# SUN RIVER VALLEY ELEMENTARY
## LE: 1225
## Revised June 13, 2023

# 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:
  Addressing learning loss, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- Priority 2:
  Providing mental health services and supports and providing extra counseling.
- Priority 3:
  Keep our facilities clean and provide social distancing. Purchasing supplies to sanitize and clean the facilities including the kitchens. School facilities repairs and improvements, including heating, ventilation, and air conditioning systems projects to improve indoor are quality in school facilities

**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:
  The district strategies for assessing progress for meeting all Montana content standards includes a schedule of benchmark and progress monitoring assessments. Three times a year, in the fall, winter, and spring, students will complete the Measure of Academic Progress (MAP) assessment. MAP assessment correlates with Montana Mat content standards (Pre K-12). This data is used to determine Tier I, Tier II, and Tier III students and design appropriate research based individualized interventions for students. This assessment is also aligned with Montana content standards. Once the interventions are in place,we will progress monitor using MAP screening and ISIP assessments. By reviewing our Smarter Balance and MAP scores, we have determined the greatest needs for professional development. We have looked at where our students are performing the lowest and designed professional development to provide teachers resources to enhance their instruction. Student achievement data offers invaluable support for making good decisions about instruction. Progress monitoring also creates a baseline and is used to determine needs of students with disabilities. Another district wide strategy includes administrators using a walk through form to collect instructional data that is then used to improve instruction and learner outcomes.The district is using data to determine professional development needs to improve instruction for all students.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
  The district strategies for assessing progress for meeting all Montana content standards includes a schedule of benchmark and progress monitoring assessments. Three times a year, in the fall, winter, and spring, students will complete the Measure of Academic Progress (MAP) assessment. MAP assessment correlates with Montana ELA content standards (Pre K-12). Progress monitoring is completed monthly using IStation Indicators of Progress (ISIP) assessment. This data is used to determine Tier I, Tier II, and Tier III students and design appropriate research based individualized interventions for students. This assessment is also aligned with Montana content standards. Once the interventions are in place,we will progress monitor using MAP screening and ISIP assessments. By reviewing our Smarter Balance and MAP scores, we have determined the greatest needs for professional development. We have looked at where our students are performing the lowest and designed professional development to provide teachers resources to enhance their instruction. Student achievement data offers invaluable support for making good decisions about instruction. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. Monthly progress monitoring of students drives
  instruction and the data collected is used to determine needs for professional development. Progress monitoring also creates a baseline and is used to determine needs of students with disabilities. Another district wide strategy includes administrators using a walk through form to collect instructional data that is then used to improve instruction and learner outcomes.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
  At Sun River Valley School the Title 1 A funds could be used for a number of things to help our low income students. One of the ways that comes to mind is the use of I Pad's for Special Education Students who have some communication needs. They can be used to offer one on one programs for extra practice of things, communication between staff and student and home. They can be used as planners and teach time management skills. The funds can be used to keep these tools running properly as well as for any of the necessary programs/apps that would be beneficial for students. We went 1 to 1 with all students this year due to Covid. When it comes to special education services we can use the funds to bring in transitional services for students to help them prepare for life after high school. Transitional services may include but not be limited to helping students obtain more life skills to increase independence. We can also use funds to get students to needed services if travel is an issue.
  and socialization skills. Mental Health: 1. Educate staff, parents, and students on symptoms of and help for mental health problems. 2. Provide professional development to staff to promote social and emotional competency 3. Hire appropriate staff to meet the needs of the students 4. Ensure a positive, safe school environment. 5. Teach and reinforce positive behaviors and decision-making.

