



Forward Thinking, High Achieving.

# Missoula County Public Schools

## Elementary, LE0583

Updated:  
10/26/2022 14:46

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## Introduction: Plan Basics

State Date	10/26/2022
End Date	10/26/2022
Recorded Date	10/26/2022 14:46
Response ID	R_25ZyuqhgCzbuFZY
County	Missoula
District	Missoula Elem, LE0583
Submitter Name	Russ Lodge
Submitter Role	District-level Administrator
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Initial or Revised Plan	Revision

## Section 1 - School District Identified Priorities

### Priority 1

Academic learning loss and recovery.

### Priority 2

Social/Emotional well being and recovery.

### Priority 3

Support for staff, students and families with appropriate level and type staff to address learning loss and social/emotional well being.

## Data Points Used to Identify Priorities

District assessments (STAR), Curriculum based assessments (IRLA, I-Ready), staff and community focus groups, attendance, referrals for counseling services.

## Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Economically Disadvantaged (Free and Reduced Lunch)
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	Homeless
Foster Youth	
Children with Disabilities	Children with Disabilities
Male	
Female	
English Language Learners	English Language Learners
Other (please identify in the box below)	

## Section 2 - Meaningful Consultation

### Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Parents

Students	Students
Teachers	Teachers
Staff	Staff
Tribal Governments	Tribal governments
Local Bargaining Units	Local bargaining units
Educational Advocacy Organizations	
County Health Departments	County health departments
Community Members	Community members
Other (please identify in the box below)	

### Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Public meetings
Website	Website
Media	
Social Media	Social media
Email	Email
Other (please identify in the box below)	Other (please identify in the box below)
	Advisory groups

### 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	<p>To increase the percentage of students scoring proficient or advanced proficient in math as measured by STAR assessment, given three times each year.</p> <p>To close the achievement gap by increasing the percentage of economically disadvantaged and special education students scoring proficient or advanced proficient in math as measured by STAR assessment, given three times each year.</p>
ELA Goal	<p>To increase the percentage of students scoring proficient or advanced proficient in ELA as measured by STAR assessment, given three times each year.</p> <p>To close the achievement gap by increasing the percentage of economically disadvantaged and special education students scoring proficient or advanced proficient in ELA as measured by STAR assessment, given three times each year.</p>
Other Goal	<p>To increase engagement opportunities for all students and families to access information and support for social/emotional well being and recovery.</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	<p>Additional intervention staff has been hired at each school to coordinate and address learning loss through the MTSS model.</p> <p>At the start of the year, each school's MTSS team will use District assessments to identify those students who are not proficient in math as measured by the Fall STAR assessment. With the intervention staff, the MTSS team will develop classroom based interventions for those students who are not proficient.</p> <p>The academic interventionist will work directly with grade level teams and teachers to implement the intervention strategies.</p> <p>The intervention strategies will be monitored throughout the school year for effectiveness, with follow up assessment to occur in the Winter and Spring.</p>
ELA Goal	<p>Additional intervention staff has been hired at each school to coordinate and address learning loss through the MTSS model.</p> <p>At the start of the year, each school's MTSS team will use District assessments to identify those students who are not proficient in ELA as measured by the Fall STAR assessment. With the intervention staff, the MTSS team will develop classroom based interventions for those students who are not proficient.</p> <p>The academic interventionist will work directly with grade level teams and teachers to implement the intervention strategies.</p>

	The intervention strategies will be monitored throughout the school year for effectiveness, with follow up assessment to occur in the Winter and Spring.
Other Goal	<p>Additional behavior support specialists have been hired at each school.</p> <p>At the start of the year, working through the MTSS model, the behavior support specialist will identify those students and families that are in need of additional social / emotional or mental health support. In addition, the MTSS team will identify needed school-wide social / emotional support.</p> <p>The MTSS team will develop both school-wide, classroom based and individual student intervention strategies related to social / emotional learning.</p> <p>The SEL strategies will be implemented by staff through classroom lessons, with support from behavior specialists and school counselors.</p> <p>The intervention model will be monitored for success by examining some of the following data (including, but not limited to): office discipline referrals, student engagement in the lesson activities through observation, attendance and counseling office referrals.</p> <p>The implementation process will be developed and monitored throughout the school year - with the support and primary responsibility of the building level MTSS team.</p>

### Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native			
Black or African American			
Hispanic			
Multi-Racial			
White			
Free and Reduced Lunch	Free and Reduced Lunch	Free and Reduced Lunch	
Homeless			
Students with Disabilities	Students with Disabilities	Students with Disabilities	
None			None

Math Goal for Each Identified Student Group

To close the achievement gap for economically disadvantaged and special education students by increasing the percent proficient in math as measured by District assessment (STAR). For each student group, we would like to achieve a 10% growth in the number of students scoring proficient from the fall to spring assessment.

