**Updated Dec 2024**

**Hinsdale Public Schools LEA 0932**

**Revised Dec. 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:

Academic

It is a priority of Hinsdale Schools to mitigate the loss of learning due to COVID 19 in reading, writing, and mathematics, through the use of formative assessments, evidence-based materials, instructional strategies, collaboration among colleagues, professional development, and hiring high-quality teachers.

Priority 2:

Facility

It is a priority of Hinsdale Schools to provide a safe, clean environment for all students and staff. Upgrading the heating and ventilation system and installing air conditioning will improve the indoor air quality of the facility and prevent the spread of COVID 19. Daily cleaning of the facilities continues to prevent the spread of the virus.

Priority 3:

Social Emotional Learning

It is a priority of Hinsdale Schools to help students succeed in school, careers, and life. This can be obtained by having students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, maintain positive relationships, and make responsible choices.

**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:

Math Goal 1: Increase time for teacher teams to diagnose student math needs and plan for instruction and intervention

Math Goal 2: Provide ongoing, specific PD in existing resources and any additional resources purchased and increase time for teachers to collaborate with each other.

Math Goal 3: Supplement math resources in the essential components of math concepts and math computations

Math Goal 4: In order to meet the needs of every student, increase grade level grouping/differentiation with highly qualified staff to deliver instruction.

Math Goal Strategies, Actions, Timelines, and Assignments

Increase elementary staff by one more position if order to provide coverage for the Title Teacher to administer and analyze diagnostic assessments:

Hire a qualified elementary teacher in allow the the title teacher more time to administer and analyze diagnostic assessments

Purchase evidence based comprehensive assessment system

Build a data system so educators can make targeted instruction decisions

Provide opportunities for staff training to maximize resources already in place both virtually and in person and have more effective teacher collaboration

The administration and staff will compile a list of all available PD to determine relevance to needs of the district.

School wide training or individual staff will attend PD

Staff will meet and be paid for staff collaboration on at least one Friday of each month (10 extra days) to effectively use the data for interventions.

Supplement core math program

Staff will analyze student needs from diagnostic assessments and determine which evidence based program will provide the corrective skills needed

Designate a 30 minute time block during each school day so students receive targeted instruction. Using the data obtained from high quality assessments, students will meet their academic needs through

differentiated instruction.

The progress of the goals and objectives will be monitored by the Title I teacher, elementary staff, high school staff, and superintendent.

ELA Goal Strategies, Actions, Timelines, and Assignments:

ELA Goal 1: Increase time for teacher teams to diagnose student reading needs and plan for instruction and intervention.

ELA Goal 2: Provide ongoing, specific PD in existing resources and any additional resources purchased and increase time for teachers to collaborate with each other.

ELA Goal 3: Supplement ELA resources in the essential components of writing instruction. ELA Goal 4: In order to meet the needs of every student, increase grade level grouping/differentiation with highly qualified staff to deliver instruction.

ELA Goal Strategies, Actions, Timelines, and Assignments

Increase elementary staff by one more position if order to provide coverage for the Title Teacher to administer and analyze diagnostic assessments:

Hire a qualified elementary teacher in allow the the title teacher more time to administer and analyze diagnostic assessments

Purchase evidence based comprehensive assessment system

Build a data system so educators can make targeted instruction decisions

Provide opportunities for staff training to maximize resources already in place both virtually and in person and have more effective teacher collaboration

The administration and staff will compile a list of all available PD to determine relevance to needs of the district.

School wide training or individual staff will attend PD

Staff will meet and be paid for staff collaboration on at least one Friday of each month (10 extra days) to effectively use the data for interventions.

Supplement core reading program

Staff will analyze student needs from diagnostic assessments and determine which evidence based program will provide the corrective ELA skills needed.

Designate a 30 minute time block during each school day so students receive targeted instruction. Using the data obtained from high quality assessments, students will meet their academic needs through differentiated instruction.

The progress of the goals and objectives will be monitored by the Title I teacher, elementary staff, and superintendent.

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

Provide evidence-based resources and opportunities for staff training to maximize resources already in place both virtually and in-person:

Train the elementary staff on the PAX Good Behavior Game by the end of the 21-22 school year. Implement the PAX Good Behavior Game in all elementary classrooms for the school year 22-23. Update the Second Step Curriculum by the end of the 21-22 school year.

Train staff on the Check-In Check-Out plan for students by the end of the 21-22 school year. Implement the Check-in Check-Out plans for students for the school year 22-23.

The progress of these goals and objectives will be monitored by the Guidance Counselor, elementary staff, and superintendent.

