

**Winnett Public School District #1**

**ARP ESSER PLAN**

**Date of Original Adoption: March 27, 2020**

**Date Plan was Last Revised: July 2023**

**Next Regularly Scheduled Month for Consideration: January 2024**

**THIS PLAN WAS MADE PUBLICLY AVAILABLE ON THE DISTRICT**

**WEBSITE BY JUNE 24, 2021**

**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: Improving air quality, ventilation and contactless systems on our campus**

**Priority 2: Addressing learning loss through improved curricular materials, extra instruction, and professional development**

**Priority 3: Encouraging physical activities to mitigate the effects of online learning/device time, and foster mental health and social emotional learning**

**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:**

**Superintendent: evaluate data (spring/summer 2021), discuss needs with teachers, parents and other stakeholders (spring/summer 2021 and ongoing), offer summer learning as needed (summer 2021 and ongoing) establish a timeline for math goals and purchase additional curriculum as needed (summer/fall 2021 and ongoing), review plan with team members (fall 2021), evaluate student achievement (fall 2021), plan interventions and monitor student progress (fall/winter 2021 and ongoing), purchase additional materials and provide opportunities for professional development (ongoing), review student achievement data. Teachers: assess student achievement, create team action plan for interventions and enrichment (fall 2021), monitor student progress and communicate with parents (ongoing), revise interventions and enrichment as needed (ongoing) As a team, this is still our strategy into 2022, although we have added AimsWeb screening for high school students as well and had seen very strong results by the end of school year 2023.**

**ELA Goal Strategies, Actions, Timelines, and Assignments:**

**Superintendent: evaluate data (spring/summer 2021), discuss needs with teachers, parents and other stakeholders (spring/summer 2021 and ongoing), offer summer learning as needed (summer 2021 and ongoing) establish a timeline for math goals and purchase additional curriculum as needed (summer/fall 2021 and ongoing), review plan with team members (fall 2021), evaluate student achievement (fall 2021), plan interventions and monitor student progress (fall/winter 2021 and ongoing), purchase additional materials and provide opportunities for professional development (ongoing), review student achievement data**

**Teachers: assess student achievement, create team action plan for interventions and enrichment (fall 2021), monitor student progress and communicate with parents (ongoing), revise interventions and enrichment as needed (ongoing)**

**As a team, this is still our strategy going into 2023. Additionally, we have attempted to add several enrichment activities based in both arts and literacy at all grade levels, both school-organized and also organized with community partners.**

**Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**

**Superintendent: identify needs based on feedback from all stakeholders (spring/summer 2021), establish schoolwide plan for physical and mental health and SEL (fall 2021), hire staff to facilitate plan (summer/fall 2021), provide professional development and resources to staff (fall/spring 21-22), survey students and parents in January and April for effectiveness, evaluate and refine plan (ongoing)**

**Teachers: engage in instruction that is both embedded within the curriculum and also sponsor certain events (conflict resolution/mediation workshops, conflict style surveys, stress management workshops, healthy habits courses, financial wellness courses) (fall/spring 21-22), review student surveys and other data (fall 21 and ongoing)**

**As an update for 2022/2023, we've added courses in personal finance at the high school level, and have broken study hall time into smaller grade level pods for targeted assistance/**

**Q71. 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:**

All students will be 85% proficient in math at grade level, according to local assessments, AimsWeb progress monitoring, and statewide assessments (SBAC and ACT).

ELA Goal: All students will be 85% proficient in reading and writing at grade level, according to local assessments, AimsWeb progress monitoring, and statewide assessments (SBAC and ACT).

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.): Students will develop tools and skills for physical and mental health and social/emotional learning, including short and long term planning, problem solving and mediation, handling stress, creating healthy relationships and interactions with others, and establishing healthy habits.

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.

Teacher and parent feedback, student behavior reports, districtwide assessments

Q8. What is your school district phone number?

406-429-2251

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?

Originally, we hired a .5 certified teacher, and retained a 1.0 FTE paraprofessional for the school year and hired .25 FTE for summer support. We were unable to hire additional staff for the current school year, even though we advertised extensively and interviewed several candidates. In the meantime, our regular teachers are providing additional academic, social, and emotional supports through targeted interventions and additional high-quality curriculum and enrichment activities.

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to 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. Choose all evidence-based practices that apply.

