

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
Ambridge Area High School	6555

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
Ambridge Area High School	Although the district was able to maintain instruction through varied delivery modes, there was some loss of in-person instruction. Virtually learning was a struggle for students with disabilities and English Language Learners. The district will review grades, attendance, and progress monitoring data to determine the impact of COVID across multiple years.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Ambridge Area High School	The district will monitor Average Daily Attendance through the Tyler SIS System. Average daily attendance will be reviewed to compare attendance before COVID to attendance after strategies have been in effect through the grant initiatives.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Ambridge Area High School	The district will monitor the social-emotional well-being of students through a variety of methods that include: SAP reports, crisis referrals, number of counseling sessions, Help Team referrals, and Positive Steps referrals. These data points will be

School Building Name	Method Used to Understand Each Type of Impact
	examined to determine the impact of COVID and how efforts implemented through this grant have impacted the social-emotional well-being of students..

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Ambridge Area High School	The district will monitor student engagement through average daily attendance using the Tyler SIS System to determine student engagement on the school level.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Ambridge Area High School	The district will analyze the number of discipline referrals pre-COVID compared to discipline referrals after grant initiatives are put into place. Discipline referrals were significantly lower last year during COVID because students were virtual for a portion of the year. However, now that students have returned to in-person instruction, the district will put interventions in place that will hopefully impact behavior and lower discipline referrals.

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
		The student group that faced the greatest impact from the

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Ambridge Area High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	pandemic was students with disabilities. Students with disabilities have academic and behavioral deficits that require explicit, direct instruction and behavioral modifications that are difficult to deliver through virtual instruction. These students also find it challenging to maintain focus on the computer screen for long periods of time more so than students who do not have academic and behavioral disabilities. The district will utilize progress monitoring of goals, attendance, discipline referrals, SAP reports, crisis referrals, number of counseling sessions, Help Team referrals, and Positive Steps referrals to determine if grant initiatives have improved results for students with disabilities.

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
Ambridge Area High School	The district has found success in parent engagement in their child's schooling. The district holds parent meetings that include proactive meetings, informal meetings, conferences on progress, etc. The district communicates with families on progress monitoring data as well.

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:
Ambridge Area High School	<input checked="" 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'
Ambridge Area High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students with mental health issues

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Ambridge Area High School	The district engages families in SAP, mental health screenings and referrals, and referrals to other outside agencies to provide the students with supports needed to remove barriers from engaging in school.

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:

Ambridge Area High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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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'
Ambridge Area High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students with mental health issues

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'
	<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"/>	

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'

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
Ambridge Area High School	The district has held two meetings that involved a number of stakeholders including district administrators (Superintendent, Assistant Superintendent, Director of Special Education, Principals, and Assistant Principal), teachers (general and special education), student services, community members, Board members, and most importantly parents. The committee reviewed the district's needs and developed a plan that included action steps to address identified needs.

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
	Ambridge Area High School took into consideration the recommendations from the committee and will be implementing a number of initiatives to support those

School Building Name	Use of Stakeholder Input
Ambridge Area High School	<p>recommendations. The district will address academic needs by offering after-school tutoring and summer school programming. In addition, the school is purchasing interventions materials to assist students with disabilities in reading and math. With additional grant monies, the district plans to provide additional mental health services through the Student Assistance Program to improve student attendance, engagement, and mental health supports.</p>

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
Ambridge Area High School	<p>The district held committee meetings with parents and community stakeholders to provide transparency through the process. The district will post the plan on the district website and submit a copy to PDE within 90 days of LEA receipt of ARP ESSER funding.</p>

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
Ambridge Area High School	Access to Instruction	The district will purchase math intervention materials for students in targeted subgroups to ensure quality instruction that meets the needs of students and increases academic achievement..
		The district will provide training for TransMath to ensure interventions are implemented with fidelity. The district will also provide training for co-teaching strategies and coaching for teachers. Co-teaching allows students with disabilities to be

School Building Name	Use of Funds	Plan for Funds
Ambridge Area High School	Access to Instruction	educated in their least restrictive environment. and gives students access to the best teaching strategies that allow them access to the general education curriculum. Finally, the district will provide Aimsweb Training to ensure progress monitoring occurs for our targeted subgroup of students with disabilities.
Ambridge Area High School	Access to Instruction	The district will have contracted service to provide support for Student Assistance. The services will assist in removing barriers from students avoiding school and increase attendance, improve behaviors, provide screenings for at-risk youth, and assist with accelerating mental health referrals.
Ambridge Area High School	Access to Instruction	The district will purchase laptops for students with disabilities to give them access to educational technology.

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)
Ambridge Area High School	The district will monitor the progress of students learning by analyzing local common assessment data, state assessment performance, and grades. The district will also utilize Aimsweb for progress monitoring of IEP goals for students with IEPs as well as other formative assessment data aligned to IEPP goals. All data will be disaggregated for by gender, race, SES, IEP, ESL, and any other relevant subgroup.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Ambridge Area High School	The district will purchase academic interventions to address student needs along with laptops to ensure students have access to educational technology. The district will bring in professional training for the interventions as well as co-teaching. The intervention training will ensure all teachers are implementing the curriculum with fidelity. so academic learning is increased and students have access to quality instruction. The co-teaching training is to provide teachers training on how to better engage students. The teachers will receive coaching/feedback from experts in the field of special education to create an

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>inclusive environment for all students. The district will provide information to parents and students through communications including assessment reports, progress reports, parent meetings, and the public website which students will be able to access through 1:1 technology.</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)
Ambridge Area High School	<p>No positions will be created with these funds. The district sustained positions through ESSERS III but did not use ATSI for staff.</p>

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)
Ambridge Area High School	<p>No summer or after-school programs will be provided with ATSI funds. The district provided after-school tutors and summer school using ESSERS III funds and did not need additional funds through ATSI.</p>

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$51,465.00

Allocation

\$51,465.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Ambridge Area High School	1000 - Instruction	600 - Supplies	\$15,449.50	Transmath intervention materials
Ambridge Area High School	1000 - Instruction	300 - Purchased Professional and Technical Services	\$1,500.00	Training for Transmath Intervention materials
Ambridge Area High School	1000 - Instruction	300 - Purchased Professional and Technical Services	\$2,500.00	Training for co-teaching
Ambridge Area High School	1000 - Instruction	700 - Property	\$18,515.50	Laptops
Ambridge Area High School	1000 - Instruction	300 - Purchased Professional and Technical Services	\$3,000.00	Traing for Aimsweb Progress Monitoring
			\$40,965.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$51,465.00

Allocation

\$51,465.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Ambridge Area High School	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$10,500.00	SAP services through The Prevention Network
			\$10,500.00	

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	\$7,000.00	\$0.00	\$0.00	\$15,449.50	\$18,515.50	\$40,965.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$10,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,500.00
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
	\$0.00	\$0.00	\$17,500.00	\$0.00	\$0.00	\$15,449.50	\$18,515.50	\$51,465.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$51,465.00

