



Martin Luther School | Plan for ARP ESSER Funds

I – ESSER Funds Provided Directly to Martin Luther School

Martin Luther School will utilize the ARP-ESSER funds it receives directly to employ three, 10-month Reading Assistants who will be responsible for implementing reading instruction interventions for identified students both in-person and virtually. Specifically, the Reading Assistants will provide small group and individual reading instruction for students using the Fountas & Pinnell Leveled Literacy Intervention System (LLI), coordinate work with the Reading Specialists and Classroom Teachers. Reading Assistants will ensure that students have consistent access to technology, materials, and activities to engage in the reading intervention process to enhance/enrich their learning experience and progress. By adding these key positions, continuity of critical reading instruction will be ensured even when instruction may be required to be virtual or would previously be interrupted due to a teacher absence, student absence or transition to virtual learning.

One primary goal at Martin Luther School is to enhance and improve reading levels for students as reading is a gateway to greater learning. Students' ability to read is correlated with their desire to attend and participate in their learning process. During the 2020 – 2021 school year, due to the COVID-19 pandemic, MLS had to transition to 100 % virtual instruction. During virtual instruction, which ran from March 2020 through June 2021, attendance for the majority of our students was greatly diminished, which resulted in lower levels of academic improvement.

In addition to funds for the Reading Assistant positions, a portion of the funds received will support the purchase of supplies such as books and reading materials for the reading program and that Teachers and Teaching Assistants, and Reading Assistants, will utilize to ensure students' access to appropriate instruction.

As noted already, one of the areas that Martin Luther School is focusing on to improve students' levels of academic progress is reading. Martin Luther School's proposed use of the ARP- ESSER funds is to employ three 10-month Reading Assistants who will conduct in-person interventions with students that will provide the 1:1, face-to-face, human connection to help students engage in their instruction, improve their reading levels, and be successful academically.

The Reading Assistants supported by the grant funds, along with Classroom Teachers, will receive training in the use of our reading program and engage in professional development as well.

**Please see attached pages for the complete ARP ESSER Plan as defined in our application, including budget information.*

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Martin Luther School | Plan for ARP ESSER Funds ('cont.)

II – ESSER Funds Provided to Martin Luther School Through Colonial School District

One primary goal at Martin Luther School is to enhance and improve reading levels for students as reading is a gateway to greater learning. Students' ability to read is correlated with their desire to attend and participate in their learning process. During the 2020 – 2021 school year, due to the COVID-19 pandemic, Martin Luther School (MLS) had to transition to 100% virtual instruction. During virtual instruction, which ran from March 2020 through June 2021, attendance for the majority of our students was greatly diminished, which resulted in lower levels of academic improvement. In order to address any delays in academic progress resulting from the impact of the Covid-19 pandemic, Martin Luther will utilize the Colonial School District set aside of ARP-ESSER funds to support reading specialist salaries during the grant period until the funds are depleted.

The Reading Specialist is a 10- month position whose primary responsibilities will be to facilitate the ongoing implementation of the schoolwide reading program. This will involve advising/coaching and classroom ELA instruction including whole group, small group, and individual reading instruction for children; and coordinating reading instruction-related work within MLS. The Reading Specialist ensures compliance with operating policies and procedures established for the assigned function; ongoing communication with appropriate personnel; responding to inquiries or requests for information; maintaining appropriate records and completing data analysis to provide assigned reports. Martin Luther School is committed to ongoing assessment and evaluation of the students and overall program effectiveness in achieving identified goals. Reading Specialists work in concert with several Reading Assistants and address the specific areas of academic need for our students and monitor progress through qualitative and quantitative data analysis. Specifically, the School Entity will use the following methods to collect and analyze data: Renaissance Star Assessments, Fountas and Pinnell Benchmark Assessment (BAS), Branching Minds, Progress Monitoring, and feedback garnered during IEP meetings and other student conferences. Data gained from these formal and informal assessments will provide valuable information on the impact of the reading program as a whole and individual student progress.

