Montana School District ARP ESSER Plans

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).

This template will guide the development of the school district's (LEA's) ARP ESSER plan. 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 beginning your school district ARP ESSER plan, consider the following:

- Has your district and/or individual schools within the district completed a Gap Analysis to assist in identifying the top needs due to Covid 19? If no, click on Gap Analysis.
- What kinds of data assisted you in identifying the gaps?
- What were the needs you identified in your subgroups?
- Did you meet with all stakeholders to get input on needs and possible solutions to formulate a plan for the funds? (Parents, Students, Teachers, Staff, Community Members, Tribal Members, School Board, etc…) If not, how will you make this happen prior to creating your plan?

Instructions for completing your school district ARP ESSER plan

- When you reach a stopping point, click Next to save your work. 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.

While completing your school district ARP ESSER plan, consider the following:

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due

September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

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:

- 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.
- Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months. The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts.

Please choose your county and district from the dropdown.

County   Flathead ▼

District   Columbia Falls Elem, LE0312 ▼

Who is submitting this form?

David Wick

Please indicate your role in the district.

🔵 **District-level Administrator**

⭕ Principal

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

What is your official school district email address?

d_wick@cfmtschools.net

What is your school district phone number?

4068926550

1. School District-Identified Priorities

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**

Addressing learning loss due to the pandemic.

☑ **Priority 2**

Ensuring equitable access to technology and internet access

☑ **Priority 3**

Upgrading facilities for air quality and safety purposes.

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.

Surveys (My Voice), Star testing, ACT testing, SBAC testing,Graduation rates, Attendance

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)**

☐ 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)

[   ]

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)**

[none   ]

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

☐ Webinars

☑ **Public meetings**

☑ **Website**

☐ Media

☐ Social media

☐ Social media

☑ **Email**

☑ **Other (please identify in the box below)**

> surveysCFHS MyVoice Survey for students followed by focus groups. School Assessment Survey(SAS) completed by staff School-Wide PBIS survey Student input solicited through monthly advisement meetings Parent survey CFJH We use Social Media to post surveys and questions to parents and students to gather input, mainly using Google Forms. GG Monthly meetings with our GG parent group to discuss issues relevant to school safety, academic support, and community involvement. Special Services Informing families about their child's rate of growth via Team meetings, student team meetings DocuSign to communicate procedural safeguards to families Enhance family involvement via IEP meetings through online virtual platforms i.e. Zoom, Google Meet

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**

> CFHS All student will make a year's growth in Math as measured by STAR testing, curricular assessments, AP testing and ACT testing CFJH Columbia Falls Junior High uses STAR and SBAC Assessment data to determine goals and priorities for the following school year. Making at least a year's growth is our main focus for every student. Our whole school (grades 6-8) average for proficiency (at/above) from STAR Math 20-21 was 53%. Based on those results we would like to have 75% of our students in the at/above proficiency category by the end of the 21/22 school year. This is a significant improvement and setting our expectations high for our entire school's population. Based on SBAC data from 20-21, our whole school average was 29% at/above proficient. The SBAC Math goal for this year will be to have 50% of our students in the at/above proficiency range at the end of the school year. This again is a significant improvement and setting our expectations high for our entire school's population. Ruder Elementary Ruder staff PLC teams analyze benchmark and progress monitoring data to best determine the academic needs of our students. Students are grouped for intervention instruction based on their academic needs from struggling learners to advanced learners. Assessments were used to identify areas of learning loss directly or indirectly related to a sudden change in the delivery of instruction during Covid Closure of our in-person instruction during the spring of 2020 as well as remote learning for the 2020/21 school year for a percentage of our students. Our goal at Ruder is always to have 100% of our students in the proficiency or above range, however making at least a year's growth each school year is reasonable growth expectations for our proficient students and a year's + growth for our non-proficient students. Math goal based on STAR scores for the 21/22 school year will be to have 80% of our students in the at/above proficiency range at the end of the school year. This is a significant improvement and setting our expectations high for our entire school's population. Math goal based on SBAC scores will be to have 60% of our students in the at/above proficiency range at the end of the school year. This again is a significant improvement and setting our expectations

