

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
Pittsburgh Allderdice High School	0409
Pittsburgh Perry High School	0416
Pittsburgh Brashear High School	6915
Pittsburgh Roosevelt PreK-5	7742
Pittsburgh Obama 6-12	8105
Pittsburgh Faison K-5	8204

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
Pittsburgh Allerdice High School	The Administration and the Student Services Department review academic data (primarily grades and GPA) quarterly, disaggregated by various student groups, including gender, race, grade level, etc. This student data, on a more individual level is also reviewed and discussed as part of the school's Student Assistance Program (SAP).
Pittsburgh Brashear High School	Data analysis, focus groups, and analysis of student work will be used to understand the academic impact of lost instructional time. A data review of grades will be completed to identify students who are in need of academic support. Teachers will also analyze student work to assess whether students are meeting the academic standards. Additionally, data from MAP testing will be used to identify the academic impact of lost instructional time. Focus groups will identify specific students who are in need of additional academic support.
Pittsburgh Faison K-5	Methods used to understand the impact of lost instructional time include analysis of: (1) student work; (2) NWEA MAP scores, ensuring we are looking closely at the growth of students that have taken the assessment more than once; (3) DIBELS scores, ensuring we are looking closely at the growth of students that have taken the assessment more than once; and (4) grades.

School Building Name	Methods Used to Understand Each Type of Impact
Pittsburgh Obama 6-12	<p>At the beginning of the pandemic it was challenging to get our middle school students up and running with remote learning. During the 2019-20 school year (SY) the focus was on our seniors and ensuring that they graduated. Thus the underclassmen and middle school students suffered with consumable textbooks. Upon return to school in August of 2020, students had difficulty signing in and many students and families struggled to get their child up and online daily. Once the district went to a camera off policy, we noticed a huge dip in student attendance and engagement in class. This policy negatively impacted student success and teacher morale. The longer students stayed home the more students had a reason to choose if and when they would attend school. Students who fell below 90% attendance and who earned at least one D on their progress report or were reported by teachers as struggling during remote learning had packets mailed home for them to work on, with the caveat that they would log in to at least listen to the class so that they could complete the work. Students within the Program for Students with Exceptionalities (PSE) received a weekly work packet and were asked to attend class at least as a listener. Although we finished the year with 90% attendance overall, our subgroups finished well below that mark despite home visits by student services staff, central office and administration. Today we are at 68% attendance overall. We are losing students and families due to school violence and feelings of not being safe. We believe these behaviors are a result of work avoidance, due to learning loss from the 2019-20 and 2020-21 school years. The lack of programming and support available to our school as a magnet school is incomparable to the other magnet schools within the same 6-12 configuration. Two counselors and a part-time social worker supported 865 students from March 2020-present day. Administration often is pulled to do the work of student services due to fatigue within that department and leaves of absence.</p>

School Building Name	Methods Used to Understand Each Type of Impact
	<p>Currently, staff are seeing behaviors that indicate that students are in breakdown/crisis. The lack of self-governance and social skills is further exacerbating learning loss. Students who are not experiencing crisis related to behavior, mental or social emotional health are now innocent victims of other students due to their peer's inability to interact with teachers, staff and classmates appropriately. We have regular education students and special education students who are in a state of crisis for many reasons (pandemic, family life, etc.) As a result, students who are in crisis are showing signs that they cannot self-govern and are exhibiting negative behaviors and aggressively taking their frustrations out on students who are not showing signs of trauma or being in crisis, teachers, and staff. Staff is dedicating more time on addressing behavior than advancing learning for all students. Within the first two weeks of school there were, at minimum, three fights per grade level due to behaviors tied directly to a lack of social skills, self-governance, and limited character development. Mentoring and character development is necessary for all our students if we hope to address learning loss and achieve our desired state of being.</p>
	<p>As a school community, both internal and external stakeholders engaged in consistent and ongoing data analysis for determining and addressing the impact of COVID-19 via an array of methods. At the onset of the pandemic, the school quickly mobilized its resources to minimize loss of learning. Despite the best efforts of the school, families, and community partners, many students struggled to advance socially, emotionally, and academically. This fact may be accounted for via empirical perspectives, as indicated consistently by faculty, families, and (most importantly) the students. The initial effect of the pandemic was most detrimental as Perry was unprepared to provide effective remote instruction for its students because the resources and capacity for non-brick-and-mortar</p>

School Building Name	Methods Used to Understand Each Type of Impact
Pittsburgh Perry High School	<p>instruction were largely unavailable. This meant that students lost roughly one-third of a year of learning during the 2019-2020 school year (SY). The onset of the 2020-2021 SY proved optimistic as the district implemented a one-to-one student computer technology plan, which enabled synchronous virtual instruction; however, the learning curve for both students and teachers compounded by numerous technical glitches proved problematic. Often, technology would fail, which left both students and teachers with instructional lags or forced asynchronous learning. As expressed by the faculty, students, parents, and community partners (including A+ Schools), this resulted in disruption to instructional continuity, which would have not been experienced if conventional pre-pandemic methods were employed. Technically, Perry fulfilled state required instructional time requirements for both the 2019-2020 and 2020-2021 school years. Specific to the 2019-2020 SY, the state waived the 180 days requirement, which directly resulted in a loss of instructional time. That loss of time continues to adversely impact students. Among the instructional faculty, the consensus is that most students are deficient in prerequisite knowledge of course content. Quantitatively, this is proven by interim report grades at the mid-point of the first quarter marking period. Roughly 33% of students demonstrated below satisfactory course grades with a preponderance being in STEM subjects. Beyond academics, social and emotional behaviors have been delayed. A common empirical finding among Perry's faculty and administration is that student behaviors are lagging by two years (i.e., ninth graders behaving more like seventh graders). Attendance rates at the onset of the pandemic initially plummeted well below the school's current 80% rate of attendance. At the beginning of March 2020, Perry's daily attendance rate was approximately 85%. Post school closure, however, it fell. Without a cohesive plan of action, one can argue that attendance was either mathematically undefinable or held at</p>

School Building Name	Methods Used to Understand Each Type of Impact
	<p>literally zero percent. The following school year, Perry's daily attendance rate was approximately 80%. Despite its best efforts, the school has never recovered to the mid-80% range, hence evidence of the pandemic's effect on chronic absenteeism, which is consistently equal to approximately 20%. From an observational standpoint, student engagement decreased during the pandemic. From a policy standpoint, the district opted for what amounts to a "camera does not have to be on" policy for virtual instruction. As many teachers and administrators (including me) can confirm, students often attended classes online, but did not participate. It was apparent that student engagement was not encouraged or easily attained. The aftereffects of this are still apparent, as evidenced by "shyness" amid formative assessment and extracurricular activities. The school struggles to fill sports teams and a cheerleading squad. A once vibrant squad, the cheerleaders currently have zero participants. Students who once participated have lost interest due to disengagement over the past two years. Student engagement is a function of both curricular and extracurricular involvement, and both have suffered over the past two years. Finally, social and emotional health has deteriorated over the past two years. Since most students have not set foot in a brick-and mortar setting for well over a year, they did not have the same access to student services personnel. Upon commencement of the current school year, the school has processed roughly 50 social service referrals, which already surpasses the total number processed in the prior school year. This statistic alone exemplifies the profoundly negative effect that COVID-19 has had on Perry's learners.</p>
	<p>During the 2021-22 SY, the students will be assessed using the NWEA MAP measure of student growth in ELA, Math, and Science; the beginning of the year Mathematics assessment; and the DIBELS assessment. During the</p>

School Building Name	Methods Used to Understand Each Type of Impact
Pittsburgh Roosevelt PreK-5	<p>pandemic, the NWEA MAP measure of student growth in ELA, Math, and Science indicated little to no growth at the end of the 2020-2021 school year (SY). There were few students who were able to take the assessment as many of the students did not return to the building for in-person instruction. In addition, connectivity issues and a lack of student engagement impacted the number of students who completed the assessment. Much of the DIBELS assessment data from the 2020-2021 SY is inconclusive due to technology and attendance issues. Data from these assessments is utilized in Professional Learning Communities (PLCs) and intervention to plan for learning acceleration. In addition, data is collected in ELA utilizing selection and unit assessments and in math utilizing chapter and unit assessments. During the pandemic, the data from these assessments was difficult to interpret as the conditions under which the assessments were taken was inconsistent. Some students had support from families and many other students did not engage in the assessments.</p>

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Pittsburgh Allderdice High School	<p>Student attendance data is consistently reviewed by our social workers. The social workers have also gathered a great deal of qualitative data regarding students' fears in returning to the building. They have followed the Focus on Attendance program to engage families in this process and bring reasons for chronic absenteeism to the surface. Through this program, a representative from the county engages with a family that is brought to the magistrate for attendance issues. These representatives are able to coordinate services based on the families' needs and barriers in attending schools. Data is also reviewed when sending letters to families regarding attendance</p>

School Building Name	Methods Used to Understand Each Type of Impact
	and when deciding which students need to be cited at the local magistrate for attendance issues.
Pittsburgh Brashear High School	Chronic absenteeism will be determined through data analysis and information collected from focus groups. Daily attendance data will be collected to identify students who are chronically absent. Focus groups will analyze the attendance data to identify students who are chronically absent for the entire school day as well as identify students who are chronically absent from specific periods. Students who are identified as chronically absent will be placed on a Student Attendance Improvement Plan (SAIP) and will have frequent meetings with the social worker. Meeting and intervention data will also be collected by the social worker.
Pittsburgh Faison K-5	COVID-19 has caused students to miss a significant amount of school either due to their parent's fear of them contracting it or due to quarantine. Some of the methods used to understand how chronic absenteeism was impacted by COVID-19: (1) Attendance reports will show the percentage of chronically absent students; (2) Student work will provide in-depth information as to how students are performing and if they are performing on grade level; (3) NWEA MAP will indicate how students are performing in math, reading, and science amongst their peers nationally; (4) DIBELS data will indicate how students are performing in fluency in comparison to their peers, nationally; and (5) grades.
	At the beginning of the 2020-21 SY teachers were instructed to call the homes of students who had missed their class at least twice in one week. Using the information from these teachers we were able to target some students and mail their homework home. One of the challenges to doing this though was incorrect home addresses and phone numbers. We know from experience if students are missing a minimum of two classes