Access to Instruction

One primary goal at Martin Luther School is to enhance and improve reading levels for students as reading is a gateway to greater learning. Students' ability to read is correlated with their desire to attend and participate in their learning process. During the 2020 – 2021 school year, due to the COVID-19 pandemic, Martin Luther School (MLS) had to transition to 100% virtual instruction. During virtual instruction, which ran from March 2020 through June 2021, attendance for the majority of our students was greatly diminished, which resulted in lower levels of academic improvement. In order to address any delays in academic progress resulting from the impact of the Covid-19 pandemic, Martin Luther School will utilize the Colonial School District set aside of ARP-ESSER funds to support reading specialist salaries during the grant period until the funds are depleted. The Reading Specialist is a 10-month position whose primary responsibilities will be to facilitate the ongoing implementation of the schoolwide reading program.

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Martin Luther School | Plan for ARP ESSER Funds ('cont.)

This will involve advising/coaching and classroom ELA instruction including whole group, small group, and individual reading instruction for children; and coordinating reading instruction-related work within MLS. The Reading Specialist ensures compliance with operating policies and procedures established for the assigned function; ongoing communication with appropriate personnel; responding to inquiries or requests for information; maintaining appropriate records and completing data analysis to provide assigned reports. Martin Luther School is committed to ongoing assessment and evaluation of the students and overall program effectiveness in achieving identified goals. Reading Specialists work in concert with several Reading Assistants and address the specific areas of academic need for our students and monitor progress through qualitative and quantitative data analysis. Specifically, the School Entity will use the following methods to collect and analyze data: Renaissance Star Assessments, Fountas and Pinnell Benchmark Assessment (BAS), Branching Minds, Progress Monitoring, and feedback garnered during IEP meetings and other student conferences. Data gained from these formal and informal assessments will provide valuable information on the impact of the reading program as a whole and individual student progress.

For any questions, please contact Lisa Hand, Supervisor of Administration, Martin Luther School, at Lhand@martinlutherschool.org, Lhand@gemmaservices.org, or 610-825-4440, x3403.

Section: Narratives - Assessing Impacts and Needs

SCHOOL ENTITY ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by School Entities, schools, and educators to support students during the COVID-19 pandemic. The application below requests information from School Entities about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of plans to respond to these needs and impacts, (3) Specific elements in the School Entity 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, "School Entity" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the School Entity 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 School Entity (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, School Entities are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the School Entity'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 School Entity 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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Martin Luther School utilizes the following methods to collect and analyze data. This data is utilized to assess students' academic progress, including the impact of any lost instructional time: • Renaissance Star Assessment (Reading and math screening, goal setting) • Fountas and Pinnell Benchmark Assessment (BAS) • Illustrative Math Diagnostic/Summative Assessments • Progress Monitoring (IEP goals)
Chronic Absenteeism	Martin Luther School utilizes PowerSchool to collect/monitor/track student attendance. This data enables us to assess absenteeism.
Student Engagement	Martin Luther School utilizes the following to methods to monitor, track, and measure student engagement and successful behaviors: • Kickboard (virtual/online token economy) • Branching Minds Multi-Tiered System of Support • School Wide Activities/Panther Time (Panther Time is one of Martin Luther School's positive behavioral reinforcement tools)
Social-emotional Well-being	Martin Luther School utilizes the following to monitor/track students' social/emotional well-being: • Branching Minds Multi-Tiered System of Support • Group/individual counseling referrals • Counselor observations • Parental input during IEP meetings
Other Indicators	Martin Luther School utilizes Restorative Practices with daily morning meetings in every classroom and regular restorative circles.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the School Entity that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Martin Luther School utilizes Branching Minds Multi-Tiered System of Support to collect and analyze students' academic/behavioral progress. Through the use of this system, we identify students in need of support, find the best evidence-based interventions, and create a plan for intervention delivery for each student.

