

Response Summary:

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:
Provide as many safe, sustainable, in-person learning opportunities for students and staff by purchasing resources that allow school leaders and staff to address the needs of their students and enhance student achievement. Resources such as but not limited to: educational technology and curriculums, supplies to sanitize and clean facilities, school facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, inspection, testing maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, and maintenance and repair and replacement of control systems and windows and doors.
- Priority 2:
Support students' and staff social, emotional, and mental health while growing academically at all grade levels well beyond 2024.
- Priority 3:
Promoting effective, transparent, long-term use of ESSER Funds and communicating to the School Board, Staff, and Community.

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:
Using Dibbels, MAPS, Savoy and SuccessMaker Progress Monitoring, the district goal is to move at least 5% of our Tier 3 students to Tier 2, move at least 5% of our Tier 2 students to Tier 1 in our MTSS program. Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 6% in math from 44% in the spring of 2021 to 50% on the SBAC in the Spring of 2022. (3 yr. trend is 45%). Using the ACT as one of the primary data points the goal is to increase the ACT math score for district 11th graders to 19.5 on the ACT test. 3 yr. average was 19.26 in 2019.
- ELA Goal:
Using Dibbels, MAPS, Savoy and SuccessMaker Progress Monitoring, the district goal is to move at least 5% of our Tier 3 students to Tier 2, move at least 5% of our Tier 2 students to Tier 1 in our MTSS program. Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 6% in ELA from 54% in the Spring of 2021 to 60% on the SBAC in the Spring of 2022. (3 yr. trend is 55.67%). Using the ACT as one of the primary data points the goal is to increase the ACT ELA/English score for district 11th graders to 17.5 on the ACT test. 3 yr. average was 17.3 in 2019.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
LPS will institute a Pre-K Program at Garfield Elementary that will focus on getting 3-4 year old kids ready for kindergarten;
LPS will advocate for 100% full in-school learning for all grade levels,
LPS' goal is to have 100% of students eligible for activities and to increase our student engagement of 74% of our students involved in one school activity to 80% and have at least 75% of our students involved in 3 or more school activity.
LPS will institute a Service Learning component to give back to the community and provide "soft skills" to our students in grades 5-12
LPS will increase our School-to-Work opportunities for our students in Grades 7-12 to bring more relevance to students' academic programs.

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.

Assessments (SBAC, MAPS, Dibbels, SuccessMaker), Attendance, Student Engagement, Behavior/Discipline, % of Families who chose Distance Learning, Walkthrough Data, and Teacher Attendance

Q8. What is your school district phone number?

406 535-8777

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?

LPS has a strong Multi-Tiered System of Support (MTSS) Program that has accumulated substantial data on students attendance, behavior, and academic progress. In addition, we will use multiple formative assessments (Dibels, SuccessMaker, MAPS) and summative assessments to track student's progress. We are also offering more after school programs for students K-6. We are also monitoring our student attendance, discipline and student engagement in all of our activities. We are making a concerted effort to monitor our Homeless, Free/Reduced Students, and our Special Education students.

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
- 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)
- 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.

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

- Staffing additional physical and mental health support staff (counselors, social workers)
- Other (please identify in the box below):

2

Q11. Please indicate your role in the district.

- District-level Administrator

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
- Other (please identify in the box below):
Public Health Officials and Local Daycares
- County health departments
- Community members

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.

No

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:**
Continue to determine the level of proficiency of students using SBAC scores, ACT, MAP, Dibbels, SuccessMaker, Savoy, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. My Voice and YRBS data are reviewed periodically. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards), progress monitoring assessments in the fall, winter and spring of each year and a thorough evaluation of SBAC, scores will be reviewed each fall and spring of the current year. Assignments align to Standards Based Curriculum Mapping by grade level in accordance with the Alliance for Curriculum Enhancement (ACE) consortium. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and Principals and the Superintendent will corroborate to insure that these actions are met.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**
Continue to determine the level of proficiency of students using SBAC scores, ACT, MAP, Dibbels, SuccessMaker, Savoy, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. My Voice and YRBS data are reviewed periodically. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards), progress monitoring assessments in the fall, winter and spring of each year and a thorough evaluation of SBAC, scores will be reviewed each fall and spring of the current year. Assignments align to Standards Based Curriculum Mapping by grade level in accordance with the Alliance for Curriculum Enhancement (ACE) consortium. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and the Principals and Superintendent will corroborate to insure that these actions are met.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**
LPS other goals include providing opportunities for students and staff to better their mental health and partnering with other community agencies to better their mental health. In addition, we are bettering our recruitment strategies that are attempting to bring back Montana teachers from other states, especially those states that may be struggling i.e. Florida, Washington, Arizona, New Mexico. We are also providing more mentoring and support for our current staff from the school board, building principals and teacher mentors.

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

The goal for the identified group is: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 29% proficient. 3 yr. trend = 29.67% proficient 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 8% proficient. 3 yr. trend = 13.33% proficient 3. To increase the ACT math score for economically disadvantaged students in grade 11 by .5 on the ACT test.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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)
- Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
- 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 IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- 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

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.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- 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

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.

204

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.

NA

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

County	Fergus
District	Fergus ~ Lewistown Elem, LE0258

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

- Public meetings
- Website
- Media
- Social media
- Other (please identify in the box below):
We established a Community COVID Team that meets every Friday to discuss current levels of infection, mitigation strategies, and to deliver a consistent message to the entire community.

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.

The goal for the identified group is: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2022. District 2021 average was 35% proficient. 3 yr. trend = 38% proficient. 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2022. District 2021 average was 16% proficient. 3 yr. trend = 25.67% proficient 3. To increase the ACT ELA score for economically disadvantaged students in grade 11 by .5 on the ACT test.

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

None

Q6. Who is the Authorized Representative submitting this form?

Thom Peck

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

thom.peck@lewistown.k12.mt.us

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)
- Homeless
- Foster Youth
- Children with Disabilities

Q23. 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
- Advanced coursework
- Access to technology
- 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
- Student enrollment by Mode of instruction
- Student attendance by Mode of Instruction

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
- 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
- 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)

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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.

We have consulted all members of the Leadership Team (twice monthly meetings) , Board Members (at every monthly Regular Board Meeting, our PTO groups (at every monthly meeting) and we have posted our ESSER plan on social media and our website.

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 is our first update in November of 2021 and we have received all "Yes's" on every criteria from OPI.

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 submission represents a correction to an update we already submitted

Q79. Please Sign Here

[\[Click here\]](#)

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.

We have invested in an air ionizing system across the District, in every building and in every classroom to help mitigate, mold, bacteria and viruses including COVID.

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.

N/A

Embedded Data:

Q_R	R_3GCibN9OA7j3i36
Recipient	thom.peck@lewistown.k12.mt.us