



DeSmet Elem, LE0592

**Initial Plan Submission ARP ESSER Funding
2021**

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Introduction: Plan Basics

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Response ID	R_1gNKQ6XB9e5FzO3
County	Missoula
District	DeSmet Elem, LE0592
Submitter Name	Matthew Driessen
Submitter Role	District-level Administrator
Submitter Official Email	mdriessen@desmetschool.org
Submitter Phone	
Initial or Revised Plan	Initial Plan Submission

Section 1 - School District Identified Priorities

Priority 1

Students had a decrease in their scores on the Mathematical reasoning and computation abilities. Address this learning loss

Priority 2

Students held steady on the ELA assessments. These need to be maintained and increased

Priority 3

Students need to have a preK program so they are kindergarten ready.

Data Points Used to Identify Priorities

.0-5 County assessments, SBAC, renaissance testing

Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Yes
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	
Foster Youth	
Children with Disabilities	Yes
Male	

Female	
English Language Learners	
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	
Students	
Teachers	Yes
Staff	Yes
Tribal Governments	
Local Bargaining Units	Yes
Educational Advocacy Organizations	Yes
County Health Departments	Yes
Community Members	Yes
Zero-5 Community Partners, Grace Decker, Early Kinder program consultant	

Methods used to seek stakeholder input

Methods	Used?
Webinars	Yes
Public Meetings	Yes
Website	Yes, https://education.mn.gov/mde/fam/elsprog/
Media	http://opi.mt.gov/LinkClick.aspx?fileticket=qvg6oXzPA2M%3d&portalid=182 Acceleration Guidance A Guide to Planning and Implementing Acceleration https://opi.mt.gov/LinkClick.aspx?fileticket=TQvxSKtflrI%3d&portalid=182 Acceleration and Evidence-Based Learning page: https://opi.mt.gov/Educators/Teaching-Learning/Acceleration-and-Evidence-Based-Instruction

Social Media	
Email	Yes, Zero- 5
Other (please identify in the box below)	

Section 3: Goals

Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

Math Goal	<p>All students will be proficient or higher on the SBAC math assessments by May 2024</p> <p>All students will show a 10% growth on their Renaissance testing year to year through May 2022. STAR 360 data will be collected monthly, SBAC data will be collected on interim test and end of year test.</p>
ELA Goal	<p>All students will be proficient or higher on their SBAC results by May 2024</p> <p>All students will show a 7% increase on their year to year ELA assessments through Renaissance testing. STAR 360 data will be collected monthly, SBAC data will be collected on interim test and end of year test.</p>
Other Goal	<p>All students entering kindergarten will be kindergarten ready through head start or the DeSmet early-K program. Dibbles early-K and STAR Early literacy assesments</p>

Goals

For each goal find the following below:

- 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	<p>Title coordinator and director is responsible for ensuring the testing is completed on a regular basis, results are given to the teacher, instructional coach and administration to ameliorate instructional strategies, identify title students and drive the instructional process.</p> <p>All teachers will have individualized math instructional programs for their students implemented by October 4, 2021.</p> <p>All instructional coaches will have areas on improvement identified with their teachers by October 4th, 2021</p>
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ELA Goal	Title coordinator and director is responsible for ensuring the testing is completed on a regular basis, results are given to the teacher, instructional coach and administration to ameliorate instructional strategies, identify title students and drive the instructional process. All teachers will have individualized math instructional programs for their students implemented by October 4, 2021. All instructional coaches will have areas on improvement identified with their teachers by October 4th, 2021
Other Goal	Pre-Kindergarten program will be coordinated with lower elementary by November 1, 2021. Pre-Kindergarten program will be ensuring all students are kindergarten ready by May 27, 2022.

Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native			
Black or African American			
Hispanic			
Multi-Racial			
White			
Free and Reduced Lunch	Yes	Yes	Yes
Homeless			
Students with Disabilities	Yes	Yes	Yes
None			

Math Goal for Each Identified Student Group

All students will be proficient or higher on the SBAC math assessments by May 2024

All students will show a 10% growth on their Renaissance testing year to year through May 2022.

