

Q1.

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.

Q73. Please review the information in these fields and verify that it reflects the submission of this update.

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

County

District

Q6. Who is the Authorized Representative submitting this form?

Q11. Please indicate your role in the district.

District-level Administrator

Principal

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

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

Q8. What is your school district phone number?

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Stakeholder notification, discussion, and consultation on the Re-Opening Plan were held on Monday, September 11, 2024.

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 of the Re-Opening Plan reflects the final update of our plan based on school/stakeholder discussions from the school board meeting held on September 11, 2024..

Q30. 1. School District-Identified Priorities

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

HVAC retrofits

Priority 2

Learning loss support

Priority 3

increased staffing

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.

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)
- 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)

Q41. **2. Meaningful Consultation**

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
- Tribal governments
- Local bargaining units
- Educational advocacy organizations
- County health departments
- Community members
- Other (please identify in the box below)

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

Webinars

Public meetings

Website

Media

Social media

Email

Other (please identify in the box below)

Q72. 3. Goals

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

Based on the review of data, the school has adopted a Mathematics goal of reducing, by 3% by the beginning of the 2023/2024 school year, the number of at-risk students, including economically disadvantaged students and/or special education students, falling into the near proficient and/or novice categories as measured by the Montana state assessment (i.e., Smarter Balanced assessment). To facilitate the successful attainment of this goal, the district will undertake an ongoing analysis and instituted a realignment of daily instructional activities to include additional mathematics instruction in uninterrupted blocks of time across the district. In addition, the district will incorporate (district-wide) into its mathematics instructional various technology tools, such as Smart boards, one-to-one student iPad infusion, NWEA's "Measurement of Academic Progress" Assessment Protocols, as well as systemic training in implementation on Response to Intervention. As such, the school district is aware that at-risk students, including special education and economically disadvantaged students (grades K through 8) lag behind their counterparts in proficiency percentages in mathematics. The school district has placed and will continue to place increased emphasis on using professional development opportunities that enhance staff proficiency in teaching mathematics (grades K-8) in a Direct Instruction model format to accommodate the academic needs of all students. To support this effort, the district created a position of curriculum coordinator/instructional coach to work with teachers specifically in the area of mathematics instructional methodology improvement. Moreover, this position works with administrators and staff to place increased emphasis on using data produced from its diagnostic testing instruments (such as the NWEA, Smarter Balanced, and DIBELS) to identify area of student concern in mathematics comprehension and vocabulary (grades K-8).

Unfortunately, Covid-19 has placed all Hellgate Elementary students, especially at-risk students in need of academic assistance due to learning loss issues. To improve academic achievement in Mathematics, by the beginning of the 2023/2024 school year, Hellgate Elementary will rely on assessment data (NWEA MAP data) and sound effective instructional strategies under the direction of the district's assistant superintendent, curriculum director, and director of assessment to formulate plans on how to address the fundamental teaching and learning needs of students, especially the academic learning needs of low-achieving students in meeting all Montana content standards. As such, the school district will use a portion its ESSER funds to "attack" the achievement gap by addressing the fundamental teaching and learning needs of at-risk students, in Mathematics by purchasing curriculum materials to support Direct Instruction programs and implementing Direct Instruction programs, such as Go Math, Freckle, EdReady, MobyMax, etc., into the school district's instructional delivery methodology. Also, the school district will use some ESSER funds to purchase instructional materials such as mathematics computation and awareness activity materials, to use with the district's Response to Intervention procedures to allow our students, in all grades, to academically succeed at all levels. Finally, the school district will return to its effective "Walk to Math" instructional programs and use some funds to purchase Math Counts intervention curriculum materials to remediate areas of Math deficiency for qualifying low-achieving students, now that restrictive student interaction and movement policies due to Covid-19 have been eased as the school district seeks to return to some degree of student instructional normalcy.



ELA Goal

Based on the review of data, the school has adopted an English/Language Arts goal of reducing, by 3% by the beginning of the 2023/2024 school year, the number of at-risk students, including economically disadvantaged students and/or special education students, falling into the near proficient and/or novice categories as measured by the Montana state assessment (i.e., Smarter Balanced assessment). To facilitate the successful attainment of this goal, by the beginning for the 2023/2024 school year, the school will undertake an ongoing analysis and instituted a realignment of daily instructional activities to include additional reading instruction in uninterrupted blocks of time across the school. In addition, the school will incorporate into its reading instructional various technology tools, such as Smartboards, one-to-one student iPad infusion and Chrome Book infusion, NWEA's "Measurement of Academic Progress" Assessment Protocols, as well as systemic training in Implementation of Response to Intervention and Direct Instruction.

