EAST HELENA PUBLIC SCHOOLS
School District No. 9
P.O. Box 1280 * East Helena, MT. 59635
Superintendent/Administration Office (406) 227-7700
Eastgate Elementary School (406) 227-7770 * Prickly Pear Elementary (406) 227-7720
Radley Elementary School (406) 227-7710 * East Valley Middle School (406) 227-7740
East Helena High School (406) 227-7730
"Success For All"

East Helena Public Schools
ARP Plan

Revised June 27, 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:
  Recover learning loss due to missed instruction caused by the COVID 19 pandemic and disruptions. Additional Staff will provide tutoring and academic support during school hours. Addressing needs for safe and clean learning environment.
  Enrichment and intervention programs and activities during summer sessions and after school programming
- Priority 2:
  Support student learning in various modalities through additional technology resources and staff. To include software, hardware, network capabilities, and other technology resources.
- Priority 3:
  Support staff and student mental health and well being through instructional support, counseling services, SEL resources, suicide prevention, and reducing class sizes through staffing.

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:
  Implement new curriculum and materials including IXL, Math 180, Ready Math, iReady, Additional staffing will be hired for program delivery and intervention support. Continue to utilize On site instructional consultants to provide professional development for teachers and coaches. Professional development for teachers including Problem Solving in Mathematics and utilizing technology in mathematics as well as program specific training for new programs. Instructional support for teachers will be provided by instructional coaches district wide utilizing instructional framework and walkthrough feedback process. Focus on using data to inform intervention instruction to target support. Summer school programming will be offered as well as before and after school tutoring for identified students.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
  New curriculum and materials adoption. Continue to utilize On site instructional consultants to provide professional development for teachers and coaches. Utilize research based core programs and interventions including Read 180, Sound Partners, Phonics for Reading, Heggerty phonemic awareness, iStation, System 44, Rewards, Fast Forword, Study Sync, Extreme Reading, Act Now. Additional staffing for program delivery and intervention support. Professional development for teachers including Oral Language and Vocabulary, Phonics and Spelling Instructions, Writing in the Curriculum, Small Group Instruction, Short Writing training, Supporting Independent Reading, Disciplinary Literacy, and Vocabulary Instruction. Instructional support for teachers will be provided by instructional coaches district wide utilizing instructional framework and walkthrough feedback process. Focus on using data to inform intervention instruction to target support. Summer school programming will be offered as well as before and after school tutoring for identified students.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
  We have partnered with RBHI to conduct suicide screenings. We will continue the implementation for Conscious Discipline. CPI Training, Regulation rooms, PAX Good Behavior Game, Youth Mental Health 1st Aid, QPR, SOS, YAM, Check in check out, Olweus with structured class meetings and morning check in time, and PBIS. Two School Resource Officers will serve all schools, and collaboration with Local Law enforcement will continue. Trainings provided include Trauma Informed Teaching, ACES, (Ruby Payne) Culture of Poverty. We will utilize the PHQ-9 mental health screener, YRBS and PNA survey data will also be reviewed, Collaborative teaming will be ongoing to identify and support student needs. CSCT and Pureview Mental Health will provide services on campus. Additional staff will be hired to assist with student support and program development and delivery. Use of emotional support animals will be expanded.
  We have additionally partnered with McKinstry and SMA to determine needs within current facilities to continue to provide a safe and healthy learning environment for students.

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:
  Increase proficiency as measured by a variety of age-appropriate benchmark assessments by 2% annually.
- ELA Goal:
  Increase proficiency as measured by a variety of age-appropriate benchmark assessments by 2% annually.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
  To continue implementing a comprehensive plan for identification and support of student and staff mental health concerns and needs.

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.

SBAC Summative assessments, iReady, Acadience, iStation, interim assessments, Read/Math reading inventories, Office Discipline referrals, attendance data, YRBS, PNA, Counselor and nurse office visit records, Mental health screening. regulation room data. District Facility condition assessments conducted by McKinstry and SMA.

Q8. What is your school district phone number?

4062277700

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 intend to continue monitoring benchmark and summative assessment data in reading and math disaggregated by subgroup to inform our progress in mitigating learning loss. We regularly review student discipline and attendance data and compare to year over year progress. Mental health needs are monitored through the review of school counselor and nurse office visits as well as the YRBS and PNA data and our own internal mental health screening.

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
- SEL learning supports
- 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: 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: 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
- 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
- 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
- Hiring new staff and avoiding layoffs
- 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.

- District-level Administrator

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
- Teachers
- Staff
- Local bargaining units
- Other (please identify in the box below):
  School Board
- Community members

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.

5

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

Improved student performance of 2% growth in proficiency measurement on benchmark assessments for Native American Students, Poverty Students, and Special Education Students.

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

- American Indian or Alaska Native
- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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)
- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP 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.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- 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

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.

10

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

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- Additional pay for additional work
- 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.

During SY 2020-21 we utilized strict cohorting of students in the elementary buildings. In the Middle School and high school we applied a "Mega Block" schedule which amounted to 1 period all day for each week to reduce mixing of students and minimize spread of the virus. These techniques allowed for full attendance face to face instruction for the entire year with minimal disruptions. These unique structures also created challenges for instructional staff who had little to no training to adapt lessons and curriculum maps to the new schedule(s). We continue to adjust and adapt to learning loss students suffered due to these ongoing challenges and changes. Additionally, students displayed a variety of behavioral and maturity challenges when they returned to more "normal" schooling in the 2021-22 school year. We are utilizing ARP resources as we are working through these challenges with staff to better meet the needs of students and regain lost instructional time.

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

County	Lewis & Clark
District	Lewis & Clark ~ East Helena K-12, LE1240

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

- Public meetings
- Website

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.

Improved student performance of 2% growth in proficiency measurement on benchmark assessments for Native American Students, Poverty Students, and Special Education Students.

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

No groups identified, all students targeted for support.

Q6. Who is the Authorized Representative submitting this form?

Dan Rispens

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

drispens@ehps.k12.mt.us

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)
- American Indian or Alaska Native
- Homeless
- Children with Disabilities

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

- Early Warning System
- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student engagement
- 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
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols

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
- SEL learning supports
- 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: 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: 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
- 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
- Tracking student attendance and improving student engagement provided by the school
- 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.

- None

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- American Indian or Alaska Native
- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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

- **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.

Review and public comment will be held at June 27 2023 school board meeting .

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

Our original plan was written and submitted in August/September 2021. The first revision reflects what we have learned and changed in the past 2 years since the original submission.

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)

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

[Click 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.

WE are looking into HVAC Upgrades to provide a healthier learning environment one several campuses in our district.

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.

We have worked to hire additional staff to reduce class sizes and provide lower teacher-student ratios overall at the middle school level. We are looking into upgrading building controls and heating/colling/air filtration systems to maintain a safe and healthy learning environment.

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_BDt798UH1hYVNxD
Recipient	drispens@ehps.k12.mt.us