School Building Name	Methods Used to Understand Each Type of Impact
Pittsburgh Obama 6-12	<p>per week it was a red flag and indicative of a student struggling and/or not being able to adapt to the demands of our school. To try to support online class attendance of those students with attendance concerns, teachers and students would use the online call method via MS Teams to call students into class. Students also had classroom buddies who they adopted as their “buddy” to wake up/call/text in the morning, and they would also use the online call method via MS Teams to call their buddies into class. Students also took on the role of caretaker in terms of becoming gainfully employed, which negatively impacted student attendance. To support those students and families with attendance issues, the Social Worker held School Attendance Improvement Conference (SAIC) meetings with students and parents. Monthly parent meetings were also held on the first Thursday morning of the month for middle school and in the afternoon for high school.</p>
Pittsburgh Perry High School	<p>Perry’s School Improvement Plan prioritizes improvements to daily membership and elimination of chronic absenteeism. Data compiled from the school’s student information system (SIS) and Power BI informs internal stakeholders of the quantitative data, which is then also relayed to community partners for support. Collectively, all stakeholders analyze both aggregated and disaggregated findings to pinpoint correlations, which include higher rates for black, special education, and lower socio-economic subgroups, as well as zip-code correlations. To support efforts to understand the problem Perry engages the following stakeholders: (1) the school’s parent school community council and families; (2) the instructional cabinet; (3) the special education department; and (4) the Student Assistance Program (SAP) Core Team. The school also partners with Urban Impact to help support our efforts to reach students directly in the community neighborhoods that comprise the Northside of Pittsburgh as well as on-site. The</p>

School Building Name	Methods Used to Understand Each Type of Impact
	<p>issue becomes one of providing adequate supports for all families and students who need help. With such a large preponderance of chronic truancy, resources are spread thin in addressing student needs. From Perry's analysis, truancy is not an act of deliberate defiance. Rather, it accounts for many warning signs and scenarios ranging from mental health and economic issues through profound distrust of schools. The challenge is to pinpoint the issues and provide individualized supports to eliminate truancy. Perry's professionals have the knowledge and capacity to combat chronic absenteeism, but it lacks capital.</p>
Pittsburgh Roosevelt PreK-5	<p>During the pandemic remote attendance was challenging due to connectivity issues for some families. Families with faulty or weak internet connections had sporadic attendance. Some families also reported technology (hardware) issues. The data demonstrated that Roosevelt had an attendance rate of 91% during the 2020-2021 (SY). The PPS attendance policy made collecting accurate attendance data difficult. Students were only required to attend for 50% of the day to be marked as present. Many students were home alone and were self-managing getting to school virtually. This resulted in many students being tardy or consistently late. Weekly attendance reports are pulled and reviewed by social workers and administration to monitor students who have excessive absences.? Homeroom teachers report students with multiple absences.? Students presented in Multi-Tiered Systems of Support (MTSS) / Student Assistance Program (SAP) have their attendance reports reviewed as part of the process.?? Student attendance is self-monitored utilizing sticker charts placed on student lockers; marked for each day they are present.? Teachers and staff teams review student attendance records and work with families to help support school attendance.? Conferences are held with the parents and family of students struggling with attendance to develop a plan that will provide</p>

School Building Name	Methods Used to Understand Each Type of Impact
	support to improve attendance.? Pittsburgh Roosevelt also works collaboratively with the local magistrate to identify barriers and resolve chronic absenteeism.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Pittsburgh Allderdice High School	A Dragon Connections (advisory) program was developed during the pandemic to gather informal data from all students and assess ways to support them during remote learning in the last two school years. This program was also used to assess student's social and emotional well-being. For this program, each adult staff member is assigned a group of 10-15 students in order to be their "connection" for support in different ways, whether this is academic, social, or emotional. They are also able to connect them with other staff resources if necessary. "Check-ins" have occurred at least weekly and were generally done through Microsoft Teams during the 2020-21 school year as most students were remote for the entirety of the year. The program is continuing during the 2021-22 school year. Also, a Social Emotional Learning (SEL) survey was given to students during the 2020-21 school year (SY) and it will be given twice during the 2021-22 SY through Panorama.
Pittsburgh Brashear High School	To understand the impact on students social-emotional well-being, staff members will document student behaviors and interventions then refer students for the Student Assistance Program (SAP). The SAP team will meet to review each referral as well as the documentation collected by staff members. The SAP team will then meet individually with referred students and collect data from each meeting.
	Methods the school will use to understand how the social-emotional well-being of our students

School Building Name	Method Used to Understand Each Type of Impact
Pittsburgh Faison K-5	<p>has been impacted by COVID-19 are as follows: (1) Office referrals provide information on students that have been sent to the office due to behaviors that require them to have a break from the classroom setting. Reviewing the number of referrals will provide quantitative data on the impact of COVID-19 school wide. (2) Informal meetings with students provide an opportunity to determine what supports are needed. (3) Informal meetings with parents also provide an opportunity to determine what supports are needed. (4) Review of the Panorama survey provides another data source to determine how students are doing because it allows them to share their perspectives on school. (5) As the counselor and social worker works with students one on one or in small groups, they are formatively assessing the needs of students and that data is reviewed as another way to help us understand student needs.</p>
Pittsburgh Obama 6-12	<p>Qualitative data was collected in narrative form from parents, staff, and students. Based on our SAP meeting referrals, emails from staff and parents as well as phone calls and middle school teams meetings we were able to gather data to determine the support students needed. Additionally, some parents shared that they often called Resolve Crisis Services to the home or were seeking treatment from the Services for Teens at Risk (STAR) clinic and other clinics in the area through Mercy Behavioral Health and other agencies. Social workers and counselors created virtual spaces for students to get support. These spaces included a calming room and information for additional resources i.e., Resolve, foodbanks, and other mental health providers students could contact across the city depending on their needs. Student Services team members made calls to the homes of students who were not showing up to class. Teachers also created one-on-one virtual chats for students who didn't come to class to share assignment updates and provide support.</p>

School Building Name	Method Used to Understand Each Type of Impact
Pittsburgh Perry High School	<p>Though not universally applicable to all students and families, there is a strong correlation between poverty and issues with social-emotional well-being and health. As a high-needs school with a vast majority of students living in profound poverty (89% free and reduced lunch) compounded by food insecurity, many of Perry's students suffer immensely. Education in the academic sense becomes secondary to survival. This fact weighs heavily on most of our students, who also happen to fall into the school's two most challenged subgroups of black (76.2%) and special populations (29%). Much like chronic absenteeism, Perry engages the following stakeholders to help us understand the impact of social-emotional well-being of our students and develop processes for helping students feel safe in this realm: (1) the school's parent school community counsel and families; (2) the instructional cabinet; (3) the special education department; (4) the Student Assistance Program Core Team; and (5) the active involvement of Turtle Creek Valley for mental health and social support services. Periodic professional development also occurs. The foundation for effectively addressing social and emotional deficiencies is present at Perry; however, a lack of capital and resources holds the school back from maximizing its efforts to reach all students and families.</p>
	<p>Students spent eighteen months isolated from their peers. In addition, many students did not engage with others outside of their immediate households due to potential COVID-19 exposure. During the pandemic Roosevelt worked to provide students with opportunities to engage with their peers utilizing the Positivity Project. The Positivity Project Is a Social Emotional program that teaches positive psychology through 24 character traits. The program also encourages positive relationships. There was also daily check-in with students to gauge emotional well-being. Data from the Panorama Survey was utilized to measure</p>

School Building Name	Method Used to Understand Each Type of Impact
Pittsburgh Roosevelt PreK-5	<p>student emotional well-being. During the Spring of 2021 only 48 % of the students responded favorably to the questions in the category of Challenging Feelings. In the category of Emotional Regulation students responded favorably to 49% of the questions. This data indicates that the impact of remote learning due to COVID-19 had a significant impact on the social and emotional well-being of students. Lastly, the students at Roosevelt participated in the Student Envoy Project (the Project). The Project is Pittsburgh Public Schools' student leadership program focused on efficacy. The Project focuses on mobilizing students directly; engaging them as active and essential partners in improving their academic performance and both school and classroom culture. The Student Envoys teach the "Efficacy Secrets" to students. The program had limited impact during the pandemic as students were not physically together to benefit from the work of the Student Envoys.</p>

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Pittsburgh Allderdice High School	<p>A family survey was distributed during the 2020-21 SY to gather parent feedback on remote learning and student engagement. This has also been a consistent topic of conversation through Parent Teacher Organization (PTO) and Parent School Community Council (PSCC) meetings. Additionally, our Dragon Connections program during the 2020-21 SY helped to gauge student feedback regarding their engagement in learning.</p>
	<p>Data analysis, focus groups, and observations will be used to understand the impact on student engagement. Data reviews of grades will be completed to identify students who are disengaged. Daily attendance data will be</p>

School Building Name	Method Used to Understand Each Type of Impact
Pittsburgh Brashear High School	reviewed, per period, to identify students who are not attending class. Focus groups will review grades and daily attendance data to identify students who are disengaged. Additionally, observations by administration will assess student engagement in class and identify students who are not attending specific class periods.
Pittsburgh Faison K-5	To understand how student engagement has been impacted by COVID-19 school administration will conduct formal and informal classroom observations to determine how students are interacting with grade level content.
Pittsburgh Obama 6-12	During the 2020-21 (SY) we noticed that students who were not engaged fell even more behind academically and socially. To understand student engagement, we looked at class attendance, grades, and data from grade level meetings that occurred weekly for middle school and bi-weekly for high school. Students who were learning attended class and their grades were reflective of attendance, participation and understanding of class objectives. There was a spike in the number of SAP referrals and in the number of students who refused to engage in school all together. Students complained of anxiety, fatigue from working on computers daily, and depression due to being out of school for so long and no contact with friends and family. In addition to the factors above, from March 2019 to the present many students had to take on the responsibility of obtaining jobs to support their families. This also negatively impacted student success and engagement with school.
	Student engagement has suffered since March 2019. The school is working hard to inspire students and families to recommit activity to the school, but there is work to be done. Beyond professional development with faculty geared toward heightening student engagement and, subsequently, achievement, Perry collaborates with outside service providers in helping reach