Unfortunately, Covid-19 has placed all Hellgate Elementary students, especially at-risk students in need of academic assistance due to learning loss issues. To improve academic achievement in English/Language Arts, by the beginning of the 2023/2024 school year, Hellgate Elementary will rely on assessment data (NWEA MAP data) and sound effective instructional strategies under the direction of the district's assistant superintendent/curriculum director, and director of assessment to formulate plans on how to address the fundamental teaching and learning needs of students, especially the academic learning needs of low-achieving students in meeting all Montana content standards. As such, the school district will use a portion its ESSER funds to "attack" the achievement gap by addressing the fundamental teaching and learning needs of at-risk students, in English/Language arts, by purchasing curriculum materials and implementing Direct Instruction programs, such as Read Well, Freckle, EdReady, MobyMax, etc., into the school district's instructional delivery methodology. Also, the school district will use some ESSER funds to purchase instructional materials such as daily oral reading and reading instructional materials, to use with the district's Response to Intervention procedures to allow our students, in all grades, to academically succeed at all levels. Finally, the school district will return to its effective "Walk to Reading" instructional programs and use some funds to purchase Corrective Reading curriculum materials to remediate areas of ELA deficiency for qualifying low-achieving students students, now that restrictive student interaction and movement policies due to Covid-19 have been eased as the school district seeks to return to some degree of student instructional normalcy.

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

We have implemented PAX as part of our Stronger Connections grant in order to focus on the social-emotional aspect of our learners. This new program is being implemented in grades K-6. We will utilize PAX data in order to assess the goal of a reduction in office referrals by 40% from September 2023 to June 2024.

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

To improve academic achievement in Mathematics, by the beginning of the 2023/2024 school year, Hellgate Elementary will rely on assessment data (NWEA MAP data) and sound effective instructional strategies under the direction of the district's assistant superintendent/curriculum director, and director of assessment to formulate plans on how to address the fundamental teaching and learning needs of students, especially the academic learning needs of low-achieving students in meeting all Montana content standards. Hellgate Elementary uses an RTI (Response to Intervention) process in identifying at-risk students in danger of not meeting state standards. This process uses MAPS, Go Math, DIBELS, Smarter Balanced, MobyMax, etc. assessment data to place students in appropriate mathematics classes to allow for accelerated learning to occur. This approach is coupled with the use of a technologically advanced "Milepost" Data-Warehousing System, which helps to identify at-risk students and allows the district to design an effective learning environment. Additionally, a mathematics placement test is used to assign students to classes where they receive direct instruction in a mathematics program appropriate to their instructional level. From this initial placement process, based on demonstrated student academic proficiency performance, an intervention selection process is used by Hellgate Elementary to ensure students who are most at-risk of failing to meet standards are being served in a multi-faceted, systemic instructional fashion. The district will use assessment data (such as data generated from its NWEA, Go Math, DIBELS, MobyMax assessment protocols) to identify students most at-risk. From there, the district solicits information from classroom teachers, and parents of identified students who are in academic difficulty to further identify student in need of academic remediation. Finally, district administrators meet with teachers as well as with the district's Director of Assessment to further review individual student assessment data and teacher/parent input data in an effort to pinpoint area of academic deficiency that can be addressed and remediated by the beginning of the 2023/2024 school year.

ELA Goal Strategies, Actions, Timelines, and Assignments

To improve academic achievement in English/Language Arts, by the beginning of the 2023/2024 school year, Hellgate Elementary will rely on assessment data (NWEA MAP data) and sound effective instructional strategies under the direction of the district's assistant superintendent/curriculum director, and director of assessment to formulate plans on how to address the fundamental teaching and learning needs of students, especially the academic learning needs of low-achieving students in meeting all Montana content standards. Hellgate Elementary uses an RTI (Response to Intervention) process in identifying at-risk students in danger of not meeting state standards. This process uses MAPS, Read Well, DIBELS, Smarter Balanced, MobyMax, etc. assessment data to place students in appropriate English/Language Arts classes to allow for accelerated learning to occur. This approach is coupled with the use of a technologically advanced "Milepost" Data-Warehousing System, which helps to identify at-risk students and allows the district to design an effective learning environment. Additionally, an English/Language Arts placement test is used to assign students to classes where they receive direct instruction in a English/Language Arts program appropriate to their instructional level. From this initial placement process, based on demonstrated student academic proficiency performance, an intervention selection process is used by Hellgate Elementary to ensure students who are most at-risk of failing to meet standards are being served in a multi-faceted, systemic instructional fashion. The district will use assessment data (such as data generated from its NWEA, Read Well, DIBELS, MobyMax assessment protocols) to identify students most at-risk. From there, the district solicits information from classroom teachers, and parents of identified students who are in academic difficulty to further identify student in need of academic remediation. Finally, district administrators meet with teachers as well as with the district's Director of Assessment to further review individual student assessment data and teacher/parent input data in an effort to pinpoint area of academic deficiency that can be addressed and remediated by the beginning of the 2023/2024 school year.

