

Browning School District ARP ESSER Plan Update
February 2023
May 2023
November 2023

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 Glacier

District Browning Elem, LE0400

Q6. Who is the Authorized Representative submitting this form?

Corrina Guardipee ED.S.

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?

Corrinag@bps.k12.mt.us

Q8. What is your school district phone number?

406-338-2715

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

April 20, 2022 parent meeting at 12:00 p.m., Blackfeet Tribal Council Meeting May 5, 2022, and Facilities Meeting May 12, 2022

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

update from our initial submission : including HVAC system, additional KW/Vina breezeway, BHS additional classrooms, Student Support Center, storage at Student Support Building,, insurance % due to Covid %20 learning loss including curriculum, tutoring, summer school, additional staff for help with this, incentive for attendance, etc.

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

Learning Loss: Due to Covid, BPS's highest priority is our student's learning loss. Our district was in remote learning for two years, This is due to the disruptions in our students traditional education caused by remote learning challenges, and uneven access to resources. The focus is on addressing gaps in students' knowledge and skills to ensure they can catch up and thrive academically despite these disruptions. The key areas of focus include targeting academic interventions to address gaps in core subjects, personalized support for students who faced challenges, especially in reading, written expression and math.

If students and staff are not healthy the teachers can't teach and the students can't learn, therefore we need to provide a clean, safe environment to ensure this happens.

Priority 2

Social Emotional: The emphasis on social and emotional well-being has heightened since Covid because the pandemic has brought about increased stress, isolation and uncertainty. Recognizing and addressing these challenges is crucial for fostering resilience, maintaining mental health and creating a supportive environment for individuals navigating the impacts of the pandemic. Mental health and emotional wellbeing priorities helped re-engage students to provide a safe supportive learning environment, fostering resilience and helping students learning coping skills and strategies.

If students and staff are not healthy the teachers can't teach and the students can't learn, therefore we need to provide a clean, safe environment to ensure this happens.

Priority 3

Infrastructure: It is important to fix our HVAC systems in our district to ensure proper ventilation, which plays a crucial role in minimizing the spread of respiratory viruses like Covid-19. Adequate ventilation helps dilute and remove airborne particles, reducing the risk of transmission.

We also upgraded our doors across the district, and are putting new windows in the KW Began Elementary, the child care and the Administration building which were the oldest in the district. This helped improve the ventilation and air circulation. Properly sealed and ventilated spaces help reduce the concentration of airborne particles, enhancing indoor air quality. Additionally, modern windows and doors with advanced features can contribute to energy efficiency and better overall environmental conditions, supporting a healthier and safer environment.

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.

surveys, interim assessments, attendance data

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.

- 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

The District has set achievement goals is to increase the number of students in all subgroups reaching the benchmark score of 22 by 10% as measured by the ACT mathematics by may 2023.

Aimsweb interim math scores will improve by 15% from fall to spring of students proficient and Tier III students will be decreased by 15% also.

ELA Goal

The District has set achievement goals is to increase the number of students in all subgroups reaching the benchmark score of 22 by 10% as measured by the ACT ELA by may 2023.

Aimsweb interim ELA scores will improve by 15% from fall to spring of students proficient and Tier III students will be decreased by 15% also.

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

The District will provide social emotional services for all students 9-12th grade.

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

Corrina Guardipee-Hall <corrinag@bps.k12.mt.us>
8:46 PM (0 minutes ago)
to me

The District uses state/local data to determine strengths/weaknesses in curriculum and instruction and to determine PD. Our district's SBE committee meets each month and for 2-3 weeks in June to analyze standards data, which also determines PD for teachers. Each campus has an SLT which meets twice a month to carry out the plans created from SBE. Also, SLTs, monitor achievement data and provide ongoing PD through our Instructional Coaches at each campus. Each August the District provides time and resources for all SLTs to create instructional plans for students. All subgroups are included during monthly SLT meetings, instructional and principal/coaches planning. The District provides time and resources for Principals and Coaches to plan PD and coaching for teachers around the instructional plans created. The district provides for program specific PD on curricula purchased. The board adopted academic calendar included 1.5 hours of professional development time every Wednesday.