high for our entire school's population. GG Glacier Gateway staff works hard to identify a continuous improvement cycle determining the highest priority needs in the area of math through the analysis of our SBAC and STAR test results. Assessments were used to identify areas of learning loss directly or indirectly related to a sudden change in the delivery of instruction during Covid Closure of our in-person instruction during the spring of 2020 as well as remote learning for the 2020/21 school year for a percentage of our students. Our goal at GG is always to have 100% of our students in the proficiency or above range, however making at least a year's growth each school year is reasonable growth expectations for our students. Math goal based on STAR scores for the 21/22 school year will be to have 80% of our students in the at/above proficiency range at the end of the school year. This is a significant improvement and setting our expectations high for our entire school's population. Math goal based on SBAC scores will be to have 50% of our students in the at/above proficiency range at the end of the school year. This again is a significant improvement and setting our expectations high for our entire school's population. Special Services Based upon an individual's annual Math goal(s), students will achieve individual goal(s) as measured by specific performance criterion as indicated per each student's Individualized Education Plan (IEP) math goal. Ongoing progress monitoring will take place as indicated per student's IEP goal performance criterion.

ELA Goal

CFHS All student will make a year's growth in ELA as measured by STAR Reading, curricular assessments, AP testing, grade level assessments and ACT testing CFJH Columbia Falls Junior High uses STAR and SBAC Assessment data to determine goals and priorities for the following school year. Making at least a year's growth is our main focus for every student. Our whole school (grades 6-8) average for proficiency (at/above) from STAR ELA 20-21 was 44%. Based on those results we would like to have 70% of our students in the at/above proficiency category by the end of the 21/22 school year. This is a significant improvement and setting our expectations high for our entire school's population. Based on SBAC data from 20-21, our whole school average was 50% at/above proficient. The SBAC ELA goal for this year will be to have 75% of our students in the at/above proficiency range at the end of the school year. This again is a significant improvement and setting our expectations high for our entire school's population. Ruder Elementary Ruder staff PLC teams analyze benchmark and progress monitoring data to best determine the academic needs of our students. Students are grouped for intervention instruction based on their academic needs from struggling learners to advanced learners. Assessments were used to identify areas of learning loss directly or indirectly related to a sudden change in the delivery of instruction during Covid Closure of our in-person instruction during the spring of 2020 as well as remote learning for the 2020/21 school year for a percentage of our students. Our goal at Ruder is always to have 100% of our students in the proficiency or above range, however making at least a year's growth each school year is reasonable growth expectations for our proficient students and a year's + growth for our non-proficient students. ELA goal based on STAR scores for the 21/22 school year will be to have 80% of our students in the at/above proficiency range at the end of the school year. This is a significant improvement and setting our expectations high for our entire school's population. ELA goal based on SBAC scores will be to have 65% of our students in the at/above proficiency range at the end of the school year. This again is a significant improvement and setting our expectations high for our entire school's population. GG Glacier Gateway staff works hard to identify a continuous improvement cycle determining the highest priority needs in the area of english language arts through the analysis of our SBAC and STAR test results. Assessments were used to identify areas of learning loss directly or indirectly related to a sudden change in the delivery of instruction during Covid Closure of our in-person instruction during the spring of 2020 as well as remote learning for the 2020/21 school year for a percentage of our students. Our goal at GG is always to have 100% of our students in the proficiency or above range, however making at least a year's growth each school year is reasonable growth expectations for our students. ELA goal based on STAR scores for the 21/22 school year will be to have 80% of our students in the at/above proficiency range at the end of the school year. This is a significant improvement and setting our expectations high for our entire school's population. ELA goal based on SBAC

scores will be to have 60% of our students in the at/above proficiency range at the end of the school year. This again is a significant improvement and setting our expectations high for our entire school's population. Special Services Based upon an individual's annual Reading goal(s), students will achieve individual goal(s) as measured by specific performance criterion as indicated per each student's Individualized Education Plan (IEP) math goal. Ongoing progress monitoring will take place as indicated per student's IEP goal performance criterion.

