



Please choose your county and district from the dropdown.

County Beaverhead

District Beaverhead County H S, LE0006

Last Update: 06/12/2023

Who is submitting this form?

Gary Haverfield

Please indicate your role in the district.

☒ **District-level Administrator**

☐ Principal

☐ Other (Please identify your role in the box below.)

I

What is your official school district email address?

!ghaverfield@bchsmt.com

What is your school district phone number?

!4066832361

[BACK](#)

[NEXT](#)

1. School District-Identified Priorities

— **Economically Disadvantaged (Free and Reduced Lunch)**

D White

D Black or African American

D American Indian or Alaska Native

D Multi-Racial

D Migrant

D Homeless

D Foster Youth

— **Children with Disabilities**

D Male

D Female

— **English Language Learners**

D Other (please identify in the box below)

|

BACK

NEXT



2. Meaningful Consultation

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
- ☐ Tribal governments
- ☐ Local bargaining units
- ☐ Educational advocacy organizations
- ☐ County health departments
- ☒ Community members
- ☐ Other (please identify in the box below)

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

- ☐ Webinars
- ☒ Public meetings
- ☒ Website
- ☒ Media
- ☐ Social media
- ☒ Email
- ☒ Other (please identify in the box below)

!Robocall, and email

[BACK](#)

[NEXT](#)

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3. Goals

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

Students identified as at risk will make progress toward high achievement in MAPS testing and 70% of those identified will meet their Projected Growth RIT Math Score. Math Course Pass rates will increase 10% or greater for both 1st and 2nd semester.

— ELA Goal

Students identified as at risk will make progress toward high achievement in MAPS testing and 70% of those identified will meet their Projected Growth RIT ELA Score. Course Pass rates will increase 10% or greater for both 1st and 2nd semester.

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

Attendance contracts will be created for students who had a 15% or greater absent rate during the 2021-22 school year.
Students with credit deficiencies will be offered services through our Title I program, before and/or after school tutoring programs.
Teachers will go through trauma informed professional development to better help students and other staff members navigate social and emotional challenges.
Climate surveys will be given to better understand how to create a better school environment from the perspective of all stakeholders (staff, students, parents, community).

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**

Person(s) Responsible: Math Department and Assistant Principal
Goal: Evaluate MAPS math scores identifying students not on track.
Timeline: Mid Quarter 1
Goal: Develop a plan to ensure 70% of students identified as at risk will meet their projected growth RIT Score.
Timeline: End of Quarter 1 and End of Semester 1
Goal: Evaluate spring MAPS testing scores to identify students who met and did not meet their projected RIT math scores.
Timeline: End of Semester 2

— **ELA Goal Strategies, Actions, Timelines, and Assignments**

Person(s) Responsible: ELA Department and Assistant Principal
Goal: Evaluate MAPS ELA scores identifying students not on track.
Timeline: Mid Quarter 1
Goal: Develop a plan to ensure 70% of students identified as at risk will meet their projected growth RIT Score.
Timeline: End of Semester 1 and End of Semester 1
Goal: Evaluate spring MAPS testing scores to identify students who met and did not meet their projected RIT ELA scores.
Timeline: End of Semester 2

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

Person(s) Responsible: Attendance Committee

Goal: Create an attendance contract involving parent, students, staff, for any students who had an absent % of 15% or greater during the 4th quarter of the 2020-21 school year.

Timeline: Mid Quarter 1

Goal: Evaluate attendance at the end of the Quarter 1 to identify whether students are improving their absent % by at least 5%.

Timeline: End of Quarter 1

Goal: Continue to evaluate students to ensure plans in place are effective.

Timeline: End of Semester 2

Person(s) Responsible: Professional Development Committee

Goal: Provide trauma informed professional development to all teachers and staff to improve tools to help deal with social and emotional challenges that arise in staff and students.

Timeline: By end of Quarter 1

-
- Train new Assistant Principal on our ESSER Goals, especially our attendance goals, practices, procedures, including attendance contracts.
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[BACK](#)

[NEXT](#)



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

- ☐ American Indian or Alaska Native
- ☐ Black or African American
- ☐ Hispanic
- ☐ MultiRacial
- ☐ White
- ☐ Free and Reduced Lunch
- ☐ Homeless
- ☐ **Students with Disabilities**
- ☐ None

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
- ☐ Black or African American
- ☐ Hispanic
- ☐ MultiRacial
- ☐ White
- ☐ Free and Reduced Lunch
- ☐ Homeless
- ☐ **Students with Disabilities**
- ☐ None

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

- ☐ American Indian or Alaska Native
- ☐ Black or African American

☒ Hispanic

☐ MultiRacial

☐ White

☐ Free and Reduced Lunch

☒ Homeless

☒ **Students with Disabilities**

☐ None

[BACK](#)

[NEXT](#)

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Describe your Math goal for each identified student group.