Students with disabilities will move up one quadrant on their SBAC Test scores by May 2022

ELA Goal for Each Identified Student Group

All students will be proficient or higher on their SBAC results by May 2024

All students will show a 7% increase on their year to year ELA assessments through Renaissance testing
Students with disabilities will move up one quadrant on their SBAC Test scores by May 2022

Other Goal for Each Identified Student Group

All students at DeSmet are title students and have free and reduced lunch.
PreK students will be kindergarten ready by May 2022.
students with disabilities will be meeting their stated goals for being kindergarten ready per their IEP

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

No

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	
Title II, Part A of the ESEA (Supporting Effective Instruction)	
Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	
Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	
Title IV, Part B of the ESEA (21st Century Community Learning Centers)	
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	
Carl D. Perkins Act Career and Technical Education Act	
IDEA, Part B (Excess costs of providing FAPE)	
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	

Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

Evidence Based Practice	Planning to Use
Mental health supports	https://opi.mt.gov/Educators/School-Climate-Student-Wellness/School-Mental-Health
Social emotional learning	Yes, https://learninghub.mrooms.net/course/view.php?id=600 Resilience Strategies to increase Optimism:
Academic support	Yes
Extended learning/enrichment	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students.	Yes, https://opi.mt.gov/Leadership/Management-Operations/School-Nutrition
Locating absent students and re-engaging disconnected youth	Yes
Providing safe, healthy, inclusive learning environments.	Yes
Activities to address the unique needs of at-risk populations.	Yes
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	Yes
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	Yes

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.	Yes
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.	Yes
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	Yes
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

In the summer of 2022 we are planning an IEFA summer camp to connect Native American students with their cultural heritage and to share, educate and enlighten others in the community on the importance of Native American cultures on our identity as Montanan's

Section 6: Addressing Lost Instructional Time

20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	Yes
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	Yes
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.	Yes
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.	Yes
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.	Yes
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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Yes
Access to and effective use of technology	Yes
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	Yes
Providing information and assistance to parents and families on how they can effectively support students	Yes
Tracking student attendance and improving student engagement provided by the school	Yes

Using data about students opportunity to learn indicators to help target resources and support	
Professional Learning Communities	Yes
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	Yes
Other (please identify in the box below)	

80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, 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.

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	Yes
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	Yes
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.	Yes
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.	Yes
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.	Yes
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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Yes
Access to and effective use of technology	Yes
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	Yes
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	Yes

Professional Learning Communities	Yes
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	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students	Yes
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	Yes
Activities to address the unique needs of at-risk populations	Yes
Developing and implementing procedures and systems to improve the preparedness and response efforts	Yes
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	Yes
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.	Yes
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.	Yes
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.	Yes
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	Yes

cleaning, fans, control systems, and window and door repair and replacement.	
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

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

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.

2

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.

3

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will 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.

Description of Monitoring Plan

Monitoring the student scores on SBAC and Renaissance STAR Testing. If there is a positive increase we will continue to implement the policy changes, if there is a nominal change we will re-evaluate our strategy

Type of Data	Planning to Use
Early Warning System	
Interim Formative Assessment	Yes SBAC
Opportunities to Learn surveys	
Summative assessments	Yes STAR 360, SBAC
Chronic absenteeism	Yes,
Student engagement	
Use of exclusionary discipline	
Advanced coursework	
Access to technology	
Educator PD on technology	
Access to and preparation of high-quality educators	Yes
Access to mental health and nursing staff	Yes, CSCT and counseling staff
Student, parent, or educator surveys	PBIS data surveys
Per-pupil expenditures	
Classified and certified staff (numbers of positions or people)	
Summer, Afterschool, and ESY enrollment	Yes, Boys and Girls Club and DeSmet Education
Health protocols	
Student enrollment by Mode of instruction	

Student attendance by Mode of Instruction	Yes
Other (please identify in the box below)	