

## Manhattan High School 0348 ARP ESSER Plan last updated 6/13/2023

### Response Summary:

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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:

Maintain current staff.

Priority 2:

HVAC and Air Quality.

Priority 3:

Technology.

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:
 

Formative and summative assessment to inform supplemental, targeted support and core instruction and for students to fill learning gaps. This relates to the need for MTSS and professional development. Staff training on MTSS in the Fall and Winter of the 21-22 school year. Implementation of MTSS beginning in 21-22. The district and building leadership teams, consisting of administration, teachers, and staff will analyze benchmark and summative data from the 2020-2021 school year, along with benchmark data from the 2021-2022 school year to inform the development and implementation of MTSS. This process will be ongoing, as the needs of our students are ever changing. District and building leadership are responsible for ensuring the strategies and action steps are achieved.

District leadership met with an MTSS/Technology consultant over the summer to analyze data and determine professional development needs of staff. Professional development began August 19 and will continue over the next two to three school years. MTSS targets academic and behavioral needs, as well as SEL, mental health, graduation rates, and professional development needs. This goal is aligned to the District's Strategic Plan, specifically the strategic objectives aligned to the major goal areas. The aforementioned areas of focus are included in the District's major goal areas, including family engagement. The Strategic Plan is reviewed annually by District leadership and the Board of Trustees.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
 

Formative and summative assessment to inform supplemental, targeted support and core instruction and for students to fill learning gaps. This relates to the need for MTSS and professional development. Staff training on MTSS in the Fall and Winter of the 21-22 school year. Implementation of MTSS beginning in 21-22. The district and building leadership teams, consisting of administration, teachers, and staff will analyze benchmark and summative data from the 2020-2021 school year, along with benchmark data from the 2021-2022 school year to inform the development and implementation of MTSS. This process will be ongoing, as the needs of our students are ever changing. District and building leadership are responsible for ensuring the strategies and action steps are achieved.

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

ESSER III funds have been allocated to wages for custodial staff, full time district nurse, and substitute teachers. An MOA was developed with the union to address Covid-related staffing needs, such as sick bank, teachers' prep stipend, substitutes covering for staff working remotely. Funds were allocated to support a full time counselor and an assessment coordinator. 30% of benefits for custodial, nurse, counselor, and testing coordinator are derived from ESSER III. Staffing needs for the upcoming school year will be re-assessed in January 2022. Amendments to ESSER III will be considered at that time. Funds have been allocated to the following HVAC needs: boiler pumps, heater upgrade, VAV controllers; Replace ceiling tiles in elementary for improved air flow; Exterior doors. The head of maintenance will perform annual indoor air quality inspections including an inspection of the school HVAC system. Amendments to ESSER III will be considered dependent upon outcome of inspections. ESSER III funds have been allocated for computer hardware and software; the inventory tagging system, and technology equipment.

**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 at grade level. Implement multi-tiered systems of support (MTSS). Benchmark (STAR) and summative (Smarter Balanced, Semester Exams, ACT) assessments will be used to monitor progress toward goals.
- **ELA Goal:**  
All students at grade level. Implement multi-tiered systems of support (MTSS). Benchmark (STAR) and summative (Smarter Balanced, Semester Exams, ACT) assessments will be used to monitor progress toward goals.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**  
Secure the immediate and long term staffing, air quality, and technology needs of the district. TEAMS Reporting, inspection records (Montana School Health Rules 37.111.826; MTSBA Model Policy 8131), and Valuations Northwest and Technology Coordinator and Technology Consultant will all be used to monitor the progress toward this goal.

**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.**

Stakeholder surveys; McKinstry Capital Planning and Preventative Maintenance; Anecdotal data collected from Superintendent Advisory Councils.

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

4062846460

**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?**

The District will analyze benchmark and summative assessments, and student voice surveys.

**Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.**

- Extended learning time
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Mental health supports
- Hiring new staff and avoiding layoffs
- 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
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

- District-level Administrator

**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.**

3

**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.**

NA

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

NA. This could change as our building leadership teams analyze data in the coming school year.

**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.**

Yes. Our plan is available for review on the District website.

**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)
- Carl D. Perkins Act Career and Technical Education Act
- IDEA, Part B (Excess costs of providing FAPE)

**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
- Providing safe, healthy, inclusive learning environments.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

**Q59.**

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

3

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

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)

**Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

Manhattan Public Schools will share best practice strategies as they are developed, as determined by analysis of 2020-2021, 2021-2022, and 2022-2023 benchmark and summative school data.

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

<b>County</b>	Gallatin
<b>District</b>	Gallatin ~ Manhattan High School, LE0348

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

- Public meetings
- Website
- Media
- Social media
- Email
- Other (please identify in the box below):  
Surveys via email

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

- Yes

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

NA. This could change as our building leadership teams analyze data in the coming school year.

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

The development and implementation of MTSS will support all students, with targeted supports and strategies for all student groups.

**Q6. Who is the Authorized Representative submitting this form?**

Brian K. Ayers

**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.**

Yes. Approaches can be found within our plan which is located on our District website.

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

bayers@mhstigers.org

**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
- Local bargaining units
- Educational advocacy organizations
- County health departments
- 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)
- Children with Disabilities

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

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

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

- Extended learning time
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- 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
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)

**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.**

July 23, 2021 Meeting with Hillyard Inc; September 2 and 20 Meetings with Manhattan Education Association Representatives; September 13, 20 and October 5, 14 - Administrative Team Meetings; Regular Board Meetings; Staff, Parent, and Community Superintendent Advisory Councils (2nd Tuesday of each month). All consultations have occurred at Manhattan Public Schools. Surveys for Four Day School Week November 28, 2022 and January 16, 2023.

#### **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 third update. The previous update was December 2022. The Superintendent and Head of Maintenance consulted with Hillyard Inc. regarding safety and cleaning of our facilities due to a decrease in custodial staff. The decision was made to contract out the cleaning of the elementary school using All Seasons Cleaning. Due to COVID and COVID related absences, the district collaborated with the MEA to develop an MOA to maintain current staff. Administrative team has responded to questions from the community raised at board meetings regarding how the district is assessing its students. The district has filled the assessment coordinator vacancy, and is partnering with an MTSS/Technology consultant. The MTSS/Technology consultant is supporting the district in benchmark and statewide assessments, data analysis, and mtss implementation. The purpose of the superintendent advisory councils is to create opportunities to listen and learn from a variety of stakeholders with the intention of laying a foundation for deeper community engagement.

### **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

[\[Click here\]](#)

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### Embedded Data:

<i>Q_R</i>	R_1Cf1amOjbg7edJ
<i>Recipient</i>	bayers@mhstigers.org