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 [Beaverhead ⌄]
District [Wisdom Elem, LE0010 ⌄]

Q6. Who is the Authorized Representative submitting this form?

[Rita Munday for Mike Miller (AR)]

Q11. Please indicate your role in the district.

○ District-level Administrator

○ Principal

⦿ Other (Please identify your role in the box below.) [District Clerk]

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

[mmiller@beaverheadcountymt.org]

Q8. What is your school district phone number?

406-689-3227

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

Monthly board meetings held September 2021 - May 2023 (specifically 9/7/2021, 12/6/2021, 01/03/2022, 02/07/2022, 03/07/2022, 04/05/2022, 05/02/2022, 06/06/2022, 07/05/2022, 08/01/2022, 09/06/2022, 10/03/2022, 11/07/2022, 12/5/2022, 01/02/2023, 02/06/2023, 03/06/2023, 04/03/2023, 05/01/2023, 06/05/2023, 07/03/2023, 07/26/2023, 08/07/2023, 08/21/2023, 09/05/2023, 10/02/2023, 11/06/2023). Informal survey of parents/students during 1st quarter parent-teacher conferences (11/15/2021)

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 reflects our first update of our plan for November of 2023.

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

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Program and/or Content Standards and
Instruction (phonics/foundational
skills for K-3)
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☑ Priority 2