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Pittsburgh Perry High School	<p>students in different and inspiring ways. Most recently, A+ Schools supported and presented the Perry Zine, an interactive publication underwritten by A+ and produced by the Perry Fellows—an organization of students committed to the growth and rebirth of Perry. A major theme of Perry Zine is community activism with Perry at the center of their efforts. A+ also has a major presence in Perry’s Parent School Community Council (PSCC). Their collaboration with us and extension to collaborative professional development with faculty and staff has contributed to Perry better understanding the challenges it faces pertinent to student engagement and support development of initiatives for inspiring optimal engagement. But as is the case with Perry’s other issues, capital resources are lacking. More are essential for helping reach as many students as possible to increase engagement and subsequent attendance, scholastic performance, and life-long readiness for success.</p>
Pittsburgh Roosevelt PreK-5	<p>COVID-19 created significant impacts on student engagement. In order to be engaged, students must regularly attend school. While the 2020-2021 SY attendance rate was 91%; attendance for African-American students was 90%. And students with regular attendance was measured at 73%. This data indicated that only 73% of students had attendance greater than 90%. African-American students showed a rate of regular attendance at 68%. Attendance will continue to be monitored as will assessment scores on NWEA MAP, DIBELS and curriculum-based assessments. During COVID-19 students elected not to engage by not logging in to virtual learning. Many times, students would log in for purposes of attendance but did not answer or speak during instruction. Since there was a District virtual learning policy that students did not have to turn their cameras on, many students refused to turn on their cameras. Engagement was difficult to monitor due to this policy. In addition, students were challenged to</p>

School Building Name	Method Used to Understand Each Type of Impact
	complete work or assessments. Many students did not complete assignments even when provided with multiple opportunities to do so. Now that students have returned to in-person learning student engagement will be measured by assessment results.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Pittsburgh Perry High School	A major initiative at Perry is reimagining the school's structure to support self-actualization of whole students via creation of different schools within the academy, including schools of liberal arts, career and technical education (CTE), and military science. At the core of this initiative is the Reimagine Perry Workgroup: a team of administration, faculty, staff, and community partners (including A+ and the Buhl Foundation) dedicated to analyzing data pertinent to what Perry calls ABC: Attendance, Behavior, and Course Completion. The group is informed by data and driven to propose organizational and institutional changes to optimize ABC. In short, all areas of concern as outlined in the previous sections are prioritized by the Reimagine Perry Workgroup. COVID-19 has posed a major challenge to the group and the school reform initiative it fronts, but it has not hampered efforts to progress the school in the best interest of students. Again, the will to help students amid multiple challenges and a global pandemic is there. What is missing is the capital and resources to maximize efforts to help children.

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
Pittsburgh Allderdice High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	(1) Academic and attendance review by student services department and school administration at both quarterly and mid-quarter points in time. (2) Consult period for various Program for Students with Exceptionalities (PSE) staff to assess roster of students.
Pittsburgh Allderdice High School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	African American students - Quarterly academic and attendance review by student services department and school administration.
		Through the use of data collection and focus groups, the extent of the impact on student learning and well-being will be assessed. To increase student achievement and support student learning as well as support the well-being of students, Brashear High School will implement an After School Re-Engagement program which will also incorporate tutoring, mentoring through community partnerships, group therapy and counseling, a book club, and provide access to electronic devices. The After School Re-Engagement program will address and support the academic needs of students through activities, developed and delivered by teachers, which will provide learners with needed skills for success within the school

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Children and youth in foster care	<p>building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>
		<p>Through the use of data collection and focus groups, the extent of the impact on</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>student learning and well-being will be assessed. To increase student achievement and support student learning as well as support the well-being of students, Brashear High School will implement an After School Re-Engagement program which will also incorporate tutoring, mentoring through community partnerships, group therapy and counseling, a book club, and provide access to electronic devices. The After School Re-Engagement program will address and support the academic needs of students through activities, developed and delivered by teachers, which will provide learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>
		<p>Through the use of data collection and focus groups, the extent of the impact on student learning and well-being will be assessed. To increase student achievement and support student learning as well as support the well-being of students, Brashear High School will implement an After School Re-Engagement program which will also incorporate tutoring, mentoring through community partnerships, group therapy and counseling, a book club, and provide access to electronic devices. The After School Re-Engagement program will address and support the academic needs of students through activities, developed and delivered by teachers, which will provide</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	English learners	<p>learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students within the school building, additionally laptops will be</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>
		Through the use of data

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>collection and focus groups, the extent of the impact on student learning and well-being will be assessed. To increase student achievement and support student learning as well as support the well-being of students, Brashear High School will implement an After School Re-Engagement program which will also incorporate tutoring, mentoring through community partnerships, group therapy and counseling, a book club, and provide access to electronic devices. The After School Re-Engagement program will address and support the academic needs of students through activities, developed and delivered by teachers, which will provide learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<p>being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>
		<p>Through the use of data collection and focus groups, the extent of the impact on student learning and well-being will be assessed. To increase student achievement and support student learning as well as support the well-being of students, Brashear High School will implement an After School Re-Engagement program which will also incorporate tutoring, mentoring through community partnerships, group therapy and counseling, a book club, and provide access to electronic devices. The After School Re-Engagement program will address and support the academic needs of students through activities,</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Migrant students	<p>developed and delivered by teachers, which will provide learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>Through the use of data collection and focus groups, the extent of the impact on student learning and well-being will be assessed. To increase student achievement and support student learning as well as support the well-being of students, Brashear High School will implement an After School Re-Engagement program which will also incorporate tutoring, mentoring through community partnerships, group therapy and counseling, a book club, and provide access to electronic devices. The After School Re-Engagement program will address and support the academic needs of students through activities, developed and delivered by teachers, which will provide learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	<p>students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>
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School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Students experiencing homelessness	<p>students through activities, developed and delivered by teachers, which will provide learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to</p>

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		<p>technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>

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School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	<p>personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To ensure reliable access to technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be</p>

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		<p>interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working properly.</p>
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School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Brashear High School	Students from low-income families	<p>support the academic needs of students through activities, developed and delivered by teachers, which will provide learners with needed skills for success within the school building. Focus groups will analyze data to enroll students in the After School Re-Engagement program. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers to support student learning. Students can request tutoring and focus groups will use data analysis to enroll students in the tutoring program. Tutoring will be available for core subjects as well as electives. To support students' academic and personal goals as well as students' social-emotional well-being, mentoring through community partnerships will be provided. Through data analysis, focus groups will identify students who will participate in the mentoring program, additionally, students can request a mentor. To provide additional support to address student's social-emotional well-being, a counselor will provide after school group therapy and counseling. Students can request to be enrolled in the program. Additionally, a focus group will examine data to identify students who could be enrolled in the program. To</p>

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		<p>ensure reliable access to technology for all students within the school building, additionally laptops will be available. Additional laptops will be provided to students when their device is unavailable or in need of repair. A book club will be developed to support student engagement, social-emotional well-being, as well as address the academic impact of lost instructional time. Guest author(s) will host one or more book club meetings to discuss their work with students. Information will be disseminated to staff and students about the book club and students can enroll themselves. Additionally, staff members will reach out to students they believe would be interested in, or, would benefit from the book club to discuss enrollment. Data collection will occur during the After School Re-Engagement Program, the mentoring program, group therapy and counseling, and book club. Focus groups will analyze the data for each method to assess the impact of each strategy and determine further supports if needed. Tracking and inventorying will occur for student devices to ensure all students have access to reliable technology at school and at home. This data will also be communicated to the Technology Office to ensure district assigned student devices are working</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		properly.
Pittsburgh Faison K-5	Students from low-income families	To determine the impact of the summer program funded with this grant we will look at the end of the 2021-22 school year NWEA MAP score and compare it to the end of the summer NWEA MAP results.
Pittsburgh Obama 6-12	Children and youth in foster care	The social worker meets with Children Youth & Families (CYF) case workers and with students to do additional check-ins. The social worker also shares pertinent information with staff and administration about students in this group that can be used to support their academics and behavior. The social worker also may create attendance incentives if attendance is an issue.
Pittsburgh Obama 6-12	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The student services team meets weekly to discuss concerns with the Program for Students with Exceptionalities (PSE) teachers regarding academics, behavior and attendance; to set goals for students; and revisit student IEP/504 plans as necessary based on grades, attendance and behavior.
Pittsburgh Obama 6-12	English learners	PSE team consults with the ESL teacher, regarding English Learner (ELs) to determine needs and discuss which students may be ready to exit

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		ESL support. At the time of this application, less than .05% of our students are ELs, but the population is growing.
Pittsburgh Obama 6-12	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Although African American males (AAM) are a small population in the school, they often face academic and behavioral challenges due to low expectations from staff and of self. AAM students in the middle school are being supported by the middle school counselor and forming groups to focus on building character and social skills. Support for the high school students will soon be provided by the Equity Advocates. Equity Advocates are members of the district's department of Equity. They focus on students who are middle of the road "C/D" students who need additional academic support, mentoring, tutoring to help bring their grades up. The advocates meet with groups of high school students during lunch and 1-2 times/week during an elective class to check in and do goal setting.
		The social worker follows up on students experiencing homelessness and provides the support, resources and referrals needed based on information provided by the family. If attendance is an issue due to proximity of home to school the social worker will put