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

We have implemented PAX as part of our Stronger Connections grant in order to focus on the social-emotional aspect of our learners. This new program is being implemented in grades K-6. We will utilize PAX data in order to assess the goal of a 20% increase in self-reported positive peer interactions from September 2023 to June 2024

Q14. 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

Q63. 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

Q64. 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

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

Based on the review of data, the school has adopted a Mathematics goal of reducing, by 3% by the beginning of the 2023/2024 school year, the number of at-risk students, including economically disadvantaged students and/or special education students, falling into the near proficient and/or novice categories as measured by the Montana state assessment (i.e., Smarter Balanced assessment). To facilitate the successful attainment of this goal, the district will undertake an ongoing analysis and instituted a realignment of daily instructional activities to include additional mathematics instruction in uninterrupted blocks of time across the district. In addition, the district will incorporate (district-wide) into its mathematics instructional various technology tools, such as Smart boards, one-to-one student iPad infusion, NWEA's "Measurement of Academic Progress" Assessment Protocols, as well as systemic training in implementation on Response to Intervention. As such, the school district is aware that at-risk students, including special education and economically disadvantaged students (grades K through 8) lag behind their counterparts in proficiency percentages in mathematics. The school district has placed and will continue to place increased emphasis on using professional development opportunities that enhance staff proficiency in teaching mathematics (grades K-8) in a Direct Instruction model format to accommodate the academic needs of all students. To support this effort, the district created a position of curriculum coordinator/instructional coach to work with teachers specifically in the area of mathematics instructional methodology improvement. Moreover, this position works with administrators and staff to place increased emphasis on using data produced from its diagnostic testing instruments (such as the NWEA, Smarter Balanced, and DIBELS) to identify area of student concern in mathematics comprehension and vocabulary (grades K-8). Unfortunately, Covid-19 has placed all Hellgate Elementary students, especially at-risk students in need of academic assistance due to learning loss issues. To improve academic achievement in Mathematics, by the beginning of the 2023/2024 school year, Hellgate Elementary will rely on assessment data (NWEA MAP data) and sound effective instructional strategies under the direction of the district's assistant superintendent, curriculum director, and director of assessment to formulate plans on how to address the fundamental teaching and learning needs of students, especially the academic learning needs of low-achieving students in meeting all Montana content standards. As such, the school district will use a portion its ESSER funds to "attack" the achievement gap by addressing the fundamental teaching and learning needs of at-risk students, in Mathematics by purchasing curriculum materials to support Direct Instruction programs and implementing Direct Instruction programs, such as Go Math, Freckle, EdReady, MobyMax, etc., into the school district's instructional delivery methodology. Also, the school district will use some ESSER funds to purchase instructional materials such as mathematics computation and awareness activity materials, to use with the district's Response to Intervention procedures to allow our students, in all grades, to academically succeed at all levels. Finally, the school district will return to its effective "Walk to Math" instructional programs and use some funds to purchase Math Counts intervention curriculum materials to remediate areas of Math deficiency for qualifying low-achieving students, now that restrictive student interaction and movement policies due to Covid-19 have been eased as the school district seeks to return to some degree of student instructional normalcy.