ELA Goal for Each Identified Student Group

To close the achievement gap for economically disadvantaged and special education students by increasing the percent proficient in reading as measured by District assessment (STAR). For each student group, we would like to achieve a 10% growth in the number of students scoring proficient from the fall to spring assessment.

Other Goal for Each Identified Student Group

We have no identified student groups for our "other goal" as we would like to see increased social/emotional support and engagement for all students.

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)	Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
Title II, Part A of the ESEA (Supporting Effective Instruction)	

Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)
Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	
Title IV, Part B of the ESEA (21st Century Community Learning Centers)	
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
Carl D. Perkins Act Career and Technical Education Act	
IDEA, Part B (Excess costs of providing FAPE)	
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	

## Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

Evidence Based Practice	Planning to Use
Mental health supports	Mental health supports
Social emotional learning	Social emotional learning
Academic support	Academic support
Extended learning/enrichment	Extended learning/enrichment
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students.	



Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	Providing safe, healthy, inclusive learning environments.
Activities to address the unique needs of at-risk populations.	
Developing and implementing procedures and systems to improve the preparedness and response efforts	Developing and implementing procedures and systems to improve the preparedness and response efforts
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
Purchasing supplies to sanitize and clean the facilities	Purchasing supplies to sanitize and clean the facilities
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating,	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	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.

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## Section 6: Addressing Lost Instructional Time

### 20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

Evidence Based Practice	Planning to Use
Extended learning time	Extended learning time
Tribal/community engagement	
Wraparound academic/health/social services	Wraparound academic/health/social services
SEL learning supports	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: 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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
Access to and effective use of technology	Access to and effective use of technology
Engaging families in digital learning training and effectively using technology and platforms	Engaging families in digital learning training and effectively using technology and platforms
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
Providing information and assistance to parents and families on how they can effectively support students	Providing information and assistance to parents and families on how they can effectively support students
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	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)	

### 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	
Tribal/community engagement	
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	Evidenced-based curriculum
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	
Accelerating learning through instructional approaches: 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 instruction and are designed to meet the social and emotional needs of students 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	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,	Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for

instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
Mental health supports	Mental health supports
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	Providing safe, healthy, inclusive learning environments
Activities to address the unique needs of at-risk populations	Activities to address the unique needs of at-risk populations
Developing and implementing procedures and systems to improve the preparedness and response efforts	Developing and implementing procedures and systems to improve the preparedness and response efforts
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
Purchasing supplies to sanitize and clean the facilities	Purchasing supplies to sanitize and clean the facilities
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational

between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

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## Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

Option	Planning to Use
Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff	Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
Cover costs of bonuses for recruiting and retaining educators and support personnel	Cover costs of bonuses for recruiting and retaining educators and support personnel
Additional pay for additional work	Additional pay for additional work

Class-size reduction	
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	
Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)	Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
Staffing additional physical and mental health support staff (counselors, social workers)	Staffing additional physical and mental health support staff (counselors, social workers)
Other (please identify in the box below)	Other (please identify in the box below)
	Support for induction & retention program for new staff

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.

59

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.

17

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

## Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

### Description of Monitoring Plan

The effectiveness of our academic and behavior interventions will be monitored at the school level by our MTSS teams and school administrators. At the District level, the effectiveness of our recovery system (including both academic and social/emotional) will be monitored by our COVID recovery coordinator and our federal programs director. We will also report on this progress to our public through routine reports to our School Board.



Type of Data	Planning to Use
Early Warning System	
Interim Formative Assessment	Interim Formative Assessment
Opportunities to Learn surveys	
Summative assessments	Summative assessments
Chronic absenteeism	Chronic absenteeism
Student engagement	
Use of exclusionary discipline	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	Access to mental health and nursing staff
Student, parent, or educator surveys	Student, parent, or educator surveys
Per-pupil expenditures	
Classified and certified staff (numbers of positions or people)	Classified and certified staff (numbers of positions or people)
Summer, Afterschool, and ESY enrollment	Summer, Afterschool, and ESY enrollment
Health protocols	Health protocols
Student enrollment by Mode of instruction	
Student attendance by Mode of Instruction	
Other (please identify in the box below)	