Access to advanced coursework, dual enrollment, work-place learning, and/or internships

Career, Technical, and Agricultural Education expenses (approved under Perkins Act)

Mental health supports

Hiring new staff and avoiding layoffs

Providing safe, healthy, inclusive learning environments

Activities to address the unique needs of at-risk populations

Purchasing supplies to sanitize and clean the facilities

**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.**

**Other (Please identify your role in the box below.):**

**Superintendent**

**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.**

**0.5**

**Q15. Describe your Math goal for each identified student group.**

**Because of our extremely small class sizes, our data is not reported by subgroup. We expect all students to be proficient in math at their grade level or according to their IEP goals.**

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

**None**

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

**Carl D. Perkins Act Career and Technical Education 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.**

**Social emotional learning**

**Academic support**

**Extended learning/enrichment Providing safe, healthy, inclusive learning environments**

**Purchasing supplies to sanitize and clean the facilities**

**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.**

**1**

**Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.**

**Additional pay for additional work**

**Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)**

**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 have discussed the idea of using peer mediation to help resolve conflicts, but that is very much a nascent idea. If we are able to develop either this year or next, we are more than happy to share our data and experience.**

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

**County - Petroleum**

**District - Petroleum - Winnett K-12 Schools, LE0642**

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

**Public meetings**

**Website**

**Social media**

**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.**

**Because of our extremely small class sizes, our data is not reported by subgroup. We expect all students to be proficient in reading and writing at their grade level or according to their IEP goals.**

**Q65. Describe your other goal for each identified student group.**

**Because of our extremely small class sizes, our data is not reported by subgroup. Our goal is for all students to demonstrate skills and awareness of physically, mentally, emotionally, and socially healthy practices.**

**Q6. Who is the Authorized Representative submitting this form?**

**Teri Harris**

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

**[tharris@winnettschool.org](mailto:tharris@winnettschool.org)**

**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**

**County health departments**

**Community members**

**Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.**

**Economically Disadvantaged (Free and Reduced Lunch)**

**White**

**Male Children with Disabilities**

**Female**

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

**Summative assessments**

**Chronic absenteeism**

**Student engagement**

**Access to and preparation of high-quality educators**

**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**

**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: 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 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.**

**Other (please identify in the box below):**

**Also, we hired a teacher for .5 FTE to assist with interventions and other gaps in learning loss.**

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

**None**

## **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. ii. address the student groups specifically that were disproportionately impacted by the pandemic; and**
- iii. 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 feedback have you received from stakeholders around your plan and/or your plan implementation?

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: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards#97903978-indian-education-for-all---iefa>

Acceleration Guidance: <https://acrobat.adobe.com/link/review?uri=urn%3Aaaid%3Aascds%3AUS%3Aa5729d7b-890e-4dc5-b709-453156107ce7>

ESSA Tiers of Evidence: [https://docs.google.com/document/d/14Zc2HI--jyJP9\\_I\\_Lghxrtylbebs0BMrzxAP5QiB\\_u70/edit](https://docs.google.com/document/d/14Zc2HI--jyJP9_I_Lghxrtylbebs0BMrzxAP5QiB_u70/edit)

### Gap Analysis Tool:

[https://docs.google.com/document/d/1JLLbn6rgtdY10QHxkyO5ny\\_H7tA6ho/edit](https://docs.google.com/document/d/1JLLbn6rgtdY10QHxkyO5ny_H7tA6ho/edit)

### U.S. Department of Education FAQ - ESSER/GEERS:

[https://docs.google.com/document/d/1JLLbn6rgtdY10QHxkyO5ny\\_H7tA6ho/edit](https://docs.google.com/document/d/1JLLbn6rgtdY10QHxkyO5ny_H7tA6ho/edit)

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.**

Regularly scheduled monthly school board meetings in September, October, November of 2021, and June 2022, and December 2022, June 2023, Winnett School Board Room

**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 reflects the fourth update of our plan in June of 2023, with changes reflected to allocate the remaining funds to an HVAC project.

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 is the first time we are submitting this plan update

Q79. Please Sign Here

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.

N/A

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.

N/A

**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.**

**N/A**

**Embedded Data:**

**Q\_R**                    **R\_3lQs0Hbd7vmnnC2**

**Recipient**            **tharris@winnettschool.org**