**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:
  By June 0f 2023, the percentage of students school wide that score benchmark on Math MAP will increase from 70% to 80%. Goal number one is to increase Tier 2 and Tier 3 students math ability and provide them with the necessary math skills to succeed in the future. Goal number two is to use progress monitoring and authentic assessment to set and achieve high standards while using strategic teaching methods. Goal number three is to provide professional development for fidelity in teaching the curriculum and establishing RTI practices in math. Using state and local assessments including MAP (Measures of Academic Progress) and SBAC (Smarter Balanced Assessment Consortium), Title 1 staff will provide data from our MTSS team and design individualized learning plans for each student who is below grade level in math. Once the interventions are in place, we will progress monitor using MAP screening and ISIP assessments.
- ELA Goal:
  By June of 2023, the percentage of students school wide that score benchmark on ELA MAP will increase from 78% to 84%. We want to increase Tier 2 and Tier 3 students reading by one grade level by the end of the year. Goal number two is to use progress monitoring and authentic assessment to create individualized plans and set and achieve high standards while using strategic teaching methods. Goal three is to provide professional development for fidelity in teaching the curriculum, establishing RTI practices, and teaching literacy across the curriculum. Using state and local assessments including MAP and SBAC we will provide data form our RTI team and design individualized learning plans for each student reading below grade level. We will use Title 1 teachers to work on individualized student plans which will work on deficient skills.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
  By reviewing our Smarter Balance, MAP, and ISIP scores, we determine the students who need to receive specialized interventions. We have looked at where our students are performing the lowest and designed professional development to provide teachers resources to enhance their instruction. Student achievement data offers invaluable support for making good decisions about instruction. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. Monthly progress monitoring of students drives
  instruction and the data collected is used to determine needs for professional development. Progress monitoring also creates a baseline and is used to determine needs of students with disabilities. Another district wide strategy includes administrators using a walk through form to collect instructional data that is then used to improve instruction and learner outcomes.

**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.**
MAP, ISIP, Core Phonics

**Q8. What is your school district phone number?**
406-264-5111

**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?**
We will use a variety of assessments including informal, in-program assessments, formative assessment. Assessments fro MAP, SBAC and ACT will be analyzed and reviewed. These funds will also be used to identify, re-engage and support students most likely to have experienced the impact of lost instructional time on student learning, such as those with low-attendance rates or who have missed the majority of in-person instruction during the 2019-2020 school year and the 2020-2021 school year. Student most at risk of dropping out will also be monitored and use of these funds will help mitigate this risk. Evidence based interventions include small group and individualized instruction, differentiation and tutoring

**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.**
- Extended learning time
- 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: 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.
- 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
- Meeting the nutritional needs of underserved students
- 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.**
- 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.**

3

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

The goals are: 1. to increase the percentage of economically advantaged students scoring proficient in grades 9-12 by 10 % in math on the SBAC in the spring of 2023. District average was 39% proficient. 3 year trend is 52%

**Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.**
- Students with Disabilities
- Free and Reduced Lunch

**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)

**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
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Providing safe, healthy, inclusive learning environments.
- 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 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.**

4

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

**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.**
NA

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

| County | Cascade |
|--------|---------|
| District | Cascade ~ Sun River Valley Elem, LE1225 |

**Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.**
- Public meetings
- Website
- Social media
- Email

**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.**

The goals are: 1. to increase the percentage of economically advantaged students scoring proficient in grades 9-12 by 10 % in ELA on the SBAC in the spring of 2023. District average was 42% proficient. 3 year trend is 48%

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

NA

**Q6. Who is submitting this form?**
David Marzolf

**Q9. What is your official school district email address?**
dmarzolf@srvs.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
- 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)
- Children with Disabilities

**Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.**
- Early Warning System
- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- 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 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
- Health protocols
- Student enrollment by Mode of instruction
- Student attendance by Mode of Instruction

**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
- 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: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.
- Access to and effective use of technology
- 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.**
- Students with Disabilities
- Free and Reduced Lunch

**Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.**
- Students with Disabilities
- Free and Reduced Lunch

**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 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**

- **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.**
   June 13, 2023 School Board Meeting and June 13, 2023 Parent Meeting.

**Q75. Please write a summary statement describing this update.  Example: "This submission reflects our first update of our plan in November of 2021"**
   This is our consequent update. Our last update was June 13, 2023.

**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.

**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

**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.

**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

**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.

**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


**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]

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# Embedded Data:

| | |
|---|---|
| *Q_R* | R_6x8fvVUDxfpM1BI |
| *Recipient* | dmarzolf@srvs.k12.mt.us |