DeSmet Elem, LE0592

Updated:
1/2/2023

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Introduction: Plan Basics

State Date	1/2/2023
End Date	1/2/2023
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Response ID	R_27sa1eP5YGdYY6v
County	Missoula
District	DeSmet Elem, LE0592
Submitter Name	Matthew Driessen
Submitter Role	District-level Administrator
Submitter Official Email	mdriessen@desmetschool.org
Submitter Phone	4065494994
Initial or Revised Plan	Revision

Section 1 - School District Identified Priorities

Priority 1

Students had an increase in their scores on the Mathematical reasoning and computation abilities in Middle Elementary grades, 2-5. Grades 6-8 did not improve

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)	Economically Disadvantaged (Free and Reduced Lunch)
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	
Foster Youth	
Children with Disabilities	Children with Disabilities
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	Teachers
Staff	Staff
Tribal Governments	
Local Bargaining Units	Local bargaining units
Educational Advocacy Organizations	Educational advocacy organizations
County Health Departments	County health departments
Community Members	Community members
Other (please identify in the box below)	Other (please identify in the box below)
	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 Learni

Methods used to seek stakeholder input

Methods	Used?
Webinars	Webinars
Public Meetings	Public meetings
Website	
Media	
Social Media	
Email	Email
Other (please identify in the box below)	Other (please identify in the box below)
	Zero-5 with Grace Decker , 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 Accelerati

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	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 o year through May 2023. STAR 360 data will be collected monthly, SBAC data will be collected on interim test and end of year test.
ELA Goal	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. STAR 360 data will be collected monthly, SBAC data will be collected on interim test and end of year test.
Other Goal	All students entering kindergarten will be kindergarten ready through head start or the DeSmet early-K program. Dibbles early-K and STAR Early literacy assessments. Zero-5 partnership on plan development for Early-K

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	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, 2022. All instructional coaches will have areas on improvement identified with their teachers by October 4th, 2022
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, 2022.

	All instructional coaches will have areas on improvement identified with their teachers by October 4th, 2022
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, 202. As assessed through guidance with State Standards for Kindergarten and input from Zero-5

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	Free and Reduced Lunch	Free and Reduced Lunch	Free and Reduced Lunch
Homeless			
Students with Disabilities	Students with Disabilities	Students with Disabilities	Students with Disabilities
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 on September 2022 year through May 2023.
Students with disabilities will move up one quadrant on their SBAC Test scores by May 2023

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 2023

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 2023.
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	
Social emotional learning	Social emotional learning
Academic support	Academic support
Extended learning/enrichment	Extended learning/enrichment
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students.	Meeting the nutritional needs of underserved students.
Locating absent students and re-engaging disconnected youth	Locating absent students and re-engaging disconnected youth
Providing safe, healthy, inclusive learning environments.	Providing safe, healthy, inclusive learning environments.
Activities to address the unique needs of at-risk populations.	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	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.	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.	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.	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	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
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 planed 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

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	Extended learning time
Tribal/community engagement	Tribal/community engagement
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	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: 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: 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: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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	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	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	Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting studentsâ€™ academic needs, including through differentiating instruction
Providing information and assistance to parents and families on how they can effectively support students	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	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	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	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
Other (please identify in the box below)	Other (please identify in the box below)
	Building the Foundation of Data Literacy https://learninghub.mrooms.net/course/view.php?id=531

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	Extended learning time
Tribal/community engagement	Tribal/community engagement

Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	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: 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.
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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	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.

engaging and enriching experiences.	
Access to and effective use of technology	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	Providing information and assistance to parents and families on how they can effectively support students
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Using data about students' opportunity to learn indicators to help target resources and support	Using data about students opportunity to learn indicators to help target resources and support
Professional Learning Communities	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	Mental health supports
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	Meeting the nutritional needs of underserved students
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	Providing safe, healthy, inclusive learning environments
Activities to address the unique needs of at-risk populations	Activities to address the unique needs of at-risk populations
Developing and implementing procedures and systems to improve the preparedness and response efforts	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	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	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.

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Other (please identify in the box below)	Other (please identify in the box below)
	Building the Foundation of Data Literacy https://learninghub.mrooms.net/course/view.php?id=531

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	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	Additional pay for additional work
Class-size reduction	
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	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.)	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)	
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.

3

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	Interim Formative Assessment
Opportunities to Learn surveys	
Summative assessments	Summative assessments
Chronic absenteeism	Chronic absenteeism
Student engagement	
Use of exclusionary discipline	
Advanced coursework	
Access to technology	
Educator PD on technology	
Access to and preparation of high-quality educators	Access to and preparation of high-quality educators
Access to mental health and nursing staff	Access to mental health and nursing staff
Student, parent, or educator surveys	
Per-pupil expenditures	

Classified and certified staff (numbers of positions or people)	
Summer, Afterschool, and ESY enrollment	Summer, Afterschool, and ESY enrollment
Health protocols	
Student enrollment by Mode of instruction	
Student attendance by Mode of Instruction	Student attendance by Mode of Instruction
Other (please identify in the box below)	