

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
Whitehall High School	2848

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
Whitehall High School	A gap analysis was conducted at the end of the 20-21 school year to determine what concepts and competencies within a subject area may need to be reviewed, retaught, and/or taught during the 21-22 school year at the next grade level in order to provide the prerequisite skills needed for new concepts. Study Island benchmarking will be given at least 2 times in Keystone aligned courses. Data from these benchmarking assessments will be reviewed at least 2 times to determine students' progress toward mitigating learning loss and progress toward grade-level standards. Classroom teachers and content-area teachers will utilize this data to guide instruction.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Whitehall High School	Chronic absenteeism is defined as missing more than 10% of school days, regardless of reason. Using the district's Student Information System, reports can be run, tracking student absenteeism. The school will establish baseline data, evaluate chronic absenteeism years prior to pandemic, and run 20-21 report for comparison study. The school can also utilize case counts as related to truancy with Valley Youth House years prior to 20-21 and for the 20-21 school year for comparison study and utilize citation counts for years prior to 20-21. The school will ensure strict attendance monitoring and will use problem solving

School Building Name	Methods Used to Understand Each Type of Impact
	<p>approaches and student and parent communication to determine root causes. The school will continue working with community partners, specifically Valley Youth House.</p>

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
<p>Whitehall High School</p>	<p>The school can use comparative data for the 20-21 school year and years prior such as discipline data, logged meetings with school counselors, outplacements/hospitalizations, SAP referrals, and Safe 2 Say tips to gauge social-emotional well-being. Focus groups including the school counselors, psychologists, and integrated support services coordinator will address the mental health and well-being needs of students as a result of COVID-19. They will review student grades, attendance, and other indicators using a child study process in order to determine students most in need of support services and provide one-on-one and small group counseling as needed. The district has also partnered with a number of agencies (Center for Humanistic Change, Communities in Schools, Lehigh Valley Hospital Outpatient, Mid-Atlantic Rehab Services, Valley Youth House) to provide additional Tier 2 and Tier 3 behavioral health supports following a multi-tiered system of support process.</p>

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
<p>Whitehall High School</p>	<p>Usage reports of technology tools can be used to gauge student on-line engagement. High school students were surveyed (with over 1,000 responses) regarding on-line learning, seeking input on what was going well and what areas could be improved. Meetings were held with building administration and results were shared. Then, building meetings were held regarding recommendations as a result of the</p>

School Building Name	Method Used to Understand Each Type of Impact
	survey.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Whitehall High School	NA

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
Whitehall High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Special education staff is analyzing individual student data during the 20-21 school year to determine if there is any learning loss due to school closure or the hybrid instructional model and provide COVID compensatory services as needed. Special education staff will continue to monitor students growth on IEP goals throughout the 21-22 school year to determine if any students are struggling to return to their prior levels of performance, and, if necessary, an IEP team meeting will be convened.
		EdInsight is the district's data management platform where data (including Keystone and Study Island) is housed and accessible for review. Teachers, principals, and administrators can view detailed personalized student

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Whitehall High School	Students from low-income families	performance information, via the Web, at the individual student level, class level, grade level, and building level. Reports can be disaggregated for different subgroups. Further, Study Island data in ELA and math can be disaggregated for student groups that are particularly at risk.
Whitehall High School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	EdInsight is the district's data management platform where data (including Keystone and Study Island) is housed and accessible for review. Teachers, principals, and administrators can view detailed personalized student performance information, via the Web, at the individual student level, class level, grade level, and building level. Reports can be disaggregated for different subgroups. Further, Study Island data in English and math can be disaggregated for student groups that are particularly at risk.

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
Whitehall High School	Integrated Support Service Coordinator - Working with school leadership and staff, the site coordinator assesses the needs of a school, determines the supports that need to be increased or improved, and identifies new supports to address both academic and non-academic student needs. The coordinator

School Building Name	Strategy Description
	also identifies students at risk of dropping out and puts in place supports to ensure they stay on track to graduate.

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:
Whitehall High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Whitehall High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Whitehall High School	Included on the list of suggested resources from the Evidence Research Center, is Read 180. The high school utilizes Read 180 with its most struggling readers to build literacy capacity.

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

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School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Whitehall High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Whitehall High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial 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'

	ethnic group	families					care			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Whitehall High School	The district conducted a stakeholder engagement meeting on September 27, 2021, inviting teachers, counselors, school board and community members, as well as students and parents to consult with them regarding how these additional set-aside funds could be used.

5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Whitehall High School	A stakeholder indicated the value of having an Interegated Support Service Coordinator at the high school level, noting the positive effects forged with students, parents, families, and the community and the results (increased attendance and decreased discipline referrals) of having a staff member working with at-risk students, especially due to the impacts of the pandemic on the social and emotional well-being

School Building Name	Use of Stakeholder Input
	of students.

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
Whitehall High School	Using stakeholder input, the LEA developed a plan for the use of ARP ESSER funds. The district will satisfy the plan requirement through its eGrants submission since the plan reflects the insights of stakeholders and addresses the most pressing needs as a result of the COVID-19 pandemic and uses best practices for addressing social-emotional needs of students. Once the district's plan is approved by PDE, the district will use the content directly from the eGrants application for its plan and make the plan publicly available on the district's website. If requested, the plan will be made available to a parent/caregiver in an alternate format.

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
Whitehall High School	Continuity of Services	Salary - Integrated Support Service Coordinator

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)
Whitehall High School	EdInsight is the district's data management platform where data (including Keystone and Study Island) is housed and accessible for review. Teachers, principals, and administrators can view detailed personalized student performance information, via the Web, at the individual student level, class level, grade level, and building level. Reports can be disaggregated for student groups that are particularly at risk. Teachers can use this data as well as classroom data to guide instruction.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	All students are provided with a district issued chrome book, and all teachers are provided with a district issued laptop. Hot spots are provided to students who do not have internet access. Technology tools (Zoom, Screencastify, Kami, and Peardeck) were purchased for use in the 20-21 school year to aid in hybrid and remote learning; those tools are being renewed for the 21-22 school year. All teachers were required to complete 5 hours of professional development prior to the start of the 20-21 school year. Those sessions were based on

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Whitehall High School	<p>the 5 core instructional technology tools purchased that were required for on-line learning. There is continued on-going technology professional development in order to hone teachers' technology skills. During the 21-22 school year, the district is expanding instructional technology coaching, having 2 staff members available full-time for coaching. Further, training and orientation materials were provided to families throughout the 20-21 school year and remain posted on the district website. High school students were surveyed in December 2020 with over 1,000 responses regarding on-line learning, seeking input on what was going well and what areas could be improved. Meetings were held with building administration and results were shared. Then, building meetings were held regarding recommendations as a result of the survey.</p>

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)
Whitehall High School	1

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)
Whitehall High School	<p>For summer school, grades for credit recovery courses will be analyzed. For students participating in after-school tutoring, student achievement data in tutored subjects can be analyzed.</p>

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$113,583.00

Allocation

\$113,583.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$113,583.00

Allocation

\$113,583.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Whitehall High School	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$113,583.00	salary - Integrated Support Service Coordinator
			\$113,583.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$113,583.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$113,583.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals	
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	\$113,583.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$113,583.00	
								Approved Indirect Cost/Operational Rate: 0.0000	\$0.00
								Final	\$113,583.00