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Obama 6-12	Students experiencing homelessness	the student on an attendance improvement plan. If academic engagement is an issue, teachers have modified assignments until improvement is seen and then work to build the student back up to full engagement in assignments. When the Department of Human Services (DHS) would communicate opportunities for youth experiencing homelessness, efforts were made to connect that student and their family through socially distant home visits, Microsoft Teams chats, and phone communications.
Pittsburgh Obama 6-12	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	African American (AA) students are supported by counselors through exposure to outside agencies, experiences and college and career opportunities. Academics, behavior, and attendance are reviewed bi-weekly by grade level. A letter is sent home to parents indicating support available for students. Review of state and local testing data in addition to classroom data to determine additional support needed.
Pittsburgh Obama 6-12	Students from low-income families	The social worker and counselor work with community partners to provide students with food, clothing, shelter, and internet connectivity, as needed.
		Students in foster care are

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Perry High School	Children and youth in foster care	identified by CYF or another placement agency by using the district's McKinney-Vento online survey.
Pittsburgh Perry High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities are identified through efficient and thorough processing of Multi-Tiered System of Supports (MTSS) and SAP referrals. COVID-19 has negatively impacted this group of students due to lack of access to speech and language services. Many of our students did not have access to technology and wifi in the home. Some also did not have a family member at home ensuring they logged online for remote speech and language instruction (many parents work and could not be next to their children all the time). The lack of access to services has led to regression of previous communicative functioning. This is directly shown through progress monitoring data and in class observation/teacher report collected upon return to in person learning. For most students, this decline in functioning is only present due to lack of in person instruction- otherwise students at this age typically continue to progress/maintain speech/language skills.
		English Learners (ELs) are identified through the home language survey. Migrant

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Perry High School	English learners	<p>students are identified through family self- report, Mckinney-Vento online survey, review of student demographics and records, and district ESL department. Most EL families did not have high speed internet at the on-set of the COVID-19 pandemic. ESL-certified faculty can support families in getting the technology needed for instructional accessibility. ESL faculty can coordinate efforts to help EL families acquire groceries, diapers, and other household supplies for EL families who had their hours reduced at their jobs or were left without employment during the COVID-19 pandemic. Continuously monitoring and supporting struggling EL students via private calls, taking remote control of school issued devices, and setting up ESL accommodations on Microsoft Teams. Provide professional development to faculty focused on best practices for remote and in-person learning. Examine new arrival WIDA data to analyze the impact the pandemic had on EL instruction. The WIDA measures EL language acquisition in four major areas: reading, writing, speaking, and listening. The students take the test every year.</p>
		<p>Perry's CTE programs and its JROTC program are</p>

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Perry High School	Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<p>undersubscribed by non-traditional students, per definition of the federal Perkins Grant system. Efforts will be made to increase the number of male students enrolled in CTE Cosmetology and CTE Health Careers, while simultaneously working to increase female enrollment in JROTC. Students experiencing gender questioning, gender fluidity, or gender transitioning were impacted by the lack of identification and lack of safe places of self-expression. During the 2020-2021 SY, students were not able to seek the safety of designated school spaces to meet with peers and adults to express themselves freely and ask any questions they may have. During the 2021-2022 SY, spaces are more available, and students can self-identify more freely, but due to social distancing, space can be limited. Disparities based on gender are identified through review of data including MTSS, SAP, Panorama survey, student attendance rates, graduation rates, and standardized test scores.</p>
Pittsburgh Perry High School	Migrant students	Perry does not have a high migrant population; most of our students who could be considered migrants are usually in possession of refugee status. We support students as mentioned above

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		and have outside agencies and non-profit organizations that we connect these families with to offer additional support outside of school.
Pittsburgh Perry High School	Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	LGBTQ+ student: Perry established a LGBTQ+ Point Team to address student matters related to sexual preference and identity to protect member of this community who did not receive sufficient advocacy during the pandemic.
Pittsburgh Perry High School	Students experiencing homelessness	Identification of homeless students during the COVID-19 shut down was possible if the student had a teacher's phone number directly or had their school issued laptop so they could communicate with their school social worker via Microsoft Teams. When schools re-opened in waves, bus tickets were delivered by designated school staff to the student directly or an adult at the nighttime address. Frequent checks for services were made and appropriate referrals were made. When the Department of Human Services (DHS) would communicate opportunities for youth experiencing homelessness, efforts were made to connect that student and their family through socially distant home visits, Microsoft Teams chats, and phone communications.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Pittsburgh Perry High School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Disparities from each racial or ethnic group are identified through review of data for each subgroup including standardized test scores, attendance rates, and graduation rates.
Pittsburgh Perry High School	Students from low-income families	Pittsburgh school district is a Community Eligibility Provision (CEP) participant. This program is an option for districts in low-income areas with the highest poverty schools. 83.88% of Perry's student body is classified as being part of the lower socioeconomic strata, hence prevalently falling into the other categories noted above and receiving the services and interventions congruent with those.
Pittsburgh Roosevelt PreK-5	Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Attendance and achievement data of students who inconsistently participated in virtual instruction was analyzed on a quarterly basis. Now that the District is back to in-person learning the data will continue to be monitored quarterly. The data sets are attendance, NWEA Map, DIBELS as well as local assessment data.
Pittsburgh Roosevelt PreK-5	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Attendance and achievement data of African-American students will be analyzed on a quarterly basis. Data sets are attendance, NWEA Map, DIBELS as well as local

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		assessment data.

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
Pittsburgh Allderdice High School	<p>One of the most effective strategies we've used to support students with disabilities (Program for Students with Exceptionalities or PSE students) are academic and attendance reviews conducted by the student services department and school administration at both quarterly and mid-quarter points in time. In the case of PSE students, administration confirms that parent contacts have been made throughout the quarter if PSE students are failing any courses. The case managers for these students are also alerted and are able to follow up with the students and families regarding specific concerns that are causing the failing grades. For attendance concerns, our social workers are alerted and decide on the best possible steps based on the specific attendance data, which could entail student/family meetings, attendance plans, and possibly referrals to the magistrate. These attendance procedures are not only carried out for PSE students, but for students in all groups. Attendance and academic review occur quarterly for our African American students and other groups. Counselors are notified of academic issues for their caseload of students and are able to decide on best next steps for failing students. Adults assigned to failing students in the Dragon Connections program are also able to further support students with academic needs.</p>

School Building Name	Strategy Description
Pittsburgh Brashear High School	<p>The After School Re-Engagement program will support all student groups in Brashear High School. The program will address the academic impact of lost instructional time, chronic absenteeism, student engagement, and students' social emotional well-being. An aspect of the program will be developed and implemented by teachers to support academic success for all students enrolled. The program will assist students in developing the necessary skills needed to be successful within the classroom as well as the school building. Through the activities, students will identify areas of growth and develop goals which align to improved academic performance and improved attendance for all courses. Throughout the program, students will monitor the progress of their goals. Tutoring will also be available during the After School Re-Engagement program. Tutoring will be provided by Americorps volunteers and tutoring will be available for all core subjects as well as electives. Focus groups will analyze data to determine which students will participate in the program. Data that will be used to determine enrollment include grades to review academic standing and daily attendance data. Staff members who are implementing the After School Re-Engagement program will collect data daily regarding attendance and participation in activities. A focus group will examine the data collected from the After School Re-Engagement program to analyze the impact of the program on individual students.</p>
Pittsburgh Faison K-5	<p>To provide extra support that will help make up for lost instructional time during the pandemic, the goal is to provide a summer program that will be an extension of the school year.</p>
	<p>Obama's implementation of the school's state-mandated Student Assistance Program (SAP) during the pandemic was our key lever. The goal of SAP is to remove barriers to learning, including helping students with attendance, behavior and academics. The Administration and</p>

School Building Name	Strategy Description
Pittsburgh Obama 6-12	<p>Student Services Department at Obama were committed to ensuring the SAP program was implemented with fidelity. CORE Team meetings occurred weekly throughout the pandemic with outside service providers always represented, including Mercy Behavioral Health and Turtle Creek Valley services. The Obama SAP informational brochure, as well as the parent and teacher checklists are resources to help parents and teachers recognize the signs that indicate a referral to SAP is needed for a student. The referral process also supports student social well-being, emotional well-being, and mental health.</p>
	<p>Background: The collective staff, parents, families, and students of Perry noticed that students were struggling amid the pandemic. By mid-term of the 2020-2021 SY, it became apparent that students were starting to disengage from school. Attendance, grades and online conduct reflected this. The solution, as devised by the Instructional Cabinet in conjunction with the Reimagine Perry Workgroup (for school reform) was to develop an asynchronous day devoted to intervention, remediation, and emotional well-being. Hence, starting January 2021, Perry first implemented Wellness Wednesdays and then eventually Feel-Good Fridays, which provided students and families with up to one asynchronous instructional day per week. These days were blended with synchronous activities and functions (i.e., testing, scheduled group instruction, assemblies, etc.). Again, the purpose was to allow students to get caught up on school assignments, engage in virtual social activities, reduce screen time, and decompress. Since Wellness Wednesdays/Feel-Good Fridays were instructional days, students were required to login to Schoology and record their attendance for homeroom. Teachers consulted with students on what they should expect to accomplish on an asynchronous day. Tutoring and individual student support occurred during the student's individual classes, which included several</p>

School Building Name	Strategy Description
Pittsburgh Perry High School	<p>options. Some teachers had students work on new content from the prior class, while others had them complete group or individual projects. Individual tutoring sessions were also provided. Teachers shared the work students should plan to complete during their asynchronous days. Asynchronous academic scaffolds included the following:</p> <ul style="list-style-type: none"> • One-on-one tutoring in any subject area by appointment with teachers • Small group tutoring and/or study groups with teachers • Time to complete make-up work • Time to complete long-term projects/assignments • Enrichment assignments and activities • Attend teacher office hours, as needed • Standardized test prep and administration • Enrichment and additional support <p>Asynchronous Arts, CTE, and Counseling Supports included the following:</p> <ul style="list-style-type: none"> • One-on-one tutoring in any subject area by appointment with teachers • Time to complete make-up work, lab, and clinical assignments • Individual lessons • Guided practice sessions • Collaboration with peers and/or other departments • Make-up classes, labs, and clinical time • Career counseling • Enrichment and additional support • Naviance administration. • Asynchronous Extracurricular, Social Supports, and Field Experiences • Virtual athletic conditioning • Club/Extracurricular group meetings • Support group sessions • College advising and planning • Peer mentoring • Social hours: Team meetings for social interactions • Guest speakers, virtual field trips, virtual college visits, etc.
Pittsburgh Roosevelt PreK-5	<p>We have found that implementing targeted math or ELA interventions has been effective. Intervention is reorganized to include three days of targeted ELA support and three days of targeted math support. Student data from a variety of sources is used to determine student placement in three tiers: Exceeding the standards, at the standards or approaching the standards. Data is reviewed monthly, and students are moved if the data supports moving the student to a particular intervention program. Providing the students with timely supports</p>

School Building Name	Strategy Description
	allows for increased academic success. When students are academically successful school attendance is more positive as is their social and emotional health.