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

CFHS Continue to develop a sense of belonging among all students and staff at Columbia Falls High School. Continue effective MBI/MTSS Team practices; Improve communication with all stakeholders; improve overall student attendance; Review and establish school wide rules and practices; Enhance school wideTiered RTI system and procedures; Train staff in intervention process; Train staff in areas childhood trauma, mental health first aid; Improve upon ways to consistently communicate with parents; Consistently review data, share with staff and incorporate cycle of improvement;Coordinate efforts of school committees and groups to enhance, teach, promote and celebrate the core values of CFHS. CFJH Our school added a SEL block to our weekly schedule. During this time we will use restorative circles to teach and practice self control, emotional regulation, and character traits like empathy. Also, this time will be used to re-teach and model our behavioral expectations and address social and emotional student needs as they arise, like bullying or social media, for example. Ruder Elementary With the addition of a family advocate at the Elementary level, we hope to increase our family and student support systems. Our goal is to continue to create a family support system for mental health needs, family engagement, and social emotional health. We will continue to use the Zones of Regulation, small social/emotional support groups, counseling opportunities, and class meetings to support our students' social emotional needs. GG With the addition of a family advocate at the Elementary level, we hope to increase our family and student support systems. Our goal is to continue to create a family support system for mental health needs, family engagement, and social emotional health. We will be in our first year of implementing a SEL curriculum (Second Steps) with students in Kindergarten and 1st grade during the 2021/22 school year. Special Services EMOTE platform, an online SEL tracking program, will be used by staff to best support student's individual social emotional needs and individual progress monitoring of Social/Emotional goals and objectives per a student's Individual Education Plan; student self-monitoring will also be used within this platform as a check in/check out approach correlating with our schoolwide PBIS approaches and Zones of Regulation curriculum. Trauma Informed Approaches: Staff will have the opportunity for consultation with specialists focused within this area to best support the individual needs of our students, staff and families. For student's demonstrating an impairment per mental health needs ie. anxiety, PTSD, 504 timelines: annual meetings with parents, staff and students to ensure reasonable accommodations are being made to meet the needs of the student.

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.

I

dentify 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

CFHS School-wide initiatives/efforts to explore ways to improve student engagement. Incorporate the use of EduProtocol and other engagement strategies by every teacher. PLC/Departments to develop and evaluate common assessments for shared courses. Utilize data collect from ACT, STAR testing, classroom assessment and observation to inform, guide and plan instruction and teaching/learning strategies. Multiple Math pathways have been developed to ensure that students earn required three math credits for graduation Referral process in place to provide support to students through tutoring (lunch, study hall and after school) and/or other interventions. Intervention Team/RTI process in place to provide on going student support and monitor student progress. Learning Strategies class established for freshmen and sophomores identified as struggling learners. Teacher and para professional tutor provide in class support, tutoring and teach various learning strategies and life skills to students. CFJH We have used a variety of strategies for student progress toward curricular goals. These include, but are not limited to the following: Professional Development on assessment, best practices, technology, and executive functioning, we continue to utilize the Professional Learning Community model to develop common assessments and rubrics across disciplines and grade levels. Data collection has driven our instruction in every classroom. We have four levels of classes to specifically meet the needs of our students in Math. We have instituted a lunch time study session for low achieving students, which addresses needs particularly in math, but also in other subject areas. We have developed an RTI based incentive program for attendance, grades, and study skills. We also have an in house after school tutoring program, developing skills through a research-based computer program, Edgenuity. All teachers will fully implement the Go Math program, providing practice, intervention and enrichment as needed to support each student. All teachers will use daily formative feedback, common formative assessments, and analyze summative results. Students not meeting performance criteria will be provided with additional instruction and opportunities to demonstrate proficiency. Additional instruction opportunities include our afterschool and summer tutoring, online practice opportunities, and supported study hall. Students will receive instruction in targeted groups that address their specific learning needs including an intervention. Teachers will collaboratively use common Go Math and school created assessments to improve curriculum implementation, learn instructional strategies, and improve assessments with the goal of improving student learning through enhanced instruction. Our building leadership teams work together with grade level Math teams to ensure gap analysis completion, intervention implementation, and student support. Monitoring formative and summative assessment data to ensure master of the Montana Math content standards includes: weekly professional learning community meetings to examine student learning, plan instruction and interventions, technology integration, and track results. The Math Teams analyze STAR assessment data, SBAC scores, and district assessments to drive instruction and student placement. Tracking student achievement through our Title Math Program ensures our response to student deficits is resulting in adequate gains. Identified students who struggle making adequate progress can be moved from general Math and placed in our Title Math Program if deemed appropriate by our Math Intervention Team. Ruder Elementary PLC teams have been analyzing our STAR data. They are looking at areas that need improvement and are formulating their Tier II and Tier III interventions around those areas of need. They plan on using more Interim assessments as a piece of their formative data and inform instruction around those results. Along with the regular curriculum, teachers are using digital tools which include Edgenuity, Prodigy, Espark, Zearn, Reflex Math, Greatminds, and Khan Academy to supplement and help close achievement gaps Students who are proficient on the STAR tests are assessed during the benchmark period 3 times a year. Our students who are not proficient are progressed monitored monthly to help teachers inform their instruction, create intervention groups, and provide instruction to close the achievement gaps. All teachers fully implement the Eureka Math program, providing practice, intervention and enrichment as needed to support each student. All teachers use standards based performance tracking in daily formative feedback, common formative assessments and analyze summative results. Students not meeting performance criteria are provided with additional instruction and opportunities to