Reflecting on Local Strategies

3. Provide the School Entity’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 Description
Strategy #1	Martin Luther School utilizes Branching Minds Multi-Tiered System of Support to collect and analyze students’ academic/behavioral progress. Through the use of this system, we identify students in need of support, find the best evidence-based interventions and create a plan for intervention delivery for each student. In addition, Martin Luther School utilizes the following methods to collect and analyze data: • Reading Running Records • Fountas and Pinnell Benchmark Assessment (BAS) • Renaissance Star Assessment (Reading/math screening, goal setting) • Illustrative Math Diagnostic/Summative Assessments • Progress Monitoring (Formal/informal assessments)

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. **If Other is selected above, please provide the description here:**

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

- 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
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<ul style="list-style-type: none"> • Martin Luther School utilizes PowerSchool to collect/monitor/track student attendance both virtually and in-person. • Annual Individual Education Plan (IEP) Meetings, at which students' IEP team review academic as well as social and emotional goals and progress. • Specific attendance meeting is conducted by the IEP team when attendance reaches a threshold of 10 unexcused absences.

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

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

- 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
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

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

- 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**
- Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here:**

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, School Entities 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 School Entity will make its School Entity 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 School Entity, 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 students; families; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, 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.)

Students are referred to Martin Luther School from more than 40 Philadelphia-area school districts and charter schools when their IEP team at their Local Education Agency (LEA)/home school determines the student to be in need of an out-of-district placement in order to achieve their academic and social/emotional goals. Additionally, Martin Luther School is under the umbrella of Gemma Services, a Pennsylvania non-profit organization. Thus, Martin Luther School serves those students who are participating in Gemma Services' Residential Treatment Program for whom Martin Luther School is determined to be the most appropriate educational placement. Given the breadth of schools and districts that refer students to Martin Luther School for educational services, Martin Luther School's educators, counselors, and additional support staff have the opportunity to engage with numerous educators and school entity leaders from over 40 school districts as part of the meaningful consultation process about the use of ARP ESSER funds. In addition, Martin Luther School works closely with educators from the Montgomery County Intermediate Unit in assessing the needs of students and the resulting plans for use of ARP ESSER funds. Specific opportunities to engage with stakeholders around the proposed plan include regular IEP meetings, conversations with LEA representatives, parent/caregiver conferences, and regular school communications with families. Additionally, formal and informal opportunities take place within the school entity for faculty and staff input regarding overall programming, which would include the use of the proposed ARP ESSER Funds.

5. Use of Stakeholder Input

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

Input is gathered from stakeholders as outlined in Section 4. This input is used as part of the individual student and overall program assessments of needs. The assessed needs for individual students and programs is then evaluated by Martin Luther School leadership in determining how ARP ESSER funds could be best utilized. Based on the input provided by LEAs, parents/guardians and home district IEP team in the development of the IEPs at the time of this submission, there is clear evidence of additional supports needed for these students to achieve academic success, particularly in the area of reading. As a result, Martin Luther School proposes use of the ESSER funds to grow the school entity's Reading Support department, specifically with the addition of three Reading Assistants. This increased capacity will enable the School to expand small group reading instruction and personalized attention across the student body. Similar to all academic performance, students' progress with reading and literacy will be shared with their IEP team which includes stakeholders from LEAs, student families and other educators. Additionally, we regularly consider feedback received from staff surveys as well as family/caregiver input and adjust programming as needed.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the School Entity Plan for the Use of ARP ESSER Funds. The School Entity Plan for the Use of ARP ESSER Funds must be made publicly available on the School Entity website and submitted to PDE within 90 days of School Entity 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)**

As required, Martin Luther School (the School Entity) will publish its Plan for the Use of ARP ESSER Funds on its website and include contact information to encourage stakeholder or public input. Additionally, a link to this plan will be communicated to LEAs with whom Martin Luther School representatives interact, another step to encourage stakeholder input. The plan will be translated into Spanish and be available for a parent/caregiver upon request. Our school uses a voice to text/text to voice program that is made available to parents and would be utilized to communicate the ARP ESSER funding plan as needed by parents/caregivers. Additional efforts will be made to provide the plan in any other alternate format requested 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, School Entities 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 School Entity plan for the use of ARP ESSER funds, that 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 School Entity spend its ARP ESSER funds as outlined in the fields below? Please select from the options below and provide an explanation.

