



STEVENSVILLE
PUBLIC SCHOOLS

ARP ESSER PLAN

12.12.23

Response Summary:

Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

- Priority 1:
Highly qualified staff hiring and retention efforts to including additional staffing to address student learning acceleration/remediation, Special Education, and mental health needs.
Employment data indicate that the District still is in need of a qualified counselor, librarian, and special education teachers. Classified custodial employment positions are also going unfilled.
- Priority 2:
High quality instructional training, and connectivity to address diverse instructional settings and students needs for both face-to-face and distance learning. Additionally, efforts to address learning loss in the primary, middle, and high school continue.
- Priority 3:
Clean and safe learning environments that provide space for instructional as well as mental health needs of staff and students. To include additional spaces for reduces class size, counseling centers, and general building cleaning and disinfection.

Q42.

Goal Action Plan, Part 2:

Identify what strategies/action steps will be used to support the achievement of the goals.

Describe a realistic and achievable timeline to achieve the goals.

Identify who is responsible to ensure the strategies/action steps are achieved.

Click the box and provide the text response for each applicable box.

- Math Goal Strategies, Actions, Timelines, and Assignments:
Curriculum review and alignment to state standards 2022-23 - Curriculum Director
Purchase and utilize research based programs for instruction, remediation, and acceleration
Professional development in Pearson Math and SAVVAS Realize - Completed 2021
Ongoing monitoring of results through AIMSweb SBAC, ACT and AP assessments with special emphasis in the areas of Title I, Special Education, and primary grade levels due to lost instructional time.
Hiring of additional staff for remediation and acceleration for the 2023-24 school year.
MTSS Professional Development October 2022.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
Provide content area reading and writing training for instructional staff - Complete
Align curriculum to Montana standards
Utilize research based programs for instruction remediation and acceleration.
Ongoing monitoring of results through AIMSweb SBAC, ACT and AP assessments with special emphasis in the areas of Title I, Special Education, and primary grade levels due to lost instructional time.
Hiring of additional staff for remediation and acceleration for the 2023-2024 school year.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
The District has a goal of addressing lost instructional time for students disproportionately affected by the pandemic by adding educational programming and staffing. This will include acceleration and remediation programming such as tutoring, as well as additional staff to meet the needs of Special Education students, Title I qualified students and any other student who may have experience learning or social emotional learning needs due to the pandemic.
The District also has a goal to expand available space for counseling services, social emotional learning, and academic interventions.
The school improvement team and building leadership teams work to identify and implement multiple goals, strategies and action plans on an ongoing basis. Each goal has multiple critical initiatives.

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

- **Math Goal:**
Stevensville Students are screened using the AIMSWEB assessment (Grd 3-9) and ACT (grd 11-12). Using these assessments as a benchmark, it is our goal for our students to meet or exceed benchmarks and or state math scores by the completion of the school year.
- **ELA Goal:**
Stevensville Students are screened using the AIMSWEB assessment (Grd 3-9) and ACT (grd 11-12). Using these assessments as a benchmark, it is our goal for our students to meet or exceed benchmarks and or state ELA scores by the completion of the school year.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
The District is accredited through Cognia and has identified goals in the areas of Student Achievement (Reading, Math, Writing strategies, curriculum and data review, technology integration), Employee Excellence (mentoring, recruitment, retention, and professional development), Operations and Capacity (network and backbone upgrades, classroom instructional technology, bandwidth/access). Specifically, the District has goals improve academic and social emotional goals. These goals are to increase mental health counseling staff, retain highly qualified staff in all areas through fiscal and professional supports, and reduce instructional loads in classrooms and special education case loads through retention and hiring of additional staffing.

Q34. When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

School community surveys and input from the parents, staff, students, and the community. In addition, absence rates, teacher retention rates, summer school, failure rates, and state and local assessments.

Follow up surveys were administered to the school community January 2022 through March 2022 and reviewed by the Board of Trustees. Priorities listed in the surveys indicate the school plan priorities are aligned with school community expectations.

Data collected in fall of 2021 indicates early grade students lag in grade level literacy and numeracy skills. This is especially evident in grade 1 and resulted in a recovery instructor position dedicated to grade 2 for the 2022-2023 school year.

Data collection for behavior incidents also indicate a need address social and emotional skills interventions.

Employment records indicated the district has numerous unfilled certified and classified positions as of this report. For the 2022-2023 year the district has a library position with a non-certified individual and two open positions with no qualified applicants.

Q8. What is your school district phone number?

