



Havre Elem, LE0427

**Initial Plan Submission ARP ESSER Funding
Last Edited-June of 2023**

Table of Contents

[Table of Contents](#)

[Introduction: Plan Basics](#)

[Section 1 - School District Identified Priorities](#)

[Priority 1](#)

[Priority 2](#)

[Priority 3](#)

[Data Points Used to Identify Priorities](#)

[Student Groups Most Affected](#)

[Section 2 - Meaningful Consultation](#)

[Stakeholders Consulted in Development of Plan](#)

[Methods used to seek stakeholder input](#)

[Section 3: Goals](#)

[Instruments](#)

[Goals](#)

[Student Group Goals](#)

[Section 4: Coordinating Funds](#)

[Section 5: Creating a Safe and Healthy Learning Environment](#)

[Section 6: Addressing Lost Instructional Time](#)

[20% Set Aside](#)

[80% Set Aside](#)

[Section 7: Supporting the Educator Workforce](#)

[Section 8: District Monitoring of Impact](#)

Introduction: Plan Basics

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County	Hill
District	Havre Elem, LE0427
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Initial or Revised Plan	Initial Plan Submission

Section 1 - School District Identified Priorities

Priority 1

At-Risk students and students who may not graduate from High School, including 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.

Priority 2

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Exterior upgrades to allow for better management of social/physical distancing recommendations.

Priority 3

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

Data Points Used to Identify Priorities

Surveys of the public, parents, students, and staff, attendance reviews and feedback from stakeholder groups.

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	Yes
Multi-Racial	

Migrant	
Homeless	Yes
Foster Youth	
Children with Disabilities	Yes
Male	Yes
Female	Yes
English Language Learners	
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Yes
Students	Yes
Teachers	Yes
Staff	Yes
Tribal Governments	Yes
Local Bargaining Units	Yes
Educational Advocacy Organizations	Yes
County Health Departments	Yes
Community Members	Yes
Other (please identify in the box below)	

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Yes
Website	Yes
Media	Yes
Social Media	
Email	Yes
Other (please identify in the box below)	Yes
	SIS Messenger system

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	Havre Public Schools goal for the Mathematics content area at the Elementary level is to demonstrate an 8% increase in student proficiency in the Mathematics content area as measured by district assessments, standardized assessments, and multiple measures of assessments. Other considerations of measurement would include grade reports of daily work, informal assessments and qualitative/quantitative data of the student's performance within the mathematics content area to determine proficiency levels.
ELA Goal	Havre Public Schools goal for English Language Arts at the Elementary level is to demonstrate a 10% increase in student proficiency in the English Language Arts content area as measured by district assessments, standardized assessments, and multiple measures of assessments. Other considerations of measurement would include grade reports of daily work, informal assessments and qualitative/quantitative data of the student's performance within the English Language Arts content area to determine proficiency levels.
Other Goal	<p>In addition to addressing the facilities needs and setting a goal of preparing our buildings to respond to the ever-changing condition of the pandemic, we have continued to set goals related to SEL, mental health, and the district graduation rate. We partner with Bullhook Medical Center for drug and alcohol counseling within our high school and middle school. Our school resource officer regularly provides support for students in a proactive manner. This partnership builds positive relations with the police department and our students that may need guidance or assistance. All of our partnerships are to assist students in various ways for their mental health, support in situations, positive outcome for their future success. Our district has partnered with our local college as a Havre Trauma Sensitive School and worked together on mental health first aid training for our students and staff. We use Infinite Campus to improve parent communication, track behaviors, and increase graduation rate. The district just engaged in a partnership with 321Insight to provide additional SEL and trauma training for our staff.</p> <p>This was an exceptionally difficult year for all educational stakeholders of HPS. Havre Public Schools continues to be cognizant of the emotional and mental situations of students and staff. The community is informed, participates and supports our efforts in preparing students to: Make a Living, Make a Life, and Make a Difference.</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	The district engaged in curriculum review in math during the 2020-2021 school year.
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	Professional development has been provided to staff to orient them to the new series. During the course of the curriculum review, standards were revisited and pacing guides were realigned for the 2021-2022 school year, in an attempt to address learning gaps that have been identified as a result of the pandemic. Throughout the year, MTSS will help teachers identify struggling students, and assessment measures will be utilized to prepare students for the SBA. The curriculum director, special services director, and building principals will be responsible for monitoring student progress and achievement.
ELA Goal	The district will be spending the SY2021-2022 reviewing the ELA curriculum to identify gaps to best prepare for the curriculum review cycle and considerations to occur and implement in SY2022-2023. Through this process, teachers will be assessing student learning, and pacing guides from the 2020-2021 school year will be adapted to better fit face to face instruction common in a five-day face to face school week. Throughout the year, MTSS will help teachers identify struggling students, and assessment measures will be utilized to prepare students for the SBA. The curriculum director, special services director, and building principals will be responsible for monitoring student progress and achievement.
Other Goal	We are utilizing a variety of measures to address SEL and Mental health. The PASS screener will be available to parents to measure the impact the pandemic had on student mental health and social-emotional learning. 321Insight will be used to provide support to staff with focused suggestions on how to return students to a traditional setting, reevaluating expectations for students and refining the processes we use to build meaningful, trusting, and nurturing relationships with one another. While it is difficult to write to a timeline on this process, our goal is that by the end of the calendar year, we have built a supportive network to support staff and students as we head in to 2022. Our special services director, school psychologist, school counselors, teachers, building principals, and support staff will all be engaged in these measures.

