



Melville Elem, LE0868

**Updated Plan Submission ARP ESSER Funding
May 2023**

Table of Contents

[Table of Contents](#)

[Introduction: Plan Basics](#)

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

[Priority 1](#)

[Priority 2](#)

[Priority 3](#)

[Data Points Used to Identify Priorities](#)

[Student Groups Most Affected](#)

[Section 2 - Meaningful Consultation](#)

[Stakeholders Consulted in Development of Plan](#)

[Methods used to seek stakeholder input](#)

[Section 3: Goals](#)

[Instruments](#)

[Goals](#)

[Student Group Goals](#)

[Section 4: Coordinating Funds](#)

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

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

[20% Set Aside](#)

[80% Set Aside](#)

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

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

Introduction: Plan Basics

State Date	
End Date	
Recorded Date	
Response ID	R_3r0N1c13LNBFgio
County	Sweet Grass
District	Melville Elem, LE0868
Submitter Name	Callie Rech
Submitter Role	Other (Please identify your role in the box below.)
	County Superintendent
Submitter Official Email	sgcountysupt@gmail.com
Submitter Phone	
Initial or Revised Plan	Revised Plan Submission

Section 1 - School District Identified Priorities

Priority 1

Keep our school open safely for students and staff.

Priority 2

Remediate gaps in student learning created by the pandemic.

Priority 3

Provide guidance curriculum and mental health support to students that may have experienced social and emotional upheaval due to the pandemic.

Data Points Used to Identify Priorities

We surveyed the staff, students, and parents, and we analyzed data from many assessments including interim assessments, STAR, Dibels, SBAC, and MAPS.

Student Groups Most Affected

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

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Yes
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	
Foster Youth	
Children with Disabilities	

Male	
Female	
English Language Learners	
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

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

Methods used to seek stakeholder input

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

--	--

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	80 percent of the students at Melville Elementary will achieve proficient or advanced scores in mathematics by the end of the 2023-24 school year as measured by standardizing testing, informal and formal assessments, curricular assessments, Dibels, MAPS, and STAR.
ELA Goal	80 percent of the students at Melville Elementary will achieve proficient or advanced scores in English Language Arts by the end of the 2023-24 school year as measured by Accelerated Readers, Dibels, MAPS, standardized testing, informal and formal assessments, and curricular assessments.
Other Goal	100 percent of the students will participate in guidance curriculum assessments to monitor mental health issues that might have arisen or escalated during the pandemic.

Goals

For each goal find the following below:

- Identify what strategies/action steps will be used to support the achievement of the goals.
- Describe a realistic and achievable timeline to achieve the goals.
- Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and provide the text response for each applicable box.

Math Goal	The teacher will utilize the assistance of an additional paraprofessional to help mitigate some of the identified gaps caused by the learning loss in mathematics during the pandemic. One on one tutoring and differentiated individualized instruction will be utilized by the teacher and paraprofessionals. The head teacher is ultimately responsible for ensuring that the strategies and action plan are carried out. The students will be continually assessed, and remediation plans will be formulated as needed. With a student to teacher ratio of 1 staff member to 7 students, this goal is realistic and attainable.
ELA Goal	The teacher will utilize the assistance of an additional paraprofessional to help mitigate some of the identified gaps caused by the learning loss in English Language Arts during the pandemic. One on one tutoring and differentiated individualized instruction will be utilized by the teacher and paraprofessionals. The head teacher is ultimately responsible for ensuring that the strategies and action plan are carried out. The students will be continually assessed, and remediation plans will be formulated as needed. With a student to teacher ratio of 1 staff member to 7 students, this goal is realistic and attainable.