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Assessment and Data-Driven Decision-
Making to Inform Instruction
(multiple assessments needed
including SBAC and MAP data)
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☑ Priority 3

```
Instruction and Supports for At-Risk
Students (Using MAP and SBAC results
to inform decisions around
instruction as well as utilizing
classroom aide to provide one-on-one
help with concepts)
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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.

> Attendance, SBAC (grades 3-8) and MAP assessment results (Science - grades 3-8; Reading Fluency - grades K-2), MAP Growth - grades K-8), consultation with County Superintendent to improve staffing and lesson planning, historical grades/test scores, informal survey of parents/students during parent-teacher conferences, and coordination with Great Divide Services specialist teachers.

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) `No distinct student groups`

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) `County Superintendent`

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) | Informal meetings/visits with parents/students |

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

  Our K-8 district is a small rural school with a low student population with no diverse student groups. For the past three years, we have had from 9-11 students taking MAP testing and from 3-8 students taking the SBAC summative testing. Because the student population is so small and non-diverse, and because all students have been impacted in one way or another, we have no distinct math goal. Our District's broad math goal is: All students will improve in math achievement. We will use multiple measures of assessment to determine each student's individual achievement. An overview of several assignments gives the teacher a look into how our math program is working, what skills or concepts need more focus, and where we need to make improvements and adjustments. Montana Content Standards (MT CS) are used to direct instruction and assessment. MAP testing is completed three times per school year for all grades. Each student's MAP data is analyzed to allow teachers to see how he/she is progressing through the MT CS and critical areas for each grade level in math. Based on the data, the teacher provides support, interventions, scaffolding, and constructs goal as needed. Our series, Saxon Math (K-8) has chapter assessments embedded in it. It also provides reteaching strategies and supports, and utilizes daily math fact reviews and quizzes to ensure students know their math fundamentals. Staff use other various measures including: SplashLearn and EdReady Montana, which cover state standards, was implemented in the fall of 2023 to find and fix learning gaps in all students. Teachers are able to create informed teaching with formative assessments; math websites for remediation and retention of skills (SplashLearn and EdReady), observation of problem solving skills, and questioning techniques to explain their thinking and make thinking more visual.   Following assessments, reteaching is implemented, if indicated.

- ☑

ELA Goal

Our K-8 district is a small rural school with a low student population with
no diverse student groups. For the past three years, we have had from 9-11
students taking MAP testing and from 3-8 students taking the SBAC summative
testing. Because the student population is so small and non-diverse, and
because all students have been impacted in one way or another, we have no
distinct goal. Our District's broad ELA goal is: All students will improve
in ELA/reading achievement. We use multiple measures of assessment to
determine each student's individual achievement. An overview of several
assessments gives us a look into how our ELA program is working, what
skills or concepts need more focus, and where improvement is needed. MAP
testing is completed three times per school year for all grades. Students'
mastery of MT CS in ELA is assessed frequently, both formally and
informally. Students take chapter quizzes and tests embedded within the
reading series, as well as genre-specific essays using MLA formatting with
writing workshops throughout the week. Read Well is again being utilized
in the 2023-2024 school year for grades K--3, along with See the Sound -
Visual Phonics.   Into Reading and Into Literature are being utilized for
grades 4-8. Formative oral and written assessments for kindergarten
include checks for understanding print concepts, phonological awareness,
word recognition and fluency. MAP Reading Fluency is used for grades K-2.
Discovery Education was implemented in the fall of 2023 to find and fix
learning gaps in all students. Teachers are able to create informed
teaching with formative assessments. Online websites are used to
reinforce, extend, and assess reading skills (Discovery Education). Based
on data, staff provides reteaching, support, and tries interventions if
needed.

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

NA

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 our students' math achievement, we will use several forms of
assessment to determine student needs and track student progress. MT CS
with aligned learning objectives will be used to direct instruction and for
assessment. MAP testing will be completed three times throughout the school
year for all grades. Our two teachers will be responsible for ensuring the
action steps are achieved by monitoring progress on grade-appropriate
assignments, analyzing each student's MAP data to see how the student is
progressing through the MT CS and critical areas. Teachers will use chapter
tests and quizzes embedded in the curriculum, as well as developing their
own tests and assessments aligned with the content standards. Supports and
scaffolding will be based on student need. Remediation and retention of
skills will be accomplished through the use of math websites (SplashLearn
and EdReady Montana). Through the use of SplashLearn and EdReady Montana,
staff will find and fix learning gaps for all students. MAP test results
for the year, as well as SBAC data from the spring of 2024 will be analyzed
to determine if growth over time has been achieved. Both teachers
participated in math-related professional development during the October
2023 MFPE Educators' Conference. Math and math-related professional
development will continue to be an area of focus when selecting classes at
MFPE in the fall of 2024. We will continue to be an area of focus in the
fall of 2024 when selecting classes at the MFPE Educators' Conference. With
our continued participation in the Montana Small Schools Alliance, math
professional development will consistently be a priority which will assist
in the direction and improvement of instruction.

☑ ELA Goal Strategies, Actions, Timelines, and Assignments

To improve our student's ELA/reading achievement, we need to improve our
curriculum to better meet content standards and instruction. Using ESSER
funds, we purchased a new reading series, Read Well, for grades K-3.
Additionally the school has purchased Into Reading and Into Literature for
grades 4-8. The teachers will monitor lower performing students through
the SBAC and MAP testing by the spring of 2024. Our teachers will continue
to focus on available ELA professional development throughout the ensuing
school year. Our two teachers will be responsible for ensuring the action
steps are achieved by monitoring progress on grade-appropriate assignments,
analyzing each student's MAP and SBAC data to see how the student is
progressing through the MT CS and critical areas. Teachers will use chapter
tests and quizzes embedded in the curriculum, as well as developing their
own tests and assessments aligned with the content standards

Assessment and Data-Driven Decision-Making to Inform Instruction (multiple
assessments needed). Using ESSER funds, we reimplemented the Renaissance
Accelerated Reader/Star Reading program in September of 2021 for all grade
levels. Using Star Reading fluency and comprehension diagnostic tests, we
will continue to assess readers for grade level fluency and comprehension,
and use those results to inform instruction. We will continue to use the
AR program in the 2023-2024 school year.

If we find that another form of assessment is still needed, we will
consider researching Dynamic Indicators of Basic Early Literacy Skills
(DIBELS) for possible future implementation. Having used the Renaissance
program in the past, it is unlikely the DIBELS assessment will be needed.

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

NA

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
- [x] 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
- [x] 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
- [x] None

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

> We cannot disaggregate data due to our small school size (N=11). Having only a few students in the district can make the results of the testing look erratic and make it more difficult to see trends by grade or demographic group. As our District has no diverse student groups, we have no distinct math goal. Our broad math goal will be to improve each students' math achievement through the continued use of our Saxon Math series, assessments, supplemental programs such as SplashLearn and EdReady Montana, and professional development sessions for staff.

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

> We cannot disaggregate data due to our small school size (N=11). Having only a few students in the district can make the results of the testing look erratic and make it more difficult to see trends by grade or demographic group. As our District has no diverse student groups, we have no distinct math goal. Our broad ELA goal will be to improve ELA/Reading achievement for all students. This will be accomplished through the continued use of the Read Well program for grades K-3, and the use of the newly purchased Into Reading and Into Literature for grades 4-8, as well as supplement ELA learning using Discovery Education. We will also continue to use Renaissance Accelerated Reader/Star Reading.

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

> NA

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.

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

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) | Portable air filtration |

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.

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 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.

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) | Hiring additional staff to work with students, Great Divide Education Services assessment to hire additional teacher to provide more targeted assistance. |

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.

[   ]

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)
- [x] Other (please identify in the box below) [Hiring classroom aide(s)]

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.

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1
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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.

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1
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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.

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?

With the implementation of new evidence-based curriculum, support services, and assessments, we will be able to monitor all students to determine if our interventions have been effective. MAP and SBAC testing data will be analyzed to see if students have shown growth from the prior year. Those providing support services will be able to provide informal feedback on their perception of how their services have improved student learning opportunities. The District will seek parental input on their views of how they feel the intervention strategies have been successful.

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- [ ] Early Warning System
- [x] Interim Formative Assessment
- [ ] Opportunities to Learn surveys

- [x] 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
- [x] Student, parent, or educator surveys
- [ ] Per-pupil expenditures
- [ ] Classified and certified staff (numbers of positions or people)
- [x] 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_yyEXiOexY9ADSOB

Recipient: mmiller@beaverheadcounty.org

Location Data

Location: (39.7388, -104.9868)

Source: GeoIP Estimation