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

Based on the review of data, the school has adopted an English/Language Arts goal of reducing, by 3% by the beginning of the 2023/2024 school year, the number of at-risk students, including economically disadvantaged students and/or special education students, falling into the near proficient and/or novice categories as measured by the Montana state assessment (i.e., Smarter Balanced assessment). To facilitate the successful attainment of this goal, by the beginning for the 2023/2024 school year, the school will undertake an ongoing analysis and instituted a realignment of daily instructional activities to include additional reading instruction in uninterrupted blocks of time across the school. In addition, the school will incorporate into its reading instructional various technology tools, such as Smartboards, one-to-one student iPad infusion and Chrome Book infusion, NWEA's "Measurement of Academic Progress" Assessment Protocols, as well as systemic training in Implementation of Response to Intervention and Direct Instruction. Unfortunately, Covid-19 has placed all Hellgate Elementary students, especially at-risk students in need of academic assistance due to learning loss issues. To improve academic achievement in English/Language Arts, by the beginning of the 2023/2024 school year, Hellgate Elementary will rely on assessment data (NWEA MAP data) and sound effective instructional strategies under the direction of the district's assistant superintendent/curriculum director, and director of assessment to formulate plans on how to address the fundamental teaching and learning needs of students, especially the academic learning needs of low-achieving students in meeting all Montana content standards. As such, the school district will use a portion its ESSER funds to "attack" the achievement gap by addressing the fundamental teaching and learning needs of at-risk students, in English/Language arts, by purchasing curriculum materials and implementing Direct Instruction programs, such as Read Well, Freckle, EdReady, MobyMax, etc., into the school district's instructional delivery methodology. Also, the school district will use some ESSER funds to purchase instructional materials such as daily oral reading and reading instructional materials, to use with the district's Response to Intervention procedures to allow our students, in all grades, to academically succeed at all levels. Finally, the school district will return to its effective "Walk to Reading" instructional programs and use some funds to purchase Corrective Reading curriculum materials to remediate areas of ELA deficiency for qualifying low-achieving students students, now that restrictive student interaction and movement policies due to Covid-19 have been eased as the school district seeks to return to some degree of student instructional normalcy.

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

none

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.

not at this time

Q56. 4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

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

Yes

No

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 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

Q46. 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.

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
- 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)

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.

none at this time

Q47. 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 instructional 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.

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
- 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

Other (please identify in the box below)

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

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)

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.

none at this time

Q49. 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.

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

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

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.

0

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.

12

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.

none at this time

Q52. 8. Monitoring and Measuring Impact of ARP ESSER funds

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?

Hellgate Elementary will use 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, by designing and initiating a summer school program that has a clear focus. The program will be aligned with the academic benchmark goals of the school district. Two of these goals being (1) all students will meet or exceed grade-level standards; and, (2) all students will read at or above grade level by the end of 3rd grade will be the foundation for the school district's summer school initiative.. In addition, Hellgate Elementary believes that the summer school program (1) needs to be centered on the development of a strong relationship between students and staff personnel in the areas of social/emotional learning and mental health supports in order to promote achievement in the early grades that will correlate to academic success in later schooling; (2) needs to be flexible based on an awareness that additional time and appropriate instructional modifications could increase student learning; (3) needs to accelerate student learning rather than slow the pace with only remedial strategies; and, (4) needs to embrace the idea that all students, regardless of family background or circumstance, can learn. Further, the school district believes that the summer school program needs to focus its program design on (1) the target population; (2) the amount of time students would need to make real progress, (3) class size and composition, (4) curriculum and instruction, and (5) building a classroom/building climate to support the social/emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

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
- 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)

Q55. 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.

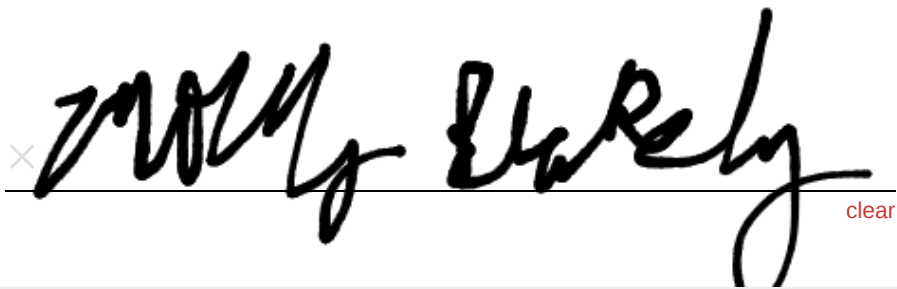
Q77. Please select the statement below that accurately describes your role:

- I am the Authorized Representative for this district.
- I am submitting this data on behalf of the Authorized Representative for this district.

Q78. Please select the statement below that accurately describes this submission:

- This is the first time we are submitting this plan update
- This submission represents a correction to an update we already submitted
- Other

Q79. Please Sign Here

 clear

Embedded Data

Q_R: R_1Qnk4r6KC8jqhe2

Recipient: dreisig@hellgate.k12.mt.us

Location Data

Location: [\(46.821, -114.0304\)](#)

Source: GeolIP Estimation