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	Yes	Yes	Yes
Black or African American	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes
Multi-Racial	Yes	Yes	Yes
White	Yes	Yes	Yes
Free and Reduced Lunch	Yes	Yes	Yes

Homeless	Yes	Yes	Yes
Students with Disabilities	Yes	Yes	Yes
None			

Math Goal for Each Identified Student Group

For all identified student groups, Havre Public Schools goal is to demonstrate an 8% increase in student proficiency in the Mathematics content area as measured by district assessments, standardized assessments, and multiple measures of assessments. Other considerations of measurement would include grade reports of daily work, informal assessments and qualitative/quantitative data of the student's performance within the mathematics content area to determine proficiency levels.

ELA Goal for Each Identified Student Group

For all identified student groups, Havre Public Schools goal is to demonstrate an 10% increase in student proficiency in the ELA content area as measured by district assessments, standardized assessments, and multiple measures of assessments. Other considerations of measurement would include grade reports of daily work, informal assessments and qualitative/quantitative data of the student's performance within the mathematics content area to determine proficiency levels.

Other Goal for Each Identified Student Group

Increasing awareness of social-emotional learning and identifying trauma related to the pandemic is a goal that will be attained through demonstrated measures by the counseling staff through the Second Step Program, PASS student screener and corresponding support materials, and through the work of the school psychologist's SEL task force.

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?

Yes

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	Yes
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	Yes
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)	Yes
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)	Yes
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	Yes
Carl D. Perkins Act Career and Technical Education Act	Yes
IDEA, Part B (Excess costs of providing FAPE)	Yes
IDEA, Part B (Coordinated Early Intervening Services)	Yes
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	Yes
Social emotional learning	Yes
Academic support	Yes
Extended learning/enrichment	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	
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	Yes

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.

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	Yes
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.	
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.	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	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
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	Yes
SEL learning supports	Yes
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	Yes

Professional Learning Communities	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
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
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	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	Yes
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Yes
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	Yes
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)	Yes
Other (please identify in the box below)	Yes
	Additional HPE teacher to address SEL Health Standards

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.

4

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

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.

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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 and reviewing programs and projects, evaluating the effectiveness of SEL programs and implementation of additional support in HPE to address SEL standards, and meeting with administrators to discuss the impact of the interventions on each learning environment. The district uses the instructional practices inventory to assess student engagement, and will be able to address levels of engagement through analysis of teacher-collected data. Surveys are consistently used for staff and the community to assess the impact of programs.

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

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