demonstrate proficiency. Additional instruction opportunities include: intervention rotations, afterschool and summer tutoring, and online practice opportunities. For grades 3-5 we have a Title teacher that teaches a smaller group of students from each grade level. By having a smaller group she is able to offer more support to students and differentiate the instruction to best meet their needs. Students identified as continuing to struggle to make appropriate progress will be referred to the Student Support Team for further analysis. GG All teachers will fully implement the Eureka Math program, providing practice, intervention and enrichment as needed to support each student. All teachers will use standards based performance tracking in daily formative feedback, common formative assessments and analyze summative results. Students not meeting performance criteria will be provided with additional instruction and opportunities to demonstrate proficiency. Additional instruction opportunities include: intervention rotations, afterschool and summer tutoring, small group reteach opportunities, and online practice opportunities. Students will receive instruction in flexible groups that address their specific learning needs including an intervention. Placement and support will be modified as necessary to meet the needs of each student. Teachers will collaboratively use common assessments to improve curriculum implementation, instructional strategies, and assessment strategies with the goal of improving student learning through improved instruction. School improvement leadership teams work together with grade level teams to ensure gap analysis completion, intervention implementation, and student support. Progress monitoring strategies to ensure master of the Montana Math content standards includes: weekly professional learning community meetings to examine student learning, plan instruction and interventions and track results. Data analysis of standards using STAR assessment results drive flexible groups, instruction and supplemental math interventions. Tracking student achievement through the response to intervention identified power standards and skill deficits. Students identified as continuing to struggle to make appropriate progress will be referred to the Student Support Team for further analysis. Special Services Special education staff will implement research based interventions, best practices, and curriculum, with fidelity, to best support student's individual needs as guided by their Individual Education Plan. Through use of progress monitoring, IEP teams can determine individual growth of student goals and adjust to individual learning needs per annual Individual Education Plan goals and progress. Curriculum and Technology Job embedded professional development will be provided by Campus Technology Specialists on a variety of digital math resources. These resources include: Online Go Math,HMH Algebra and Geometry Online, eSpark, Eureka Math, and Zearn. This will happen throughout the school year.

ELA Goal Strategies, Actions, Timelines, and Assignments

CFHS School-wide initiatives/efforts to explore ways to improve student engagement. Incorporate the use of EduProtocol and other engagement strategies by every teacher. School-wide writing across curriculum improvement efforts instituted by a a cross curriculum committee including consistent enforcement of writing "non-negotiables" by all teachers/subjects. PLC/Departments to develop and evaluate common assessments for shared courses. Utilize data collect from ACT, STAR testing, classroom assessment and observation to inform, guide and plan instruction and teaching/learning strategies. Referral process in place to provide support to students through tutoring (lunch, study hall and after school) and/or other interventions. Intervention Team/RTI process in place to provide on going student support and monitor student progress. Learning Strategies class established for freshmen and sophomores identified as struggling learners. Teacher and para professional tutor provide in class support, tutoring and teach various learning strategies and life skills to students. Students whose reading skills fall below grade level are placed in Reading in order to improve reading abilities and fluency. CFJH We have used a variety of strategies for student progress toward curricular goals. These include, but are not limited to the following: Professional Development on assessment, best practices, technology, and executive functioning, we continue to utilize the Professional Learning Community model to develop common assessments and rubrics across disciplines and grade levels. Data collection has driven our instruction in every classroom. We have four levels of classes to specifically meet the needs of our students in ELA. We have instituted a lunch time study