1. Continuity of Services: How will the School Entity 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, as applicable?
2. Access to Instruction: How will the School Entity use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? 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 School Entity 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, as applicable? Consider the School Entity's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the School Entity use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the School Entity's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the School Entity use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
	<p>MLS Intervention Continuity Plan The proposed use of ARP-ESSER funds would support three 10-month Reading Assistant positions, and are not relevant to Extended Day, Summer School, or other student programs. Martin Luther School will utilize the ARP-ESSER funds to employ three, 10-month Reading Assistants who will be responsible for implementing reading instruction interventions for identified students both in-</p>

Plan for Funds	Explanation
Continuity of Services	<p>person and virtually. Specifically, the Reading Assistants will provide small group and individual reading instruction for students using the Fountas & Pinnell Leveled Literacy Intervention System (LLI), coordinate work with the Reading Specialists and Classroom Teachers. Reading Assistants will ensure that students have consistent access to technology, materials, and activities to engage in the reading intervention process to enhance/enrich their learning experience and progress. By adding these key positions, continuity of critical reading instruction will be ensured even when instruction may be required to be virtual or would previously be interrupted due to a teacher absence, student absence or transition to virtual learning. One primary goal at Martin Luther School is to enhance and improve reading levels for students as reading is a gateway to greater learning. Students' ability to read is correlated with their desire to attend and participate in their learning process. During the 2020 – 2021 school year, due to the COVID-19 pandemic, MLS had to transition to 100 % virtual instruction. During virtual instruction, which ran from March 2020 through June 2021, attendance for the majority of our students was greatly diminished, which resulted in lower levels of academic improvement. In addition to funds for the Reading Assistant positions, a portion of the funds received will support the purchase of supplies such as books and reading materials for the reading program and that Teachers and Teaching Assistants, and Reading Assistants, will utilize to ensure students' access to appropriate instruction. As noted already, one of the areas that Martin Luther School is focusing on to improve students' levels of academic progress is reading. Martin Luther School's proposed use of the ARP- ESSER funds is to employ three 10-month Reading Assistants who will conduct in-person interventions with students that will provide the 1:1, face-to-face, human connection to help students engage in their instruction, improve their reading levels, and be successful academically. These Reading Assistants as well as Classroom Teachers will receive training in</p>

Plan for Funds	Explanation
	<p>the use of our reading program and engage in professional development as well. The proposed use of ARP-ESSER funds does not include funds for recruitment of Reading Assistants. However, our plan does include funds for professional training and staff skill-building, which supports staff retention. Additionally, the availability of this professional development could be attractive to potential staff and thus indirectly supports staff recruitment. These Reading Assistants as well as Classroom Teachers will receive training in the use of our reading program and engage in professional development as well.</p>
<p>Access to Instruction</p>	<p>The proposed use of ARP-ESSER funds would support three 10-month Reading Assistant positions, and thus are not relevant to Extended Day, Summer School, or other student programs. MLS Intervention Continuity Plan Martin Luther School will utilize the ARP-ESSER funds to employ three, 10-month Reading Assistants who will be responsible for implementing reading instruction interventions for identified students both in-person and virtually. Specifically, the Reading Assistants will provide small group and individual reading instruction for students using the Fountas & Pinnell Leveled Literacy Intervention System (LLI), coordinate work with the Reading Specialists and Classroom Teachers. Reading Assistants will ensure that students have consistent access to technology, materials, and activities to engage in the reading intervention process to enhance/enrich their learning experience and progress. By adding these key positions, continuity of critical reading instruction will be ensured even when instruction may be required to be virtual or would previously be interrupted due to a teacher absence, student absence or transition to virtual learning. One primary goal at Martin Luther School is to enhance and improve reading levels for students as reading is a gateway to greater learning. Students' ability to read is correlated with their desire to attend and participate in their learning process. During the 2020 – 2021 school year, due to the COVID-19 pandemic, MLS had to</p>