**Q71.**

**Goal Action Plan:**

**Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.**

**Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.**

Math Goal:

All students will improve in math achievement by

showing a 2.5 % increase in MAP Testing, Accelerated

Math, and SBAC testing proficiency, (a) more students

in the nearing proficiency category will move to

proficient level, (b) economically disadvantaged

students will achieve the same rates of all other

student population, (c) Our students will demonstrate

greater comprehension in completing higher level

critical thinking math skills, (d) Our students will

demonstrate greater proficiency with open-ended

questions requiring explanations.

Instructional needs will be addressed by aligning the curriculum to prepare students to meet and or exceed Montana Standards for Mathematics.

ELA Goal:

Instructional needs will approach building knowledge and academic vocabulary through engagement with a large volume of reading. This will include complex texts, leveled content based text, and interest based independent reading necessary to enhance the ability to write and speak to and from a variety of sources. 2. ELA Teachers will work to increase student acquisition of content, fluency, and vocabulary and the ability to write for a variety of purposes and audiences; thereby preparing students to

meet and or exceed Montana Standards for English Language Arts.

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

The district will establish a philosophy of social emotional learning to support the idea that social emotional health is valued. Provide resources, training, and support for teachers to help students cope with the effects of trauma and learning loss/delays/gaps created by Covid.

Instructional needs will be addressed by aligning the curriculum to prepare students to meet and or exceed Montana Social Emotional Learning Competencies.

**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.**

Interim assessments: MAP testing, STAR math & reading, SBAC, Pre-Act, ACT. Feedback from teachers at teacher meetings and discussion with board members at meetings. Data collected from the Title teachers, classroom teachers, and Special Education department on student progress in the classroom. Parent input is valued.

**Q8. What is your school district phone number?**

406-364-2314

**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?**

Comprehensive data on each student’s ELA and Math progress will be obtained through evidence based assessments given no less than 3 times per year.

At risk student’s progress will be monitored by the classroom teachers and the Title teacher through a data system and staff will collaborate with each other to implement goals.

SEL will be measured by teacher, parent, and counselor informal observations no less than 3 times per year. SEL will be measured by office referral for behavior.

**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.** 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.

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

Using data about students opportunity to learn indicators to help target resources and support Hiring new staff and avoiding layoffs

Purchasing supplies to sanitize and clean the facilities

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.

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

Additional pay for additional work

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.)

Other (please identify in the box below):

Paying for Teachers to get their teaching degree or to further their education to help better the school.

**Q11. Please indicate your role in the district.**

District-level Administrator

**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.**

.75

**Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.**

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.

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

Using data about students opportunity to learn indicators to help target resources and support Other (please identify in the box below):

Providing pay for teachers to collaborate with staff on non-instructional days.

**Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.** None

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

Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)

Title II, Part A of the ESEA (Supporting Effective Instruction)

**Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.** Social emotional learning

Academic support

Hiring new staff and avoiding layoffs

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.**

.75

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

|  |  |
| --- | --- |
| **County**  | Valley |
| **District**  | Valley ~ Hinsdale Elem, LE0932 |

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

Website

Social media

Email

Other (please identify in the box below):

Direct mailings and posted meeting times.

**Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?** Yes

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

Amy Capdeville

**Q9. What is your official school district email address?**

superintendent@hinsdale.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

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)

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

Summative assessments

Student engagement

Access to and preparation of high-quality educators

Student, parent, or educator surveys

Classified and certified staff (numbers of positions or people)

Health protocols

**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.**

None

**Montana School District ARP ESSER Plan Update**

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

**Federal Requirement**

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;

2. use the funds totaling not less than 20% to address lost instructional time;

3. spend its remaining 80% of ARP ESSER funds;

4. respond to needs of student disproportionately affected by the pandemic; and

5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including: i. implementation of evidence-based interventions;

ii. 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.**

Teacher Friday, May 13 and Board Meeting June 14.

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

This submission reflects our second update of our plan for June 2021.

**1. School District-Identified Priorities**

**2. Meaningful Consultation**

**3. Goals**

**4. Coordinating Funds**

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

**5. Creating Safe and Healthy Learning Environments**

Determine if ARP funds will be used to **implement prevention and mitigation strategies,** to the greatest extent practicable, in order to continuously operate schools for in-person learning.

**6. Addressing Lost Instructional Time**

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at OPI's Multi-Tiered Systems of Support page.

**7. Supporting the Educator Workforce**

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

**8. Monitoring and Measuring Impact of ARP ESSER funds**

**You have reached the end of the LEA ARP ESSER Plan Update Tool.**

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

**Q77. Please select the statement below that accurately describes your role:**

I am the Authorized Representative for this district.

**Q78. Please select the statement below that accurately describes this submission:** This is the first time we are submitting this plan update

**Q79. Please Sign Here**

[Click here]

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

N/A

**Q16. Describe your ELA goal for each identified student group.**

N/A

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

N/A

**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.**

N/A

**Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

**Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

**Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

**Embedded Data:**

|  |  |
| --- | --- |
| **Q\_R**  | R\_3QXlSzwBJs0Tv8O |