session for low achieving students, which addresses needs particularly in reading, but also in other subject areas. We have developed an RTI based incentive program for attendance, grades, and study skills. We also have an in house after school tutoring program, developing skills through a research-based computer program, Edgenuity. All teachers will fully implement the Springboard Language Arts program, Journey's Reading (6th gr. Title), and our school created novel based scope and sequence providing practice, intervention and enrichment as needed to support each student. All teachers will use daily formative feedback, common formative assessments, and analyze summative results. Students not meeting performance criteria will be provided with additional instruction and opportunities to demonstrate proficiency. Additional instruction opportunities include our afterschool and summer tutoring, online practice opportunities, and supported study hall. Students will receive targeted instruction in small groups that address their specific learning needs, including Title Reading in 6th grade and a newly created Reading Intervention program in 7th and 8th grades. Teachers will collaboratively use common Springboard, Journey's, and school created assessments to improve curriculum implementation, learn instructional strategies, and improve assessments with the goal of improving student learning through enhanced instruction. Our building leadership teams work together with grade level Reading and Language Arts teams to ensure gap analysis completion, intervention implementation, and student support. Monitoring formative and summative assessment data to ensure master of the Montana ELA content standards includes: weekly professional learning community meetings to examine student learning, plan instruction and interventions, technology integration, and track results. The ELA teams analyze STAR assessment data, SBAC scores, and district assessments to drive instruction and student placement. Tracking student achievement through our Title Reading Program (6th gr.) and Reading Intervention Program (7th & 8th grades) ensures our response to student deficits is resulting in adequate gains. Identified students who struggle making adequate progress can be moved from general Reading classes and placed in our Title Program in 6th grade or Reading Intervention Program in 7th and 8th grades, if deemed appropriate by our Reading Intervention Team. Ruder Elementary PLC teams have been analyzing our STAR data. They are looking at areas that need improvement and are formulating their Tier II and Tier III interventions around those areas of need. They plan on using more Interim assessments as a piece of their formative data and inform instruction around those results. Along with the regular curriculum, teachers are using digital tools which include Edgenuity, Prodigy, Espark, and Raz Kids to supplement and help close achievement gaps Students who are proficient on the STAR tests are assessed during the benchmark period 3 times a year. Our students who are not proficient are progressed monitored monthly to help teachers inform their instruction, create intervention groups, and provide instruction to close the achievement gaps. All teachers will fully implement the Journeys ELA program, providing practice intervention and enrichment as needed to support each student. All teachers will use standards based performance tracking in daily formative feedback, common formative assessments, and in summative results. Any student not meeting performance criteria will be provided additional instruction and opportunities to demonstrate proficiency. Additional instruction opportunities include: intervention rotations, afterschool and summer tutoring, and online practice opportunities. Grades 1-5 have a two ELA block that are broken into Tier 1 (core) and Tier 2 segments. All students receive Core instruction and students who need academic support rotate to Title or Sped services during the Tier 2 timeframe. Students identified as continuing to struggle to make appropriate progress will be referred to the Student Support Team for further analysis. GG All teachers will fully implement the Journeys ELA program, providing practice intervention and enrichment as needed to support each student. All teachers will use standards based performance tracking in daily formative feedback, common formative assessments, and in summative results. Any student not meeting performance criteria will be provided additional instruction and opportunities to demonstrate proficiency. Additional instruction opportunities include: intervention rotations, afterschool and summer tutoring, small group reteach opportunities, and online practice opportunities. Students will receive instruction in flexible groups that address their specific learning needs including an intervention. Placement and support will be modified as necessary to meet the needs of each student. Teachers will collaboratively use common assessments to improve curriculum implementation, instructional strategies,