Students with disabilities will reconvene IEP's to ensure that accommodations and goals are updated to best serve the individual student. Goals written in the the IEP will be specific to the individual needs of each student and will address any gaps that were created due to the effects Covid-19 pandemic restrictions had on the individual child. We will use classroom based assessments, attendance records, MAPS testing scores and other tools to identify gaps and needs for each student and measure the individual students progress.

Describe your ELA goal for each identified student group.

Students with disabilities will reconvene IEP's to ensure that accommodations and goals are updated to best serve the individual student. Goals written in the the IEP will be specific to the individual needs of each student and will address any gaps that were created due to the effects Covid-19 pandemic restrictions had on the individual child. We will use classroom based assessments, attendance records, MAPS testing scores and other tools to identify gaps and needs for each student and measure the individual students progress.

Describe your other goal for each identified student group.

Students with disabilities will reconvene IEP's to ensure that accommodations and goals are updated to best serve the student. Goals will be specific to the individual needs of each student and will address any gaps that were created due to the effects Covid-19 pandemic restrictions had on the individual child. This will include but not limited to academic and social and emotional impacts. We will use classroom based assessments, attendance and behavior records, MAPS testing scores and other tools to identify gaps and needs for each student.

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.

[BACK](#)

[NEXT](#)

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4. Coordinating Funds

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

Did you coordinate ARP ESSER funds with other federal funds to address student needs?

☒ Yes

☐ No

[BACK](#)

[NEXT](#)



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.

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**

D Meeting the nutritional needs of underserved students.

- **Locating absent students and re-engaging disconnected youth**
- **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**

D 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**

D 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.**

0 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**

0 Other (please identify in the box below)

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.

BACK

NEXT



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.

BACK

NEXT



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**

D Tribal/community engagement

D Wraparound academic/health/social services

D SEL learning supports

D 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.**

D 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.**

D Access to and effective use of technology

D 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**

D 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**

D Using data about student's opportunity to learn indicators to help target resources and support

XX Professional Learning Communities – Added in Fall of 2022

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

0 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

0 Other (please identify in the box below)

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BACK

NEXT



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**

D Tribal/community engagement

— **Wraparound academic/health/social services**

D SEL learning supports

D 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.**

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D 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**

D 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
- Mental health supports
- Hiring new staff and avoiding layoffs

0 Meeting the nutritional needs of underserved students

- Locating absent students and re-engaging disconnected youth
- 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

0 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

0 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.

0 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.

Other (please identify in the box below)

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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.

J

BACK

NEXT

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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.

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

- D** 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**
 - **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)**

D Other (please identify in the box below)

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

3

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.

3

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.

BACK

NEXT



8. Monitoring and Measuring Impact of ARP ESSER funds

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?

Beaverhead County High School will use MAPS Testing results, attendance and behavior records, the District's MTSS Tier II and Tier III data, surveys and course pass/fail rates to monitor the impact of the ARP ESSER funded interventions and/or strategies.

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

— **Early Warning System**

0 Interim Formative Assessment

D Opportunities to Learn surveys

0 Summative assessments

— **Chronic absenteeism**

— **Student engagement**

— **Use of exclusionary discipline**

D Advanced coursework

D Access to technology

0 Educator PD on technology

— **Access to and preparation of high-quality educators**

0 Access to mental health and nursing staff

— **Student, parent, or educator surveys**

0 Per-pupil expenditures

— **Classified and certified staff (numbers of positions or people)**

— **Summer, Afterschool, and ESY enrollment**

— **Health protocols**

O Student enrollment by Mode of instruction

D Student attendance by Mode of Instruction

D Other (please identify in the box below)

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BACK

NEXT

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The OPI has created a way for the district respondents to return to this plan and edit it multiple times before submitting. You can return anytime before August 24 to finish your submission.

- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

- This plan must be monitored continuously and updated every six months.
- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.

- Last Revision 6/12/2023

Thank you for your submission!

[BACK](#)

[SUBMIT](#)