Other Goal	The teacher and paraprofessional will be aided by the guidance instructor in providing guidance curriculum and mental health support for all of the students, as they have all experienced social and emotional upheaval due to the pandemic. Student and staff mental health will be a priority of the County Superintendent of Schools, who serves as the administration for this rural elementary.
------------	---

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	Yes	Yes	Yes
Free and Reduced Lunch			
Homeless			
Students with Disabilities	Yes	Yes	Yes
None			

Math Goal for Each Identified Student Group

80 percent of the students at Melville Elementary will achieve proficient or advanced scores in mathematics by the end of the 2023-24 school year as measured by standardized testing, informal and formal assessments, curricular assessments, MAPS, and STAR.

ELA Goal for Each Identified Student Group

80 percent of the students at Melville Elementary will achieve proficient or advanced scores in mathematics by the end of the 2023-24 school year as measured by standardized testing, informal and formal assessments, curricular assessments, Dibels, MAPS, and STAR.

Other Goal for Each Identified Student Group

100 percent of the students will participate in guidance curriculum assessments to monitor mental health issues that might have arisen or escalated during the pandemic.

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.

Unfortunately, we are not planning to use any novel approaches--just tried and true tutoring and differentiated individualized instruction.

Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

Yes

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	Yes
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	
Title II, Part A of the ESEA (Supporting Effective Instruction)	Yes
Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	
Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	
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	
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	Yes
Social emotional learning	Yes
Academic support	Yes
Extended learning/enrichment	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students.	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	Yes
Activities to address the unique needs of at-risk populations.	
Developing and implementing procedures and systems to improve the preparedness and response efforts	Yes
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Yes
Purchasing supplies to sanitize and clean the facilities	Yes
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Yes
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Yes
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Yes

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	Yes
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.

Unfortunately, we are not re-inventing any wheels, but we are utilizing the mitigation strategies listed above.

Section 6: Addressing Lost Instructional Time

20% Set Aside

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

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	
Wraparound academic/health/social services	
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.	Yes
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	Yes
Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	
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	Yes
Engaging families in digital learning training and effectively using technology and platforms	Yes
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Yes
Providing information and assistance to parents and families on how they can effectively support students	Yes
Tracking student attendance and improving student engagement provided by the school	Yes

Using data about students' opportunity to learn indicators to help target resources and support	Yes
Professional Learning Communities	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	Yes
Other (please identify in the box below)	

80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III. See page 5 of the ARP ESSER Fact Sheet for more information.

Evidence Based Practice	Planning to Use
Extended learning time	
Tribal/community engagement	
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	Yes
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	Yes
Accelerating learning through instructional approaches: Tutoring program - High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	Yes
Accelerating learning through instructional approaches: Out-of-school time programs- Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	
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	Yes
Engaging families in digital learning training and effectively using technology and platforms	Yes
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Yes
Providing information and assistance to parents and families on how they can effectively support students	Yes
Tracking student attendance and improving student engagement provided by the school	
Using data about students' opportunity to learn indicators to help target resources and support	Yes

Professional Learning Communities	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	
Mental health supports	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	Yes
Activities to address the unique needs of at-risk populations	
Developing and implementing procedures and systems to improve the preparedness and response efforts	Yes
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Yes
Purchasing supplies to sanitize and clean the facilities	Yes
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Yes
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Yes
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Yes
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air	Yes

cleaning, fans, control systems, and window and door repair and replacement.	
Other (please identify in the box below)	

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

Again, we are going to implement the strategies above. We do not have any novel ideas to share.

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 bonuses for recruiting and retaining educators and support personnel	
Additional pay for additional work	Yes
Class-size reduction	
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	Yes
Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)	Yes
Staffing additional physical and mental health support staff (counselors, social workers)	
Other (please identify in the box below)	

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.

0.5

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.

0.5

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.

Unfortunately, we do not have any novel approaches. We will us the approaches listed above.

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

This small rural district will be monitored by the County Superintendent and the head teacher to determine the impact of the interventions and strategies, including the 20 percent set-aside. All of the data obtained through assessments, both formal and informal, standardized and curricular assessments, and surveys of staff, students, and parents will be utilized to determine the effectiveness of the ESSER funded interventions.

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

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