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:
Pittsburgh Allderdice High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Brashear High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Faison K-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Obama 6-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Perry High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Roosevelt PreK-5	<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'
Pittsburgh Allderdice High School	<input checked="" 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"/>	

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'
Pittsburgh Brashear 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 checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Faison K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Obama 6-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Perry High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students enrolled in CTE programs and JROTC had limited access to labs/shops during the pandemic. CTE and JROTC students are highly dependent on practicum for acquisition of industry-recognized certifications and skills requisite for careers and post-secondary educational pathways associated with those respective programs. Wellness Wednesdays / Feel-Good Fridays helped off-set lost time in practicum by providing allowances for intensive, virtual practicum not bound by a bell schedule.
Pittsburgh Roosevelt PreK-5	<input checked="" 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"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Pittsburgh Allderdice High School	Another strategy that has been effective is the addition of a consult period for PSE teachers. Various PSE teachers have a consult period built into their daily schedule to review PSE student data and hold meetings with students on their caseload to support their academics, attendance, and overall well-being.
	During the time students were learning remotely, in response to student, family, staff, and community feedback we decided to institute "Work It Out Wednesdays". This was to combat

School Building Name	Strategy Description
Pittsburgh Obama 6-12	<p>screen fatigue, tech issues, declining academic performance and engagement, as well as social emotional well-being of students and staff. As an aside, the staff is working to re-design the program to be used now that students are back to in-person learning. This is still a work-in-progress and has not been approved yet. Since these were instructional days, students were required to login to Schoology and record homeroom attendance. Students could be assigned asynchronous learning tasks and would be required to sign-in to each of their classes and complete the day's work for attendance. Teachers coordinated with students what they should expect to accomplish on a modified instructional day. This included various options. Some teachers had students work on new content, others had students complete group or individual projects, and others offered individual tutoring sessions throughout the day. In all cases, teachers shared the work students had to complete during their asynchronous learning time during these days. The schedule rotated each week. Each Wednesday students attended morning classes/review sessions synchronously and received feedback so that they could continue working on their morning scheduled class assignments asynchronously in the afternoon. The next week they attended their afternoon classes/review sessions synchronously and received feedback so that they could continue working on their afternoon classwork asynchronously during the afternoon. Therefore, instead of focusing on 8 classes and assignments students focused on 4 classes and assignments. This allowed teachers to give meaningful feedback to increase student achievement and understanding. Support offered on Work It Out Wednesdays: MODIFIED ACADEMIC SUPPORTS: (1) One-on-one tutoring in any subject area. Appointments were scheduled by teachers with students. (2) Small group tutoring and/or study groups with teachers. (3) Time to complete make-up work. (4) Time to complete long-term projects/assignments. (5) Enrichment assignments and activities (6) Attend teacher</p>

School Building Name	Strategy Description
	office hours as needed. (7) Mentoring MODIFIED SOCIAL SUPPORTS (1) Support groups with the social worker: organization, coping skills, calming room, time management, mental health, etc. (2) Counselors provided: college advising, Naviance completion and planning, guest speakers, virtual field trips, virtual college visits, etc. (3) The Be Healthy Be Smart Team and the Obama PTSA collaborated to offer Yoga and physical fitness (calendar of activities provided).
Pittsburgh Perry High School	Our second strategy is the systematic and uninterrupted facilitation of the school's state-mandated Student Assistance Program (SAP) amid the pandemic. The Administration and Student Services Department at Perry did not waver on the SAP program. CORE Team meetings happened consistently (weekly) throughout the pandemic with outside service providers always represented, including Mercy Behavioral Health and Turtle Creek Valley services. As described in Perry's student and faculty handbooks, SAP mobilizes to remove barriers to learning, including, but not limited to, alcohol, tobacco, and drugs in support of helping students achieve across multiple measures, including attendance, behaviors, and grades. It also supports student social well-being, emotional well-being, and mental health.
Pittsburgh Roosevelt PreK-5	The school has increased our focus around chronic absenteeism and positive school attendance. Students track attendance on their lockers and self-reflect on how to maintain or improve their attendance. Attendance nudges are sent to families via robocall, email and US mail. There are small rewards and prizes students can earn for positive school attendance. All families were provided with an attendance pack with information about school attendance as well as pre-made parent excuse forms to complete after school absences.

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:
Pittsburgh Allderdice High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Obama 6-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Perry High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Roosevelt PreK-5	<input type="checkbox"/>	<input checked="" 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'
Pittsburgh Allderdice 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"/>	
Pittsburgh Obama 6-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Perry High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pittsburgh Roosevelt PreK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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
	Our third strategy is the systematic and uninterrupted facilitation of the school's

School Building Name	Strategy Description
Pittsburgh Perry High School	Therapeutic Support (special educational emotional support or TS) Core Team amid the pandemic. The Administration, Programs for Students with Exceptionalities Department, and Student Services Department at Perry did not waver on the TS program. TS Core Team meetings happened consistently (weekly) throughout the pandemic with outside service providers always represented, including Mercy Behavioral Health and Westley Spectrum. This team addresses the social, emotional, and mental health needs among students identified as special education. Special ed students are one of the most vulnerable groups at Perry. Many students supported by the TS Core Team are also among the other two high risk subgroups (e.g., black and lower social economic strata).

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:
Pittsburgh Perry High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students with IEPs for emotional support (ES) are of interest to the TS Core Team, which ensures that ES students' IEPs and corresponding Specially Designed Instruction or SDIs were fully followed possible per the Public School Code of 1949 and all other applicable provisions for students with exceptionalities bound by law.

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
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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'
Pittsburgh Perry 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 checked="" type="checkbox"/>	This strategy specifically addresses students with IEPs for emotional disturbances. Roughly one-fifth of all special education students enrolled at Perry are classified emotional support, which accounts for 17% of the student body.

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
Pittsburgh Allderdice High School	The school administration engaged stakeholders in the following ways: --This ESSER A-TSI grant was discussed in detail and allowed for parent/community member feedback during the October Parent School Community Council (PSCC) meeting. --A feedback form was distributed to 2500+ members of our school community through the weekly newsletter distributed by the principal to parents, students and members of the community. This feedback form was developed and used to assess the perception on how the educational experience was impacted by COVID-19. Further, it was used to help us determine how these funds could be used to support academic and social-emotional learning (SEL) needs, as well as student attendance. --A feedback form was also distributed to 150+ staff members through the principal's weekly staff update. This feedback form was developed and used to assess the perception on how the educational experience

School Building Name	Stakeholder Engagement
	<p>was impacted by COVID-19. Further, it was used to help us determine how these funds could be used to support academic and social-emotional learning (SEL) needs, as well as student attendance. --Our PSE teachers (who support students with disabilities) met separately about this grant opportunity and has provided feedback on how the money could be used to support PSE students.</p>
Pittsburgh Brashear High School	<p>Stakeholder engagement was conducted through focus groups. Stakeholders included in the process were parents as well as staff members of Brashear High School. During a Parent School Community Council (PSCC) meeting, administrators and staff members presented parents with information regarding the ESSER A-TSI funds and asked for feedback on how they believed the funds should be allocated. Parents responded verbally, which was recorded by administration, and parents also responded through the chat feature in Microsoft Teams. During an Instructional Cabinet meeting, an administrator presented the ESSER A-TSI funds information and guideless to Instructional Teacher Leaders (ITLs). The ITLs then met with their departments to discuss the information and gathered input from their department on how the funds should be allocated. This information was then shared with administrators.</p>
Pittsburgh Faison K-5	<p>The school surveyed stakeholders to obtain input on how to best utilize these funds and will work collaboratively with stakeholders to plan all programming.</p>
Pittsburgh Obama 6-12	<p>Obama will employ the use of a survey to engage stakeholders around the best use of the funds to support Obama students. Staff, parents, and community partners will have access to the survey. Other opportunities for feedback will come through the following forums: monthly Parent School Community Council (PSCC) meeting, staff professional learning meetings, Parent Teacher Student Association (PTSA) meetings, as well as sharing the survey through</p>

School Building Name	Stakeholder Engagement
	<p>school eblasts and other media platforms used to connect with families and community partners (constant contact is our e-mail communication platform). Our school improvement plan (SIP) team will also review the data from stakeholders to determine alignment with the goals in our plan to ensure that the funds are being used to support and not detract from the school improvement goals outlined in our SIP.</p>
Pittsburgh Perry High School	<p>Before deciding how to expend ARP ESSER funds, a comprehensive sampling of Perry's stakeholders will occur via the following means: (1) Internal forum with faculty and staff through professional learning communities, departments, and general staff meetings. (2) Further engagement of internal stakeholders alongside external stakeholders will take place via periodic meetings of the Parent Student Community Council (PSCC), a group that includes students, parents, families, and community partners. (3) To ensure that we capture a balanced and well-rounded sample, the school's Family and Community Engagement (FACE) coordinator will disseminate an electronic survey via MS Forms, which includes all Perry staff members, all members of the PSCC, and the entire School Improvement Plan (SIP) Steering Committee (comprised of students, staff, parents, community partners, industry partners, and advocates vested in the Northside of Pittsburgh and Perry). The qualitative data compiled and captured by forum/meeting minutes and the survey shall serve to inform decisions regarding the use of the A-TSI funds. Organizations represented in the PSCC and SIP Steering Committee include, A Second Change, Urban Impact, A+ Schools, and the Western Pennsylvania Council of HBCU Alumni. Each organization is committed to serving the needs of students relevant to the target subgroups identified in this grant. Also represented is the school's ELL population through inclusion of Perry's ESL Teacher in school-related functions, including forums/meetings referenced above.</p>

School Building Name	Stakeholder Engagement
Pittsburgh Roosevelt PreK-5	The Roosevelt Leadership team met regularly to write the grant application. The team consisted of two administrators, the school social worker, one special education educator and three classroom teachers. Community support comes from our partnerships with the Neighborhood Learning Alliance, The Boy Scouts and Point Park College. These organizations will participate in the planning of the grant by completing a survey regarding how the money will be utilized. Parents were surveyed about the use of the grant funds. Families will be invited to participate in a meeting to discuss the A-TSI school status as well as the use of these funds.

