

Please choose your county and district from the dropdown.

County

District

Who is submitting this form?

Micah Hill

Please indicate your role in the district.

District-level
Administrator

Principal

Superintendent

What is your official school district email address?

hillm@sd5.k12.mt.us

What is your school district phone number?

406-751-3434

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

Goal Area 1: Safe Environment Statement of Intended Outcome: Within each school building, Kalispell Public Schools will create a climate and culture that makes each student feel valued, supported, and respected.

Priority 2

Goal Area 2: Family and Community Engagement Statement of Intended Outcome: Kalispell Public Schools will form meaningful partnerships with students, families, community, partner districts, and other stakeholders.

Priority 3

Goal Area 3: Challenging and Diverse Learning Environment Statement of Intended Outcome: Kalispell Public Schools will offer rigorous educational programs, appropriate interventions, and activities and experiences that are designed to support the skills, talents, and abilities of all students.

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.

attendance, grades, SBAC scores, Aimsweb scores, ACT scores

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

...

- 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)

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

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

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

Instrument: SBAC Grade Level: 3 2022 Goal: 50% proficient Instrument: SBAC Grade Level: 4 2022 Goal: 55% proficient Instrument: SBAC Grade Level: 5 2022 Goal: 50% proficient Instrument: SBAC Grade Level: 6 2022 Goal: 51% proficient Instrument: SBAC Grade Level: 7 2022 Goal: 58% proficient Instrument: SBAC Grade Level: 8 2022 Goal: 55% proficient

ELA Goal

Instrument: SBAC Grade Level: 3 2022 Goal: 54% proficient Instrument: SBAC Grade Level: 4 2022 Goal: 68% proficient Instrument: SBAC Grade Level: 5 2022 Goal: 64% proficient Instrument: SBAC Grade Level: 6 2022 Goal: 66% proficient Instrument: SBAC Grade Level: 7 2022 Goal: 69% proficient Instrument: SBAC Grade Level: 8 2022 Goal: 64% proficient

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

Instrument: PowerSchool Grade Level: 9-12 2022 Goal: course pass rate greater than 97% Instrument: PowerSchool Grade Level: 9-12 2022 Goal: graduation rate greater than 95% Instrument: ACT Grade Level: 11 2022 Goal: composite score greater than 21 Instrument: Human Resources Department Grade Level: Early K-12 2022 Goal: certified staff retention rate greater than 95% Instrument: SOS Committee (building and grade-level surveys) Grade Level: Early K-12 2022 Goal: participation rate in MT SEL competency skill activities with greater than 25% of our students and staff

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

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**

Instrument: SBAC Grade Level: 3-8 Strategies: a. provide quality professional development for staff b. support PLC's for certified staff c. use Aimsweb to progress monitor and benchmark fall, winter, and spring d. use Bridges Intervention program to support tier 2-3 students e. hire a math intervention para for each elementary and middle school Timeline: the school year 2021-2022 Responsible: Assistant Superintendent Matt Jensen and building principals

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

Instrument: SBAC Grade Level: 3-8 Strategies: a. provide quality professional development for staff b. support PLC's for certified staff c. use Aimsweb to progress monitor and benchmark fall, winter, and spring d. provide reading intervention programs such as Read 180 Timeline: school year 2021-2022 Responsible: Assistant Superintendent Matt Jensen and building principals

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

Instrument: PowerSchool Grade Level: 9-12 2022 Goal: course pass rate greater than 97% Strategies: a. monitor midterm grades b. offer after-school tutoring c. offer summer school for credit retrieval d. offer support time during critical times in the school calendar Timeline: school year 2021-2022 Responsible: Assistant Superintendent Callie Langohr and high school principals Instrument: PowerSchool Grade Level: 9-12 2022 Goal: graduation rate greater than 95% Strategies: a. monitor grades and run frequent credit analysis b. offer after-school tutoring c. offer summer school for credit retrieval d. offer support time during critical times in the school calendar e. offer nontraditional opportunities such as work experience to earn credit Timeline: school year 2021-2022 Responsible: Assistant Superintendent Callie Langohr and high school principals Instrument: ACT Grade Level: 11 2022 Goal: composite score greater than 21 Strategies: a. offer a wide variety of I.B. and A.P. classes b. offer after-school tutoring c. partner with the local college to offer Running Start and concurrent enrollment classes d. offer support time during critical times in the school calendar Timeline: school year 2021-2022 Responsible: Assistant Superintendent Callie Langohr and high school principals Instrument: Human Resources Department Grade Level: Early K-12 2022 Goal: certified staff retention rate greater than 95% Strategies: a. develop effective onboarding checklists for new employees b. provide a mentor for every certified person new to the district c. provide ongoing induction support for every certified person new to the district d. train building administrators on the "coaching" model for new certified staff Timeline: school year 2021-2022 Responsible: Assistant Superintendent Callie Langohr and high school principals Instrument: SOS Committee (building and grade-level surveys) Grade Level: Early K-12 2022 Goal: participation rate in MT SEL competencies skill activities with greater than 25% of our students and staff Strategies: a. introduce MT SEL competencies to district SOS team and building admin

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

- Hispanic
- MultiRacial
- White
- Free and Reduced Lunch
- Homeless
- Students with Disabilities
- None

Describe your Math goal for each identified student group.

Instrument: SBAC Grade Level: 3 2022 Goal: 50% proficient Instrument: SBAC Grade Level: 4 2022 Goal: 55% proficient Instrument: SBAC Grade Level: 5 2022 Goal: 50% proficient Instrument: SBAC Grade Level: 6 2022 Goal: 51% proficient Instrument: SBAC Grade Level: 7 2022 Goal: 58% proficient Instrument: SBAC Grade Level: 8 2022 Goal: 55% proficient

Describe your ELA goal for each identified student group.

Instrument: SBAC Grade Level: 3 2022 Goal: 54% proficient Instrument: SBAC Grade Level: 4 2022 Goal: 68% proficient Instrument: SBAC Grade Level: 5 2022 Goal: 64% proficient Instrument: SBAC Grade Level: 6 2022 Goal: 66% proficient Instrument: SBAC Grade Level: 7 2022 Goal: 69% proficient Instrument: SBAC Grade Level: 8 2022 Goal: 64% proficient

Describe your Other goal for each identified student group.

Instrument: PowerSchool Grade Level: 9-12 2022 Goal: course pass rate > 97% Instrument: PowerSchool Grade Level: 9-12 2022 Goal: graduation rate > 95% Instrument: ACT Grade Level: 11 2022 Goal: composite score > 21

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.

n.a.

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?

.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 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,

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 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)**

and federal entities? If so, please briefly describe your innovation below.

n.a.

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.

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

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

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.**

programs retained students, receiving additional support services, 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**
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- 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**

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.

n.a.

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**
- Additional pay for additional work**
- Class-size reduction**
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards**

extended professional development days, programs, etc.)

- 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.

11

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.

8

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.

n.a.

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?

SBAC, Aimsweb, ACT, SEL surveys, graduation rate, attendance, grades

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 evaluation...

- 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

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