

**Monte Vista C-8
ARP ESSER III Award
LEA Plan
Narrative, Justification and Distribution of Funds**

Monte Vista C-8 received notification of its allocation of ARP ESSER III funds in the amount of \$2,668,257 in the spring of 2021. In May 2021, the district submitted its online ARP ESSER III application and received notification of final approval on May 26, 2021. On July 26, 2021, we received the Grant Award Letter.

Prior to submitting the application and following the grant award, Monte Vista C-8 has made diligent effort to participate in trainings and review guidance to ensure the proper use of ARP ESSER III funds for allowable purposes.

District Overview

Monte Vista School District's mission is *"To inspire the pursuit of excellence, one student at a time."* The district's vision is *"To achieve educational excellence by preparing students, parents, staff, and community members for the future."* Monte Vista School District believes in a whole child approach to help each student reach their full potential for a productive and meaningful life.

We educate approximately 1078 students PK-12th grade.

Our student demographics are:

Students of Color – 73%

Free/Reduced Eligible – 62%

ELL – 6%

IEPs – 13%

Migrant – 4.4%

McKinney-Vento – 0.9%

Foster Care – 0.3%

Stakeholder Engagement

Monte Vista School District utilizes the Student-Centered Accountability Program (S-CAP) as its system of accountability. It is a system that was proposed and designed by a group of Colorado rural school districts. At the heart of the Student-Centered Accountability is a focus on the success of well-rounded students using a system for continuous improvement. To accomplish this, the district uses multiple measures of student success to expand results beyond a single state test score. The district regularly pulls input from multiple stakeholders that represent our schools, staff, students, and community in the S-CAP process. The use of ESSER III funds and the needs of the district were discussed and determined during the S-CAP process.

In addition, a task force of 21 individuals including teachers, classified employees, instructional coaches, principals and superintendent met for three days (July 7, 8, 9, 2020) to plan for the reopening of schools, this included determining the needs of students to make up for lost learning time and to recover from the effects of the pandemic. The individuals serving on the task force provided input and planning for the recovery effort. The team members worked to establish the best means to provide an academically sound education program for students, while taking steps to maintain the safety and health of all students and staff. The team reviewed CDC, state and local guidance in addition to research around the mental health needs of students.

Following the initial task force meeting, District Leadership (school board, superintendent, and principals), Instructional Leadership Team (administrators, building teacher leaders, and instructional coaches), School Improvement Teams (principals, school representatives, parent representatives, and community representatives), District Improvement Team (superintendent, board representative, school representatives, parent representatives and community representatives), provided input on the district needs resulting from COVID and strategies for the best use of ARP ESSER III funds to address these needs. Input was gathered through various means: informal parent surveys, improvement team meetings, and teacher input received during collaboration day meetings, etc.

Intervention Strategies

1. Lost Learning – The following strategies will address lost learning and safe learning for all students including students from low-income families, students of color, English learners, students with disabilities, students experiencing homelessness, students in foster care and migrant students.