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
Pittsburgh Allderdice High School	Administration reviewed feedback from various stakeholders, including data from parents, staff and community members and met with our PSE department regarding the separate feedback they provided. After eliminating input that did not meet the criteria of the grant, the data was reviewed and considered for how to utilize the funding.
Pittsburgh Brashear High School	A focus group was created to review the suggestions from all stakeholders. The focus group considered the mission, vision, and core values of Brashear High School in the decision to choose the strategies in which they did. Additionally, the focus group also narrowed down suggestions based on the indicators of impact. However, a strategy in which parents supported attendance incentives needed to be removed because it did not align with the guidelines for funding. All strategies presented in the plan were developed by stakeholders.
	In addition to the survey mentioned above, the

School Building Name	Use of Stakeholder Input
Pittsburgh Faison K-5	school will host a virtual meeting to obtain stakeholder input during which we will discuss the possibilities of how best to utilize this funding.
Pittsburgh Obama 6-12	After the survey closes, the stakeholders mentioned above will have an opportunity to engage in data analysis as well as compare analysis done by other stakeholder groups to provide input on the final plan for use of the funds. For example, staff will analyze the data, determine a plan of action and use of funds. Family and community stakeholders will engage in their own data analysis and action planning. Each of these groups will be able to give feedback on the other's action plan and rationale for use of funds. Administration will facilitate the process and share the final plan with all role groups.
Pittsburgh Perry High School	As indicated in Item 4 above, Perry will employ an array of means for collecting and analyzing data pertinent to ARP ESSER A-TSI funds. Qualitative data compiled (captured as minutes) from forums and meetings will be analyzed for recurring themes with those themes ranked (or quantified) from lowest to greatest priority. Qualitative data compiled from the electronic survey will be similarly analyzed by identifying recurring themes and then quantifying those themes from lowest to greatest priority. Once data collection is complete and initial analysis has occurred, data will be disaggregated by groups (i.e., teacher, counselor, student, parent, etc.) to further understand perceptions of stakeholders and to ascertain the best decisions for learners, especially those represented by the target subgroups for the grant. Sources of data will be cross referenced for the purpose of triangulation to confirm validity of results. Finally, stakeholders will be provided opportunities for debrief and disclosure of findings with recommendations for plan developments, therefore, maintaining transparency throughout the process.
	Input from the survey provided to Roosevelt

School Building Name	Use of Stakeholder Input
Pittsburgh Roosevelt PreK-5	families will be used to plan for the use of the ARP ESSER A-TSI funds. In considering the parent feedback, many families were asking for services outside of the scope of this grant. Parents were asking for transportation, gift cards and meals. There were seventeen responses to the survey inclusive of parents and community partners. Survey results will be discussed at the Parent School Community Council (PSCC) meeting.

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
Pittsburgh Allderdice High School	The plan will be shared on the Allderdice website and will also be shared by the school principal through the weekly newsletter distributed to families, students, staff and community members.
Pittsburgh Brashear High School	The plan for the use of ARP ESSER A-TSI funds was developed by Brashear High School leadership. The plan will be shared with Instructional Cabinet for feedback and with PSCC. The plan will be available on the school district's website for feedback.
Pittsburgh Faison K-5	The plan will be shared on the Faison website and will be discussed during Parent School Community Council meetings.
Pittsburgh Obama 6-12	After the survey closes and after engaging in data analysis all stakeholders will be given an opportunity to review the plan. It will be available through a link for review and comments to be considered. Similar to how we share our PSCC and Title I information, documents are shared for

School Building Name	Public Access
	review electronically via a link and in hard copy upon request. This allows us to document changes and feedback from all role groups.
Pittsburgh Perry High School	<p>Pre-planning: Perry vis-a-vis collaboration with district central administrators and the school's instructional cabinet will engage in discussion about the process to determine feasibility of the grant (already completed). Next, Perry will engage school stakeholders via forums/meetings and a survey for compiling qualitative data relevant to individual and group perceptions about how grant money should be allocated. Once data has been compiled, it will be thoroughly analyzed and documented in a format that is concise and easy to comprehend. It will disclose facts about the grant, the sample (maintaining anonymity), common themes (or wants) revealed by the data, and other pertinent details (i.e., timetables, priorities, etc.). Once completed, the plan will be posted to the school's webpage with an automated call and email blast to students, staff, families, and community members. Directions for submitting questions regarding the plan's contents will be disclosed as well. Directions for obtaining alternate versions of the plan for individuals with disabilities or ELLs will be disclosed. Adaptations will be supported via relevant departments at central office located in the Board of Education Building.</p>
Pittsburgh Roosevelt PreK-5	<p>The plan will be reviewed in a faculty meeting and at the PSCC meeting. The plan will be available for review on the Roosevelt website. Social media and Talking Points will also be used to provide information about the plan and provide upcoming meeting dates to the Roosevelt School Community. Families who need the plan in alternative formats can request a copy of the grant application to be provided to them in that format.</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
Pittsburgh Allderdice High School	Access to Instruction	Smartboards will be purchased to support our PSE department classrooms to further engage students in their daily learning. This will hopefully also have an impact on attendance. Additional smartboards will be purchased for select teachers that teach multiple PSP classes. PSP stands for the Pittsburgh Scholars Program, which generally does not include gifted and talented students. Allderdice PSP

School Building Name	Use of Funds	Plan for Funds
		classes contain a significantly higher number of African American students that have been historically underserved at Allderdice. GoGuardian software will also be purchased to support PSE staff with fully engaging students in our 1:1 laptop program.
Pittsburgh Brashear High School	Continuity of Services	Implementation of the After School Re-Engagement Program to aid students with learning loss. In addition to funding staff and external contracts for mentoring and tutors, these funds will also be used to purchase books and supplies for the program.
Pittsburgh Brashear High School	Access to Instruction	To purchase laptops to ensure consistent access to a laptop when students forget their device at home will increase the opportunity for students to learn as laptops are utilized.
Pittsburgh Brashear High School	Staffing	Investing in after-school programming will support staff with the teaching and learning that occurs during the school day. Funds will be used to pay teachers and to pay for a community partnership through a contract to employ tutors and mentors for the program.
Pittsburgh Faison K-5	Continuity of Services	The plan is to use these funds to provide a summer learning opportunity for students that will support learning loss that occurred during the pandemic. Funds will also be used to pay for communication and advertisement of the program

School Building Name	Use of Funds	Plan for Funds
		to the Faison community as well as supplies needed for the program.
Pittsburgh Faison K-5	Access to Instruction	A summer program would provide students with another opportunity to learn more.
Pittsburgh Faison K-5	Staffing	We will work collaboratively with the human resources department to recruit and retain teachers, paraprofessionals and tutors for our program. We will also employ our secretary during the summer program to support the administrative tasks as well as enter payroll.
Pittsburgh Obama 6-12	Continuity of Services	Purchasing of instructional resources for needed remediation resulting from lost instructional time due to the pandemic, including acquiring one appropriate calculator per student based on their math course. Funds will also be used to purchase the PBIS app that will help the school track student behavioral needs. Student social and emotional challenges since the return to in-person learning have become evident and this app will help the school to track and support student needs.
		Funds will be used to fund after-school tutoring programs staffed by District faculty, certificated non-District individuals, and/or outside service providers. Services will be advertised for all students with active outreach taking

School Building Name	Use of Funds	Plan for Funds
Pittsburgh Obama 6-12	Access to Instruction	place for students who need it most. Textbooks, instructional consumables/programs to support access to Computer Science and similar courses, computer hardware, computer software, projectors, and speakers will also be purchased to ensure that high quality instruction is delivered daily.
Pittsburgh Obama 6-12	Mitigation Strategies	Funds will be used to purchase supplemental items, which ensure that CDC COVID mitigation guidelines are fulfilled. Such items include, but are not limited to, water bottles for use at water-filling stations (since water fountains are now closed), sanitizer, floor markings and tables for social distancing.
Pittsburgh Obama 6-12	Other	Funds will be used to purchase learning tools for students that support learning (i.e., pencils, pens, notebooks, state assessment textbooks, etc.). Funds may be used to purchase instructional tools for faculty, which may include paper, dry-erase markers, manipulatives, scaffolds, white boards, smart boards and other like items for enhancing instruction.
Pittsburgh Perry High School	Continuity of Services	Funds would be used to purchase instructional resources for needed remediation resulting from lost instructional time due to the pandemic.