Plan for Funds	Explanation
	<p>transition to 100 % virtual instruction. During virtual instruction, which ran from March 2020 through June 2021, attendance for the majority of our students was greatly diminished, which resulted in lower levels of academic improvement. In addition to funds for the Reading Assistant positions, a portion of the funds received will support the purchase of supplies such as books and reading materials for the reading program and that Teachers and Teaching Assistants, and Reading Assistants, will utilize to ensure students' access to appropriate instruction. As noted already, one of the areas that Martin Luther School is focusing on to improve students' levels of academic progress is reading. Martin Luther School's proposed use of the ARP- ESSER funds is to employ three 10-month Reading Assistants who will conduct in-person interventions with students that will provide the 1:1, face-to-face, human connection to help students engage in their instruction, improve their reading levels, and be successful academically. The Reading Assistants supported by the grant funds, along with Classroom Teachers, will receive training in the use of our reading program and engage in professional development as well.</p>

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, School Entities 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

School Entities must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Through the use of various progress monitoring tools and processes in place for reviewing students' IEP goals, Martin Luther School has been able to assess and plan for addressing the loss of instructional time and skills for students as a result of virtual learning due to the COVID-19 pandemic. Martin Luther School will continue to utilize the following methods to collect and analyze data: • Renaissance Star Assessment (Reading/math screening, goal setting) • Fountas and Pinnell Benchmark Assessment (BAS) • Illustrative Math Diagnostic/Summative Assessments • Progress Monitoring (Formal/informal assessments) • Branching Minds Multi-Tiered System of Support • IEP team meetings
Opportunity to learn measures (see help text)	Martin Luther School utilizes Fountas & Pinnell and Branching Minds Multi-Tiered System of Support to effectively, efficiently, and equitably support the holistic needs of our students to create opportunities for learning and a path to success. Through the use of Branching Minds, we collect and monitor data on reading levels and progress which enables informed decision making and the use of evidence-based interventions and accommodations to address students' specific learning needs. Branching Minds guides teachers through the creation of goals, progress monitoring, and intervention planning using best practices.
Jobs created and retained (by number of FTEs and position type) (see help text)	Our Human Resources Department tracks job/position data including staff retention and the School will monitor job creation and retention as related to the Reading Assistant positions that will be supported by the ESSER funds.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	N/A

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

School Entities that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity's Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

No

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project



CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.

Section: Narratives - Health and Safety Plan Upload and URL

SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL

Please upload your School Entity Health and Safety Plan and website URL below. Check the assurance indicating that you have completed your upload. Please name the file using your School Entity name followed by Health and Safety Plan. example: "***School Entity Name-Health and Safety Plan***"

School Entities are required to add the URL where the approved plan will be posted to the School Entity's public website. Please add the URL below.

<https://gemmaservices.org/mlschool/mlsevents/mls-school-safety-plan-2021-2022/> (Link to plan pdf is <https://gemmaservices.org/wp-content/uploads/2021/08/MLS-Health-and-Safety-Plan-2021-2022.pdf>)



Check Here - to assure that you have successfully uploaded your School Entity Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$552,924.00

Allocation

\$552,924.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$350,200.07	Reading Assistant salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$76,168.52	Benefits related to Reading Assistant positions
1300 - CAREER AND TECHNICAL EDUCATION	500 - Other Purchased Services	\$55,000.00	Trainings for Reading Assistants
		\$481,368.59	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$552,924.00

Allocation

\$552,924.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$71,555.41	Reading program supplies and literacy programs/curriculum.
		\$71,555.41	

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	\$350,200.07	\$76,168.52	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$426,368.59
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$55,000.00	\$0.00	\$0.00	\$55,000.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$71,555.41	\$0.00	\$71,555.41
2200 Staff Support Services	\$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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$350,200.07	\$76,168.52	\$0.00	\$0.00	\$55,000.00	\$71,555.41	\$0.00	\$552,924.00
Approved Indirect Cost/Operational Rate:								\$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
							Final	\$552,924.00