4067775481

Q53. How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

The District has developed a comprehensive plan to remediate/accelerate student instruction for students not meeting local, state, and national assessment benchmarks in core areas. The District will provide tutoring before and afterschool, summer school, and credit recovery programming in each building. Tutoring will be a minimum of 3 days per week for one hour and summer school recovery will run 3-5 days per week for six weeks. The District will also be hiring additional instructional staff 3.0 FTE and mental health staff 1.0 FTE to address disproportionately impacted students.

Research based curricular and assessment materials will be purchased for remediation as will online course offerings for credit recovery.

preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Extended learning time
- Wraparound academic/health/social services
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.

- District-level Administrator

Q58.

Please provide the estimated number of jobs (FTEs) that have been or will be created by the school district through the district's planned use of ESSER III Funds.

We educate all students with the same math goal of attaining benchmark or scoring at or above state scores in AIMSweb, SBAC, ACT and other assessments. The District has the goal of providing programming and staffing to address the disproportionately affected students identified in Special needs students, Title I, and McKinney Vento populations. Special needs students may have a specific goal in this area based on the IEP.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- Carl D. Perkins Act Career and Technical Education Act
- IDEA, Part B (Excess costs of providing FAPE)
- Workforce Innovation and Opportunity Act

Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

Q59.

Please provide the estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA's planned use of ESSER III Funds.

apply.

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)

Q5. Please choose your county and district from the dropdown.

County	Ravalli
District	Ravalli ~ Stevensville H S, LE0733

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.

- Public meetings
- Website
- Other (please identify in the box below):
Google Survey of Entire Community available via website

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- Yes

Q16. Describe your ELA goal for each identified student group.

We educate all student with the same ELA goal of attaining benchmark or scoring at or above state scores in AIMSweb, SBAC, ACT and other assessments. The District has the goal of providing programming and staffing to address the disproportionately affected students identified in Special needs students, Title I, and McKinney Vento populations. Special needs students may have a specific goal in this area based on the IEP.

Q65. Describe your Other goal for each identified student group.

The District is accredited through Cognia and has identified goals in the areas of Student Achievement (Reading, Math, Writing strategies, curriculum and data review, technology integration), Employee Excellence (mentoring, recruitment, retention, and professional development), Operations and Capacity (network and backbone upgrades, classroom instructional technology, bandwidth/access). The District holds these goals for all students, staff, and operational staff. It is our goal to provide the necessary technology availability for instruction to be available for both in person and off-site instruction as pandemic indicators warrant.

Q6. Who is the Authorized Representative submitting this form?

Dave Thennis

Q9. What is your AR email as shown in Egrants?

thennisd@stevensville.k12.mt.us

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Students
- Teachers
- Staff
- Local bargaining units
- Community members

affected than others in your district. Choose all that apply.

- Economically Disadvantaged (Free and Reduced Lunch)
- Homeless
- Children with Disabilities

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student engagement
- Advanced coursework
- Access to technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

Choose all that apply.

- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments?

What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan

- Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process.
- It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
- After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

Resources to help with completing your plan

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

Next Steps:

- When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

Please review the information in these fields and verify that it reflects the submission of this update.

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Plan is available to the public at <https://www.stevensvilleschools.org/arp-esser-district-plan/> In addition the District conducted a survey of the school community from which a prioritized list of ESSER fund used was derived. Results are available through the District Office. ESSER budget plan developed from the survey was also shared for input directly with board of trustees. School improvement planning process and ESSER funding plan includes a follow up school and community input. These surveys were conducted January 11, 2022, March 23, 2022, and March 25, 2022 and reviewed by the Board of Trustees in April 12, 2022.

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

This submission is the fourth update (June 2023) update to the initial plan filed in August 2021

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies**, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

8. Monitoring and Measuring Impact of ARP ESSER funds

You have reached the end of the LEA ARP ESSER Plan Update Tool.

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

Q77. Please select the statement below that accurately describes your role:

- I am the Authorized Representative for this district.

Q78. Please select the statement below that accurately describes this submission:

- This submission represents a correction to an update we already submitted

Q79. Please Sign Here

[\[Click here\]](#)

Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

We continue to discuss strategies and update MTSS plans to support students and improve academic outcomes.

Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Not at this time

Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

We offer tutoring, and summer school options for primary, middle, and high school students.

Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Not at this time

Embedded Data:

Q_R	R_0V36HedxB18MhP
Recipient	mooreb@stevensville.k12.mt.us