School Building Name	Use of Funds	Plan for Funds
Pittsburgh Perry High School	Access to Instruction	<p>Funds would be used to fund after-school tutoring programs staffed by District faculty, certificated non-District individuals, and/or outside service providers. Services would be advertised for all students with active outreach taking place for students who need it most. Textbooks, instructional consumables (especially in laboratory/shop-related disciplines (i.e., Biology, Chemistry, etc.), computer hardware, and computer software will also be purchased to ensure that instruction is always accessible to students, especially if the school must move to off-site synchronous or asynchronous instruction on account of the pandemic. Additionally, funds will be allocated for transporting students home after the program.</p>
Pittsburgh Perry High School	Mitigation Strategies	<p>Funds would be used to purchase supplemental items, which ensure that CDC COVID mitigation guidelines are fulfilled. Such items include, but are not limited to, water bottles for use at water-filling stations, since water fountains are now closed.</p>
Pittsburgh Perry High School	Other	<p>Funds will be used to purchase learning tools for students that support learning (i.e., pencils, pens, notebooks, etc.). Funds will also be used to purchase instructional tools for faculty, which may include paper, dry-erase markers, manipulatives, scaffolds, and other like items</p>

School Building Name	Use of Funds	Plan for Funds
		<p>for enhancing instruction—especially for learners identified at highest risk. Additionally, ELMO's and interactive touch monitors will be purchased for staff to enhance instruction.</p>
		<p>The following items are being funded through this grant to address students' academic and social-emotional needs: (1) Continued use of the Positivity Project to promote student social-emotional health. (2) Purchase of sensory kits for students to assist with self-coping and calm down strategies. During the COVID-19 school closure, many students experienced isolation and withdrawal. When students returned to school with the COVID-19 mitigation protocols in place, some student experienced high levels of anxiety and stress. The sensory kits will provide students with a safe, mitigated way to relieve stress and anxiety. Since students cannot share materials, individual kits will be provided for targeted student use. The kits will contain stress balls, therapeutic poppers, wiggle balls and timers. How to use these objects will be specifically taught to targeted students by classroom teachers and other school staff. (3) Student lunch bunch supplies. Lunch bunch will consist of social/emotional activities to support students in self-expression. The lunch bunch groups will target</p>

School Building Name	Use of Funds	Plan for Funds
Pittsburgh Roosevelt PreK-5	Continuity of Services	<p>specific students who, as a result of COVID-19, have experienced significant mental health needs. During these lunch bunch meetings, students will utilize lessons from reThink Ed and will be engaged in self-expression activities by keeping feelings journals and drawing journals in response to prompts from reThink Ed. Funds will be used for these journals and items that can be used in the journals such as stickers, markers etc. Students will be identified by classroom teachers, from Panorama student data and parent recommendations. (4) Computer sleeves for laptop protection and transportation to and from school as well as additional chargers for student laptops and Ipads. All students have technology for school and home use. Classroom teachers frequently assign students intervention support utilizing the school-based technology programs for homework or extra work. Having a charging cord at home will allow students to have direct access to their technology at home without carrying the chargers back and forth. (5) Parental engagement for Continuous School Improvement. Families will be supplied with kits to engage in academic virtual activities. Subjects include Manipulating Math, Wonderful Words, and Science on the Scene. (6) Purchase of the following professional books for staff: Marzano's Vocabulary Problem</p>

School Building Name	Use of Funds	Plan for Funds
		<p>Solving and Foundational Skills. (7) Purchase of poster paper and laminating for criteria charts and graphs. (8) PBIS rewards system (PBIS app). The PBIS app is a way to track specific behaviors as well as behavior interventions between school and home. The program supports a check in and check out function which is frequently implemented as a result of MTSS for targeted students. With the return to in-person instruction many students have experienced high levels of trauma and stress. This tool will allow classroom teachers to more accurately support students with behaviors and trauma as a result of the COVID-19 school closure. This app will help the school to provide targeted behavioral support to those students that need it as they are being re-acclimated to in-person learning.</p>
Pittsburgh Roosevelt PreK-5	Access to Instruction	<p>The following items are being funded through this grant to ensure continued opportunities for students to learn: (1) Continued use of Read Live to support Reading Fluency. Read Live is a fluency-building program that supports students in increasing their reading accuracy. (2) Use of vocabulary Surge to teach word attack strategies. (3) Positivity Project will be funded to support students with social and emotional learning needs. (4) Exemplars license for open-ended math program and</p>

School Building Name	Use of Funds	Plan for Funds
		support.

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)
Pittsburgh Allderdice High School	The student services department and school administration will conduct academic and attendance reviews at both quarterly and mid-quarter points in time for both PSE and African American students. A consult period for various PSE staff to assess student rosters will be implemented.
Pittsburgh Brashear High School	Student grades and attendance will be collected to monitor student progress for students that participate in after-school re-engagement. Data will be disaggregated by the following categories: grade, race, English Language Learners (ELL), gender, and Program for Students with Exceptionalities (PSE). Instructional cabinet will then analyze the data to determine if programming needs modified or adjusted.
Pittsburgh Faison K-5	NWEA MAP scores from the end of the year will be utilized and will be administered again at the end of the summer program to determine growth. If we are unable to take the NWEA MAP at the end of the program, we will analyze their beginning of the school year assessments and measure it alongside the end of the previous year.

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pittsburgh Obama 6-12	<p>Upon return to the normal 5 days/week school schedule we noticed that students are exhibiting all the signs of trauma. Their behaviors are clear signs of children who are under stress, experiencing chaos and in need of help. Parents have shared multiple times that they are out of solutions and are at the point of giving up. As a result, we must act and act quickly. Student services staff are working with students to form groups to address social emotional and mental health needs and attendance. Teachers and administration are supporting academics and behavior. The data we are currently using comes from our Leadership Dashboards, which give us access to academics, behavior and attendance. Our SAP/CORE meetings and grade level meetings provide us with data that connects to the social emotional/mental health concerns of our students. We are also in the process of rebooting our PBIS program to celebrate the positive we see around the school.</p>
Pittsburgh Perry High School	<p>The pandemic has increased needs exponentially. Many students and families are in crisis, having incurred losses across multiple areas. Quick and purposeful data collection and analysis is critical to overcoming the ill effects of COVID-19 on Perry, especially students who fall into the target subgroups. The school has the capacity to readily collect and analyze data continuously, namely through existing programs already in use by Perry and the entire District. The school's Student Information System and Power BI provide real-time information about grades, attendance (including chronic absenteeism/truancy), standardized test scores (i.e., NWEA Map, Keystone Exams, etc.), and conduct. Data within these databases is readily disaggregated by respective subgroups. The fact that this data is readily available means nothing without mechanisms in place to understand and act upon findings. Perry's SAP Core Team, Therapeutic Support Core Team, Climate/Culture Team (PBIS-centered), Student Services department, and Instructional Cabinet</p>

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	will meet every Tuesday during the school year. They mine the data on group and individual levels and prescribe plans of action for addressing issues/concerns revealed by the data. Each group collaborates either consistently or upon need with outside agencies who support Perry to reach students and families.
Pittsburgh Roosevelt PreK-5	Academic progress in both literacy and math is monitored using DIBELS and NWEA MAP. The data for both content areas is collected quarterly and disaggregated by race. Data from the Panorama Survey, a tool to measure the social and emotional well-being of students in grades 3-5, is collected twice a year. Mini surveys will also be administered to students as a check-in to measure social and emotional well-being. Finally, attendance disaggregated by race is monitored monthly.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pittsburgh Allderdice High School	Feedback will be collected from staff members regarding student engagement with technology. Also, sharing best practices for teaching in a 1:1 setting will be shared through professional learning on a monthly basis. In addition, impact of technology was and will continue to be one of the annual topics at Parent School Community Council (PSCC) meetings. Finally, a parent survey will be given annually to all parents at Allderdice with these topics being part of the assessment strategy.
Pittsburgh Brashear High School	Questions will be developed which will assess the impact of the programs in regard to student engagement and access to technology. These questions will be administered through surveys to students, families, and educators. A focus group will analyze the data collected from these surveys to modify and adjust the programs as

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	needed.
Pittsburgh Faison K-5	The goal would be to review the NWEA MAP scores for students participating in the program and look for growth from the beginning of the program to the end of the program.
Pittsburgh Obama 6-12	Student support funded by this grant will be monitored and analyzed to monitor the rate of effectiveness. Observations of classes by school administrators to assess student engagement, especially math and ELA classrooms, which are areas of growth for our school. Professional development is focused on improving student achievement, the learning environment, and fostering high expectations for all, which are key levers to improve the educational experience for all student groups. Data compiled from attendance, discipline, final grades, and standardized assessments will be analyzed and evaluated to determine growth across multiple measures (i.e., school climate, student engagement, access to technology, etc.). Data compiled from the annual Panorama and Teaching and Learning Conditions surveys will inform us of growth/decline in school culture and learning environment. Data will be shared at PSCC meetings, professional development sessions, the school's homepage, and other platforms designated by the school and/or school district.
	All initiatives funded by this grant will be continuously monitored and analyzed to ensure fidelity and effectiveness. Empirical measures shall include frequent observations of classes by school administrators to assess student engagement, especially classes populated by a preponderance of students identified as high risk. Professional development, which is already focused on improving student achievement and the learning environment, will be enhanced to better support teacher efficacy pertinent to overall school advancement. Quantitative data compiled from attendance, discipline, final

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pittsburgh Perry High School	course grade averages, and standardized assessments will be analyzed and evaluated to determine growth across multiple measures (i.e., school climate, student engagement, access to technology, etc.). Data compiled from the annual Panorama and Teaching and Learning Conditions surveys will be reviewed to ascertain perceptions relevant to the school's progress in fulfilling its improvement goals. Data will be presented to stakeholders by means of Parent Student Community Council meetings, professional development sessions, the school's homepage, and other means determined essential by the school and/or school district.
Pittsburgh Roosevelt PreK-5	The Panorama Survey, a tool to measure the social and emotional well-being of students in grades 3-5, will be utilized to measure student engagement. Mini surveys will also be administered to students as a check-in to measure social and emotional well-being. Attendance disaggregated by race is monitored monthly. All students will have access to technology daily. To aid students, classroom teachers receive on-going professional development with respect to technology integration. There are also asynchronous and synchronous opportunities for professional learning with respect to technology integration.