and assessment strategies with the goal of improving student learning through improved instruction.l Small group or individual intervention will be available to students who need support beyond that embedded in the ELA instructional period. Progress monitoring strategies to ensure mastery of the Montana ELA content standards includes: weekly Professional Learning Community meetings to examine student learning, plan instruction and interventions, and track results. Data analysis of standards using STAR assessment results drive flexible groups, instruction, and supplemental reading and written language interventions. Tracking student achievement through the Response to Intervention identified power standards and skills. Data analysis of standards using classroom assessments, will drive instruction, flexible groups, and supplemental ELA interventions. Students identified as continuing to struggle to make appropriate progress will be referred to the Student Support Team for further analysis. Special Services Special education staff will implement research based interventions, best practices, and curriculum, with fidelity, to best support student's individual needs as guided by their Individual Education Plan. Through use of progress monitoring, IEP teams can determine individual growth of student goals and adjust to individual learning needs per annual Individual Education Plan goals and progress. Curriculum and Instruction Staff development will be provided focused on the writing process during August of 2022. These sessions will address a variety of topic including power writing, content retention strategies involving writing, and tools to connect thinking, talking, and writing. These strategies will be reinforced and implemented throughout the year with the support of PLCs.

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

CFHS Continue to develop a sense of belonging among all students and staff at Columbia Falls High School. Continue effective MBI/MTSS Team practices; Improve communication with all stakeholders; improve overall student attendance; Review and establish school wide rules and practices; Enhance school wideTiered RTI system and procedures; Train staff in intervention process; Train staff in areas childhood trauma, mental health first aid; Improve upon ways to consistently communicate with parents; Consistently review data, share with staff and incorporate cycle of improvement;Coordinate efforts of school committees and groups to enhance, teach, promote and celebrate the core values of CFHS. CFJH SEL - The staff is going to be trained how to conduct restorative circles and take part in a book study, "Hacking Discipline," that addresses how to implement restorative justice practices. Teachers will take part in a restorative practices workshop at the beginning of the year and continue PD sessions once a month. Next, the counselors and administrators are putting together a schedule of topics to address, along with activities for the teachers to use, starting with creating restorative circle norms and procedures. Every month the counselors and administrators will meet to discuss new topics to teach and what to use for activities. Staff will continue to develop restorative practice strategies and techniques each month during our PD session. Administration, counselors, and the building leadership team will continue to discuss the effectiveness of our new program. Part of the discussion will be the use of behavior referral data. We will track the number of office referrals with a goal to see a decline throughout the year. Curriculum and Technology Staff development will be provided focused on trauma-informed teaching practices during August of 2022. These strategies will be reinforced and implemented throughout the year with the support of PLCs.

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**

☑ **None**

Describe your Math goal for each identified student group.

NA

Describe your ELA goal for each identified student group.

NA

Describe your Other goal for each identified student group.

NA

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.

no

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

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 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**

- ☑ **Title II, Part A of the ESEA (Supporting Effective Instruction)**
- ☐ 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

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
- ☑ **Meeting the nutritional needs of underserved students.**
- ☑ **Locating absent students and re-engaging disconnected youth**
- ☑ **Providing safe, healthy, inclusive learning**

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**

☐ 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.

[no   ]

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

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
- ☐ 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.
- ☐ 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**
- ☐ 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,**

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

☑ **Other (please identify in the box below)**

> Wraparound academic/health/ social services Both accelerated learning through instructional approaches Access to and effective use of technology Engaging families in digital learning Locating absent students and re-engaging disconnected youth

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

☐ 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.

☐ 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

☐ 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

☐ 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

☐ 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.**

☐ Other (please identify in the box below)

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.

no

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.

- [ ] 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
- [x] **Additional pay for additional work**
- [ ] Class-size reduction
- [x] **Technology to support learning: enable students to learn anywhere and teachers to teach essential standards**
- [x] **Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)**
- [x] **Staffing additional physical and mental health support staff (counselors, social workers)**
- [ ] 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.

0

If you are planning to develop or use approaches that are novel to support and stabilize the

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.

no

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?

Data approaches have been detailed throughout this plan to help the district monitor the progress of our interventions and approaches to all students who have been affected.

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

- ☐ Early Warning System
- ☑ **Interim Formative Assessment**
- ☐ Opportunities to Learn surveys
- ☑ **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
- ☐ Per-pupil expenditures
- ☐ Classified and certified staff (numbers of positions or people)
- ☑ **Summer, Afterschool, and ESY enrollment**

■ **Health protocols**

☐ Student enrollment by Mode of instruction

☐ Student attendance by Mode of Instruction

☐ Other (please identify in the box below)

[   ]

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.

Thank you for your submission!

BACK   NEXT