, and Algebra from the 2020-2021 school year to determine student comprehension of skills and concepts taught during those courses during the previous school year. Newly established learning teams, as part of a larger school based professional learning community, are also collaborating to develop frequent formative assessments/ assessment strategies that will be used to monitor student performance that guide instructional modifications throughout the school year in all academic areas of the building. Across the district, curriculum has been modified and adjusted accordingly to "bridge the gap" for students in the areas of ELA and Mathematics. Data teams in each school will identify those students who are in need of additional support and carefully create programming to address the needs of students.Newly established learning teams will also study the progress for students during the COVID 19 pandemic during a myriad of educational platforms and focus on attendance, student engagement and participation and potential skill deficits.
	At the secondary level, methods used to identify or

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pocono Mountain West High School	that will be used to identify the impact of lost instructional time will include a review of Keystone assessment data in the areas of Biology, literature, and Algebra from the 2020-2021 school year to determine student comprehension of skills and concepts taught during those courses during the previous school year. Newly established learning teams, as part of a larger school based professional learning community, are also collaborating to develop frequent formative assessments/ assessment strategies that will be used to monitor student performance that guide instructional modifications throughout the school year in all academic areas of the building. Across the district, curriculum has been modified and adjusted accordingly to "bridge the gap" for students in the areas of ELA and Mathematics. Data teams in each school will identify those students who are in need of additional support and carefully create programming to address the needs of students.Newly established learning teams will also study the progress for students during the COVID 19 pandemic during a myriad of educational platforms and focus on attendance, student engagement and participation and potential skill deficits.
Pocono Mountain West Junior High School	At the secondary level, methods used to identify or that will be used to identify the impact of lost instructional time will include a review of Keystone assessment data and PSSA's in the areas of Science, ELA, and Math from the 2020-2021 school year to determine student comprehension of skills and concepts taught during those courses during the previous school year. Newly established learning teams, as part of a larger school based professional learning community, are also collaborating to develop frequent formative assessments/ assessment strategies that will be used to monitor student performance that guide instructional modifications throughout the school year in all academic areas of the building. Across the district, curriculum has been modified and adjusted accordingly to "bridge the gap" for students in the areas of ELA and Mathematics. Data teams in each school will identify those students who are in need of additional support and carefully create programming to address the

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	needs of students.Newly established learning teams will also study the progress for students during the COVID 19 pandemic during a myriad of educational platforms and focus on attendance, student engagement and participation and potential skill deficits.
Swiftwater Elementary Center	At the elementary level, similar methodology will be utilized as both localized assessments such as CDT testing and PSSA testing data will be reviewed and instructional practices will be adjusted. Tiered levels of support will be implemented as needed after monthly meetings are held to determine the level of need in each subject area accordingly. Student performance will be monitored by classroom teachers, instructional support teachers, support teachers in the areas of Reading and Mathematics. This data study will be followed by implementing focused instruction using an array of support measures identified by the curriculum directors in the school district.Across the district, curriculum has been modified and adjusted accordingly to "bridge the gap" for students in the areas of ELA and Mathematics. Also, supports such as intervention programming and additional 'Teacher of Record' sections at the elementary level have been implemented to support our learners. Data teams in each school will identify those students who are in need of additional support and carefully create programming to address the needs of students.Newly established learning teams will also study the progress for students during the COVID 19 pandemic during a myriad of educational platforms and focus on attendance, student engagement and participation and potential skill deficits.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	At the secondary level, students who are identified in need of additional opportunities to learn, will have access to focused instruction based on their learning deficits identified from student performance data.

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pocono Mountain East High School	Intervention programs can enhance students' skills using research-based support programming. During the school day interventions and support will be available for the identified students who require additional opportunities to learn as per local and state assessment inquiry aligned with building programming. Students with disabilities and those who require special education services in the forms of IEP (individual education plans) or 504 plans will have access to additional opportunities to learn to meet their educational needs. Students with disabilities are aligned with case managers that oversee their curricular progress and students who require 504 plans are aligned with guidance counselors who oversee their curricular progress as well as adapting their learning plans as needed.. After school virtual tutoring sessions will be available for students who require additional opportunities to learn. Both 1-1 tutoring sessions as well as small group focused instruction sessions are available for students. Tutor sessions are led by licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.Summer school opportunities will be available for students who require additional opportunities to learn through added instruction. Summer school teachers are licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.At the secondary level, credit recovery programming is available for students who require additional opportunities to learn and help them to reach their academic goals and earn credit toward graduation. Credit recovery personnel are licensed, highly qualified teachers who provide expertise in the areas of need for students who require added support.
	At the secondary level, students who are identified in need of additional opportunities to learn, will have access to focused instruction based on their learning deficits identified from student performance data. Intervention programs can enhance students' skills using research-based support programming. During the school day interventions and support will be