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)
Pittsburgh Allderdice High School	Funding will not be used to create or retain jobs.
Pittsburgh Brashear High School	Funding will not be used to create or retain jobs.
	Faison does not intend to finance permanent positions with the ARP ESSER A-TSI funds; however, we do plan to pay teachers the contractually negotiated workshop rate of

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pittsburgh Faison K-5	<p>\$23.32/hour to work in the program. If unable to recruit teachers internally, we will work collaboratively with HR to hire professionals externally. We anticipate a need for 10 teachers, 3 paraprofessionals, and 3 tutors. The NWEA MAP assessment will be used to determine the effectiveness of the program, with the hope that each participant will experience growth.</p>
Pittsburgh Obama 6-12	<p>The proposed funding amount does not lend itself to the creation or sustainability of any full or part-time employee role groups, nor any paraprofessionals. These funds will be used to pay teachers workshop rate to tutor students and run clubs after-school. If we are unable to recruit internal teachers, the school will work to hire external tutors. The effectiveness of after-school tutoring will be measured via cost-benefit analyses to determine return of investment. The expectation is that tutoring cohorts would positively impact student attendance, behavior, academics, and performance on standardized assessment measures. Data will be analyzed to determine the effect of the tutoring initiative on individual students as well as student groups identified as being disproportionately impacted by COVID-19.</p>
Pittsburgh Perry High School	<p>Perry does not intend to finance permanent jobs or FTEs with the ARP ESSER A-TSI funds; however, it does plan to pay teachers the contractually negotiated workshop rate of \$23.32/hour to tutor in the after-school programs. If unable to recruit internal teachers, the school will work to hire external tutors. The effectiveness of after-school tutoring would be measured via cost-benefit analyses to determine return of investment. The expectation is that tutoring cohorts would yield higher achievement as indicated by attendance, behavior, grade, and standardized assessment measures. Aggregated and disaggregated data will be analyzed to determine the effect of the tutoring initiative on individual students, as well as the collective whole.</p>

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pittsburgh Roosevelt PreK-5	Funding will not be used to create or retain jobs.

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)
Pittsburgh Allerdice High School	N/A
Pittsburgh Brashear High School	Student grades and attendance will be collected to monitor student progress for students that participate in the After School Re-Engagement program. Data will be disaggregated by the following categories: grade, race, ELL, gender, and PSE. Instructional cabinet will then analyze the data to determine if programming needs modified or adjusted.
Pittsburgh Faison K-5	Data collection and analysis occur consistently at Pittsburgh Faison. The principal partners with other key personnel to delve deeply into data on a regular basis. We will delve deeply into the data of the summer program participants and determine if they are continuing to progress.
Pittsburgh Obama 6-12	Data collection and analysis takes place during staff PD periods and on Wednesdays during Teacher Interactive Planning Time. Members of the data team, content instructional teacher leaders and instructional cabinet members will oversee the creation of systems to collect, monitor, and analyze data for each of the A-TSI-sub-groups. The data analysis staff will determine next steps in response to the data following the Continuous Improvement Model. The data will inform teacher professional learning, coaching and feedback cycles, and the impact of the after-school tutoring program.
	Data collection and analysis already occurs consistently at Perry. The principal, alongside

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Pittsburgh Perry High School	<p>other key personnel, compile information on a weekly basis and present it to faculty, staff, and select central administrators via the school's Weekly Bulletin. That report highlights attendance and standardized assessment achievement, which are the highest priorities for the school per its School Improvement Plan. The Weekly Bulletin, presented every Friday, also serves as a framework for planning and preparing for Instructional Cabinet meetings, Teacher Interactive Planning Time meetings, PLCs, instructional coaching, and professional development. If awarded this grant, weekly reports will be expanded to include data relevant to afterschool programs funded via the grant. The information provided will include enrollment and staffing information, in addition to the data outlined in the previous question to determine the effectiveness of the investment in tutoring in correlation with fulfilling school improvement goals.</p>
Pittsburgh Roosevelt PreK-5	N/A

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$396,364.00

Allocation

\$396,364.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Pittsburgh Allderdice High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,889.00	Software - monitoring and teacher facilitator application that helps students learn safely, stay focused and get engaged and supplies (paper, pens, pencils, journals)
Pittsburgh Allderdice High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$65,978.00	Interactive Smartboards - 22 @ \$2,999
Pittsburgh Brashear High School	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$23,500.00	Staff Salaries - After-school Re-engagement Program

School Building Name	Function	Object	Amount	Description
Pittsburgh Brashear High School	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$6,152.00	Mandatory Benefits for Staff Salaries for After-school Re-engagement Program
Pittsburgh Brashear High School	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$5,899.00	Books and supplies to support After-school Re-engagement Program
Pittsburgh Brashear High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$39,907.00	Laptops - 101 @ \$395.11
Pittsburgh Perry High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,173.00	Supplies (pens, pencils, paper, journals, folders and water bottles) and software (up-to-date MS office and computer lab monitoring to help tutors)
Pittsburgh Perry High School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,611.00	Document cameras (ELMOs) - 3 @ \$1,981.00 and Interactive Touch Monitors - 3 @ \$2,556.00
Pittsburgh Perry High School	1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$2,800.00	Student transportation for after-school tutoring program

School Building Name	Function	Object	Amount	Description
Pittsburgh Perry High School	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$12,800.00	Staff salaries for after-school tutoring program
Pittsburgh Perry High School	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$3,805.00	Mandatory benefits for staff salaries for after-school tutoring program
Pittsburgh Obama 6-12	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$16,500.00	Staff salaries for after-school tutoring program
Pittsburgh Obama 6-12	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,581.00	Mandatory benefits for staff salaries for after-school tutoring program
Pittsburgh Obama 6-12	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,774.00	General supplies for COVID mitigation, water bottles, sanitizer, social distancing floor markings, tables for social distancing and computer items (i.e. hdmi cords and charging materials)
Pittsburgh Obama 6-12	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Books to support state exam preparation
				Projectors,

School Building Name	Function	Object	Amount	Description
Pittsburgh Obama 6-12	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,106.00	whiteboards and smartboard (per unit costs less than \$5,000); calculators (per unit cost less than \$300)
Pittsburgh Obama 6-12	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	PBIS app
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	Sensory kits and "lunch bunch" supplies - consists of social/emotional activities to support students in self-expression
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	Additional chargers for student Ipads and laptops
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	Computer sleeves for laptops
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$400.00	Vocabulary Surge - program that supports teachers in increasing students' vocabulary
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	\$878.00	Poster and laminating paper for charts and

School Building Name	Function	Object	Amount	Description
	SECONDARY			graphs
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,000.00	Books including culturally relevant leveled books
Pittsburgh Roosevelt PreK-5	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,500.00	Software - Positivity Project (support social and emotional learning needs), Read Live (fluency program), Exemplars Licenses (reading and math) and PBIS rewards system (PBIS app)
Pittsburgh Faison K-5	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$60,900.00	Staff and tutor salaries for summer school program
Pittsburgh Faison K-5	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$14,608.00	Mandatory Benefits for staff and tutor salaries for summer school program
Pittsburgh Faison K-5	1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$1,000.00	Communications to families about summer school program
	1400 - Other			Reading, math and science

School Building Name	Function	Object	Amount	Description
Pittsburgh Faison K-5	Instructional Programs – Elementary / Secondary	600 - Supplies	\$5,663.00	materials for summer school (paper, pencils and critical tools needed)
			\$345,424.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$396,364.00

Allocation

\$396,364.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Pittsburgh Brashear High School	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$5,000.00	Counselor Salaries - After-school Re-engagement Program
Pittsburgh Brashear High School	2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$1,310.00	Mandatory Benefits for Counselor's Salaries - After-school Re-engagement Program
Pittsburgh Brashear High School	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$24,500.00	Consultant - AmeriCorps - community partnership to provide mentoring
Pittsburgh Obama 6-12	2200 - Staff Support Services	600 - Supplies	\$1,600.00	Books to support staff professional learning
				Books to build administration

School Building Name	Function	Object	Amount	Description
Pittsburgh Obama 6-12	2800 - Central Support Services	600 - Supplies	\$1,000.00	capacity to delivery high quality professional learning
Pittsburgh Roosevelt PreK-5	3300 - Community Services	600 - Supplies	\$2,000.00	Supply kits for families to engage in academic virtual activities
Pittsburgh Roosevelt PreK-5	2200 - Staff Support Services	600 - Supplies	\$2,000.00	Professional books
Pittsburgh Allderdice High School	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$425.00	Indirect Cost
Pittsburgh Brashear High School	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$3,580.00	Indirect Cost
Pittsburgh Faison K-5	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$4,434.00	Indirect Cost
Pittsburgh Obama 6-12	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$2,236.00	Indirect Cost
Pittsburgh Perry High School	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$1,410.00	Indirect Cost
	5000 - OTHER			

School Building Name	Function	Object	Amount	Description
Pittsburgh Roosevelt PreK-5	EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$1,445.00	Indirect Cost
			\$50,940.00	

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	\$187,216.00	\$0.00	\$187,216.00
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	\$128,308.00	\$14,538.00	\$0.00	\$0.00	\$3,800.00	\$11,562.00	\$0.00	\$158,208.00
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	\$5,000.00	\$1,310.00	\$24,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,810.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,600.00	\$0.00	\$3,600.00

	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	\$1,000.00	\$0.00	\$1,000.00
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	\$2,000.00	\$0.00	\$2,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$133,308.00	\$15,848.00	\$24,500.00	\$0.00	\$3,800.00	\$205,378.00	\$0.00	\$382,834.00
Approved Indirect Cost/Operational Rate: 0.0512								\$13,530.00

	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	\$396,364.00