Each August the District provides time and resources for all SLTs with a week to create instructional plans for all their students. All subgroups are included during monthly SLT meetings, Instructional Planning Week and District Leadership Team meetings. All students are assessed using the AimsWeb and STAR every Sep, Jan, and May. Students falling in Tier 2 and 3 categories are progress monitored each month. Each SLT monitors data during their monthly meetings. Teachers (grade level/department) meet once week to monitor and plan for students in each tier of instruction and subgroup. Each meeting, (DLT, SLT, GR level, Dept) have a structured agenda which reflects the Continuous Improvement Cycle (CIC). Action Plans are created to ensure the steps are taken to follow through on the items on the CIC.

ELA Goal Strategies, Actions, Timelines, and Assignments

The District uses state/local data to determine strengths/weaknesses in curriculum and instruction and to determine PD. Our district's SBE committee meets each month and for 2-3 weeks in June to analyze standards data, which also determines PD for teachers. Each campus has an SLT which meets twice a month to carry out the plans created from SBE. Also, SLTs, monitor achievement data and provide ongoing PD through our Instructional Coaches at each campus. Each August the District provides time and resources for all SLTs to create instructional plans for students. All subgroups are included during monthly SLT meetings, Instructional Planning and Principal/Coaches planning. The District provides time and resources for Principals and Coaches to plan PD and coaching for teachers around the instructional plans created. The district provides for program specific PD on curricula purchased. The

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Each August the District provides and time and resources for all SLTs to have a week to create instructional plans for all their students. All subgroups are included during monthly SLT meetings, Instructional Planning Week and District Leadership Team meetings. All students are assessed using the ISIP every Sep, Jan, and May. Students falling in Tier 2 and 3 categories are progress monitored each month. Each SLT monitors data during their monthly meetings. Teachers (grade level/department) meet once week to monitor and plan for students in each tier of instruction and subgroup. Each meeting, (DLT, SLT, GR level, Dept) have a structured agenda which reflects the Continuous Improvement Cycle (CIC). Action Plans are created to ensure the steps are taken to follow through on the items on the CIC. The District continues to utilize our purchased EL database which will houses all our EL student data and instructional plans so teachers have easy access to their students' information.

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

The District will develop a solid plan for increasing school climate for all, which includes the social emotional needs of our students. Each teacher will use the DESSA social/emotional screener for each student to develop a baseline for each student grades 9-12th grade and provide an Individualized plan for each. Pre by the end of September and the Post by the middle of May 2022. The district will hire more mental health specialists to meet the needs of those students in the Tier III range and develop plans and action strategies for all to be used daily by the teachers across the high school district.

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.

Homeless and students with disabilities: The district has set achievement goals for all subgroups to increase the ACT scores by 10%. The district will also increase proficiency of the Aimsweb interim math assessment by 15% and decrease Tier III students by 15%.

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

Homeless and students with disabilities: The district has set achievement goals for all subgroups to increase the ACT scores by 10%. The district will also increase proficiency of the Aimsweb interim math assessment by 15% and decrease Tier III students by 15%.

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

The district will meet the social emotional needs of both the homeless and special education students.

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

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.

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.

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Mental health supports

Hiring new staff and avoiding layoffs

Meeting the nutritional needs of underserved students

Locating absent students and re-engaging disconnected youth

Providing safe, healthy, inclusive learning environments

Activities to address the unique needs of at-risk populations

Developing and implementing procedures and systems to improve the preparedness and response efforts

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases

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)

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.

8

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.

8

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?

We have District Directors and data coordinators that will monitor the set aside. We have a school wide wellness cultural committee that will provide the mental, social, emotional and physical health of our students and including our who are homeless and students 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

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



X

clear

Embedded Data

Q_R: R_1XqLdGG1SyuXzw2

Recipient: corrinag@bps.k12.mt.us

Location Data

Location: (48.5544, -113.0112)

Source: GeolIP Estimation



Same Content as above different format

Q1.

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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

District-level Administrator

Principal

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

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 Glacier

District Browning Elem, LE0400

Q6. Who is the Authorized Representative submitting this form?

Corrina Guardipee ED.S.

Q11. Please indicate your role in the district.