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pocono Mountain West High School	available for the identified students who require additional opportunities to learn as per local and state assessment inquiry aligned with building programming. Students with disabilities and those who require special education services in the forms of IEP (individual education plans) or 504 plans will have access to additional opportunities to learn to meet their educational needs. Students with disabilities are aligned with case managers that oversee their curricular progress and students who require 504 plans are aligned with guidance counselors who oversee their curricular progress as well as adapting their learning plans as needed.. After school virtual tutoring sessions will be available for students who require additional opportunities to learn. Both 1-1 tutoring sessions as well as small group focused instruction sessions are available for students. Tutor sessions are led by licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.Summer school opportunities will be available for students who require additional opportunities to learn through added instruction. Summer school teachers are licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.At the secondary level, credit recovery programming is available for students who require additional opportunities to learn and help them to reach their academic goals and earn credit toward graduation. Credit recovery personnel are licensed, highly qualified teachers who provide expertise in the areas of need for students who require added support.
	At West Junior High School, students who are identified in need of additional opportunities to learn, will have access to focused instruction based on their learning deficits identified from student performance data. Intervention programs can enhance students' skills using research-based support programming.During the school day interventions and support will be available for the identified students who require additional opportunities to learn as per local and state assessment inquiry aligned with

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pocono Mountain West Junior High School	building programming.Students with disabilities and those who require special education services in the forms of IEP (individual education plans) or 504 plans will have access to additional opportunities to learn to meet their educational needs. Students with disabilities are aligned with case managers that oversee their curricular progress and students who require 504 plans are aligned with guidance counselors who oversee their curricular progress as well as adapting their learning plans as needed.After school virtual tutoring sessions will be available for students who require additional opportunities to learn. Both 1-1 tutoring sessions as well as small group focused instruction sessions are available for students. Tutor sessions are led by licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.Summer school opportunities will be available for students who require additional opportunities to learn through added instruction. Summer school teachers are licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.
	At Swiftwater Elementary Center, students who are identified in need of additional opportunities to learn, will have access to focused instruction based on their learning deficits identified from student performance data. Intervention programs can enhance students' skills using research-based support programming.During the school day interventions and support will be available for the identified students who require additional opportunities to learn as per local and state assessment inquiry aligned with building programming. At the elementary level, programming such as WIN (What I Need) will be available for students who are identified with skill deficits. Programs are geared to create smaller groups of learners who have a specific learning need in the areas of ELA or Mathematics instruction. Students with disabilities and those who require special education services in the forms of IEP (individual education plans) or 504 plans will have access to additional opportunities to learn to meet

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Swiftwater Elementary Center	their educational needs. Students with disabilities are aligned with case managers that oversee their curricular progress and students who require 504 plans are aligned with guidance counselors who oversee their curricular progress as well as adapting their learning plans as needed.After school virtual tutoring sessions will be available for students who require additional opportunities to learn. Both 1-1 tutoring sessions as well as small group focused instruction sessions are available for students. Tutor sessions are led by licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.Summer school opportunities will be available for students who require additional opportunities to learn through added instruction. Summer school teachers are licensed, highly qualified teaching personnel who will tier instruction to meet the needs of students as well as support the curriculum implemented within the school district.

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)

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)
	Intervention and Support Program participation is available for students who require additional support in focused academic areas provided by trained, highly qualified teachers. Summer school programs were provided for students in grades 9-12 being eligible to participate in virtual credit recovery sessions. Exceptional students also had the opportunity to attend in-person summer school with highly qualified teachers. After school tutoring programming is also provided to students virtually

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pocono Mountain East High School	and in-person for both elementary and secondary students taught by highly qualified teachers.In addition to teacher- led programming, all students have access to many forms of on-line skill based "practice" and/or enhancement programming aligned with district curriculum and state standards. These programs are available both in school and remotely. Students with disabilities have access to additional programs as per their educational needs identified in their IEP and SDI documentation- added support programs are available to these students as needed.Students who require support from 504 plans have access to additional programs as per their educational needs identified in their 504 documentations, added support programs are available to these students as needed.
Pocono Mountain West High School	Intervention and Support Program participation is available for students who require additional support in focused academic areas provided by trained, highly qualified teachers. Summer school programs were provided for students in grades 9-12 being eligible to participate in virtual credit recovery sessions. Exceptional students also had the opportunity to attend in-person summer school with highly qualified teachers. After school tutoring programming is also provided to students virtually and in-person for both elementary and secondary students taught by highly qualified teachers.In addition to teacher- led programming, all students have access to many forms of on-line skill based "practice" and/or enhancement programming aligned with district curriculum and state standards. These programs are available both in school and remotely. Students with disabilities have access to additional programs as per their educational needs identified in their IEP and SDI documentation- added support programs are available to these students as needed.Students who require support from 504 plans have access to additional programs as per their educational needs identified in their 504 documentations, added support programs are available to these students as needed.
	Intervention and Support Program participation is