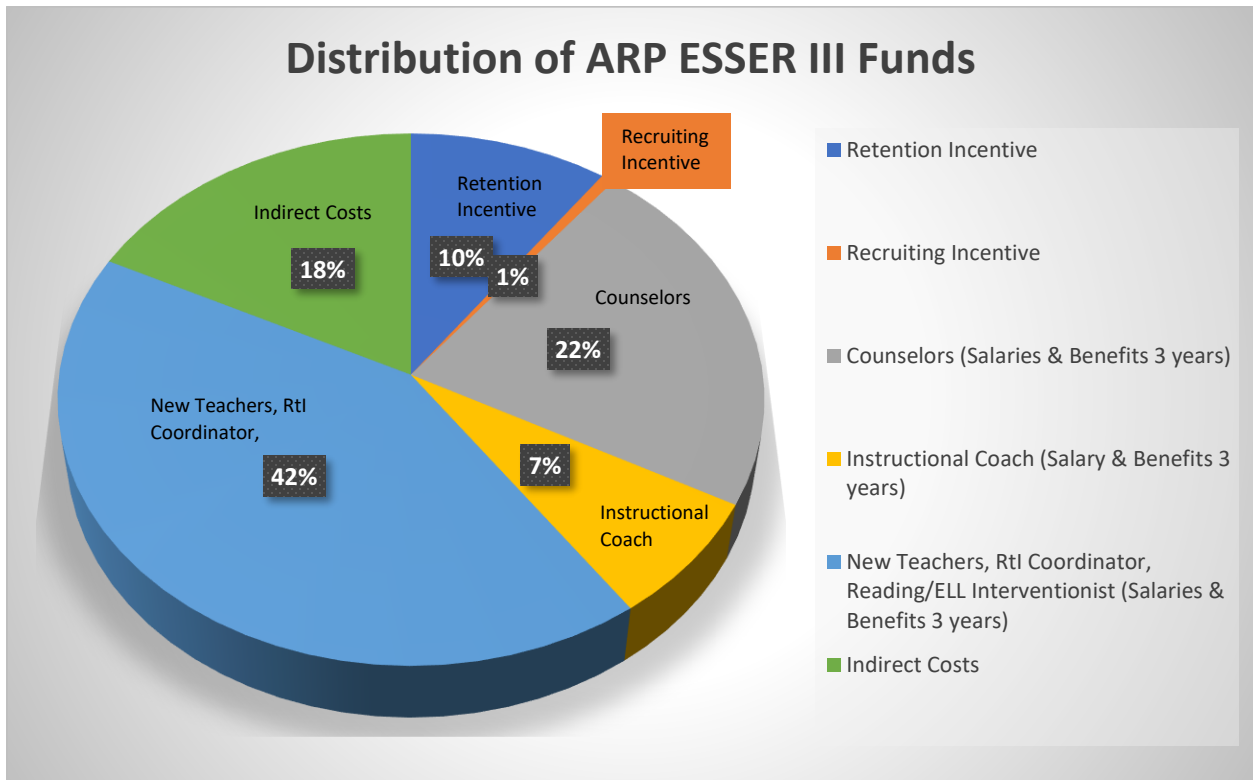
- To support our secondary at-risk students, we will employ 2 new Reading Interventionists/ELL Teachers.
- To support our at-risk students at Byron Syring DELTA Center, an alternative high school, we will employ one Rtl Coordinator.
- Employ 9 new teachers to provide small class sizes/cohort groups that allow for social distancing to create a safe and healthy environment for our students and staff and to allow teachers to provide intensive individualized instruction to assist students in returning to their pre-COVID achievement levels.
- Employ another Instructional Coach to build the capacity of staff to deliver standards based, research informed best instruction in different modalities that is differentiated and personalized to ensure the success of all students. Research has shown that teachers who feel supported through coaching, effective leadership and continuous relevant professional development are more effective and stay in their positions longer.

2. Social, Emotional and Mental Health Needs of Students

- The staff at Monte Vista School District has a foundational understanding that academic success is unattainable without first meeting the social and emotional needs of every student.
- During the pandemic, students' lives changed drastically with isolation, lack of social contact with friends and teachers, and either no or limited athletics and activities. All of this took a toll on the mental and emotional wellness of students.
- Our district administered the Behavior Monitoring Intervention System-2 (BIMAS-2) to our 6th and 9th grade students during the 2020-21 school year. The Healthy Kids Colorado Survey (HKCS) is administered to secondary students every other year. BIMAS-2 results showed 29% of Monte Vista High School Students and 9% of Monte Vista Middle School Students were High Risk Negative Affect. Results from the HKCS showed 44% of students reported feeling sad or hopeless, 20.9% considered suicide, and 13% have attempted suicide in the past 12 months.
- To support the social, emotional, and mental health needs of our students, the district will employ 3 additional mental health counselors to work with all students (including those students disproportionately impacted by COVID), in large groups, small groups, and individual students, in an effort to provide students the services they require to recover from the effects of the pandemic.

3. Retaining and Recruiting Staff

- It continues to be a challenge to find teachers and other staff members to fill vacancies due to a teacher shortage in general and particularly in rural areas. This is of particular concern with COVID. We will only successfully staff our district to meet the needs of students if we retain as many employees as possible and recruit qualified employees to fill vacancies. In order to accomplish this, the district will give a one-time retention incentive to continuing employees at the start of the 2021-22 school year. In addition, the district will provide a one-time recruiting incentive to all new employees at the start of the 2021-22 school year.



Evaluation

District Leadership, Instructional Team, School Improvement Teams and District Improvement Team will annually review all existing intervention strategies and distribution of resources. With both comprehensive student success data, on-site reviews, results of HKCS and BIMAS Surveys and Equitable Distribution of Teacher ratings, these stakeholders will be able to monitor performance and ensure the district continuously improves its capacity for the purpose of student success.