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pocono Mountain West Junior High School	available for students who require additional support in focused academic areas provided by trained, highly qualified teachers. Summer school programs were provided for students in grades 7-8 being eligible to participate in in-person summer school. After school tutoring programming is also provided to students virtually, In addition to teacher- led programming, all students have access to many forms of on-line skill based "practice" and/or enhancement programming aligned with district curriculum and state standards. These programs are available both in school and remotely. Students with disabilities have access to additional programs as per their educational needs identified in their IEP and SDI documentation- added support programs are available to these students as needed.Students who require support from 504 plans have access to additional programs as per their educational needs identified in their 504 documentations, added support programs are available to these students as needed.
Swiftwater Elementary Center	Intervention and Support Program participation is available for students who require additional support in focused academic areas provided by trained, highly qualified teachers. Summer school programs were available for students in grades K-2, who participated in-person. After school tutoring programming is also provided to students virtually and taught by highly qualified teachers. In addition to teacher- led programming, all students have access to many forms of on-line skill based "practice" and/or enhancement programming aligned with district curriculum and state standards. These programs are available both in school and remotely. For example, at the elementary level, students can access phonics, grammar, and tiered reading skill-based programs to assist students who are learning to read. In addition, math fact practice and computation programming such as "Smarty Ants" is available to students at the elementary level.Students with disabilities have access to additional programs as per their educational needs identified in their IEP and SDI documentation- added support programs are available to these students as needed.Students who require support from 504 plans have access to additional programs as per their educational needs

School Building Name	**Data Collection and Analysis Plan (including plan to disaggregate data)**
	identified in their 504 documentations, added support programs are available to these students as needed.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$363,023.00
Allocation
$363,023.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Pocono Mountain East High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$2,800.00	Curriculum Writing for Support period.
Pocono Mountain East High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,200.00	Benefits
Swiftwater Elementary Center	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$42,900.00	iPads for Homerooms to participate in Class Dojo in order to further necessitate home school communication.Ipad cases to protect Ipads.Interactive Smartboards and mounting brackets
Swiftwater Elementary Center	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$9,652.00	Sensory Boxes and supplies for classroom

School Building Name	Function	Object	Amount	Description
Pocono Mountain East High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$7,500.00	Academic Consultant
Pocono Mountain East High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$48,375.17	Agenda Planners, Stem Kits, TV Equipment, Instructional Equipment for Principles of Engineering Classes, Ipads
Pocono Mountain West High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$12,355.00	Curriculum Writing and PBIS Planning Compensation
Pocono Mountain West High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$5,295.00	Benefits
Pocono Mountain West High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$7,000.00	Motivaitonal Speaker and Student Assemblies on SEL, Attendance and Bullying
Pocono Mountain West High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$85,875.00	Student Planners, Instructional Supplies, Binders, headphones, IPads and cases, Software for check and connect
Pocono Mountain West Junior High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$7,000.00	Substitutes for PD

School Building Name	Function	Object	Amount	Description
Pocono Mountain West Junior High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$3,000.00	Benefits
Pocono Mountain West Junior High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$4,350.00	Assembly SEL, Bullying, Attendance
Pocono Mountain West High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$15,298.00	Ipads and Cases for instruction
Pocono Mountain West Junior High School	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$24,500.00	Tutoring
Pocono Mountain West Junior High School	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$10,498.00	Benefits
			$287,598.17	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$363,023.00

Allocation

$363,023.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Pocono Mountain East High School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$5,000.00	School Attendance Improvement Consultant
Pocono Mountain West High School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$5,000.00	School Attendance Improvement Consultant
Pocono Mountain West Junior High School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$5,000.00	School Attendance Improvement Consultant
Swiftwater Elementary Center	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$5,000.00	School Attendance Improvement Consultant
Pocono Mountain West High School	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$3,745.00	Professional Development for PLCs
Pocono Mountain West High School	2200 - Staff Support Services	600 - Supplies	$11,175.26	PD Books on Trauma, SEL and PLC
Pocono Mountain West High School	3200 - Student Activities	100 - Salaries	$6,440.00	E-Sports, E-Gaming Advisors

School Building Name	Function	Object	Amount	Description
Pocono Mountain West High School	3200 - Student Activities	200 - Benefits	$2,763.74	Benefits
Pocono Mountain West High School	3200 - Student Activities	600 - Supplies	$9,076.00	Esports Gaming Equipment
Pocono Mountain East High School	3200 - Student Activities	600 - Supplies	$12,525.04	Esport Equipment
Pocono Mountain West Junior High School	2200 - Staff Support Services	500 - Other Purchased Services	$7,550.00	PBIS and MTSS is Empowerment Conference
Pocono Mountain East High School	2200 - Staff Support Services	500 - Other Purchased Services	$2,149.79	Executive Functioning Conference attendance and lodging
			$75,424.83	

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	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$22,155.00	$9,495.00	$18,850.00	$0.00	$0.00	$192,448.17	$0.00	$242,948.17
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$9,652.00	$0.00	$9,652.00
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	$24,500.00	$10,498.00	$0.00	$0.00	$0.00	$0.00	$0.00	$34,998.00
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	$20,000.00	$0.00	$20,000.00
2200 Staff Support Services	$0.00	$0.00	$3,745.00	$0.00	$9,699.79	$11,175.26	$0.00	$24,620.05
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	$6,440.00	$2,763.74	$0.00	$0.00	$0.00	$21,601.04	$0.00	$30,804.78
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
	$53,095.00	**$22,756.74**	**$22,595.00**	**$0.00**	**$9,699.79**	**$254,876.47**	**$0.00**	**$363,023.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$363,023.00**