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

Corrinag@bps.k12.mt.us

Q8. What is your school district phone number?

Priority 1

Priority 2

Priority 3

406-338-2715

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

April 20, 2022 parent meeting at 12:00 p.m., Blackfeet Tribal Council Meeting May 5, 2022, and Facilities Meeting May 12, 2022

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

update from our initial submission : including HVAC system, additional KW/Vina breezeway, BHS additional classrooms, Foodservice building, storage at food service, insurance % due to Covid %20 learning loss including curriculum, tutoring, summer school, additional staff for help with this, incentive for attendance, etc.

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.

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.

Learning Loss

Social Emotional

Infrastructure

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)

Parents

Students

Teachers

Staff

Tribal governments

Local bargaining units
Educational advocacy organizations
County health departments
Community members
Other (please identify in the box below)
surveys, interim assessments, attendance data

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.

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.

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)

Math Goal

ELA Goal

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

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.

The District has set achievement goals is to increase the number of students in all subgroups reaching the benchmark score of 22 by 10% as measured by the ACT mathematics by may 2022.

Aimsweb interim math scores will improve by 15% from fall to spring of students proficient and Tier III students will be decreased by 15% also.

The District has set achievement goals is to increase the number of

students in all subgroups reaching the benchmark score of 22 by 10% as measured by the ACT ELA by may 2022.

AimswEB interim ELA scores will improve by 15% from fall to spring of students proficient and Tier III students will be decreased by 15% also.

Math Goal Strategies, Actions, Timelines, and Assignments

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.

The District will provide social emotional services for all students 9-12th grade.

Corrina Guardipee-Hall <corrinag@bps.k12.mt.us>

8:46 PM (0 minutes ago)

to me

The District uses state/local data to determine strengths/weaknesses in curriculum and instruction and to determine PD. Our district's SBE committee meets each month and for 2-3 weeks in June to analyze standards data, which also determines PD for teachers. Each campus has an SLT which meets twice a month to carry out the plans created from SBE. Also, SLTs, monitor achievement data and provide ongoing PD through our Instructional Coaches at each campus. Each August the District provides time and resources for all SLTs to create instructional plans for students. All subgroups are included during monthly SLT meetings, instructional and principal/coaches planning. The District provides time and resources for Principals and Coaches to plan PD and coaching for teachers around the instructional plans created. The district provides for program specific PD on curricula purchased. The board adopted academic calendar included 1.5 hours of professional development time every Wednesday.

Each August the District provides time and resources for all SLTs with a week to create instructional plans for all their students. All subgroups are included during monthly SLT meetings, Instructional Planning Week and District Leadership Team meetings. All students are assessed using the AimsWeb and STAR every Sep, Jan, and May. Students falling in Tier 2 and 3 categories are progress monitored each month. Each SLT monitors data during their monthly meetings. Teachers (grade level/department) meet once week to monitor and plan for students in each tier of instruction and subgroup.

Each meeting, (DLT, SLT, GR level, Dept) have a structured agenda which reflects the Continuous Improvement Cycle (CIC). Action Plans are created to ensure the steps are taken to follow through on the items on the CIC.

ELA Goal Strategies, Actions, Timelines, and Assignments

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional

Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

American Indian or Alaska Native

Black or African American

Hispanic

MultiRacial

White

Free and Reduced Lunch

Homeless

Students with Disabilities

None

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

The District uses state/local data to determine strengths/weaknesses in curriculum and instruction and to determine PD. Our district's SBE committee meets each month and for 2-3 weeks in June to analyze standards data, which also determines PD for teachers. Each campus has an SLT which meets twice a month to carry out the plans created from SBE. Also, SLTs, monitor achievement data and provide ongoing PD through our Instructional Coaches at each campus. Each August the District provides time and resources for all SLTs to create instructional plans for students. All subgroups are included during monthly SLT meetings, Instructional Planning and Principal/Coaches planning. The District provides time and resources for Principals and Coaches to plan PD and coaching for teachers around the instructional plans created. The district provides for program specific PD on curricula purchased. The board adopted academic calendar included 1.5 hours of professional development time every Wednesday.

Each August the District provides and time and resources for all SLTs to have a week to create instructional plans for all their students. All subgroups are included during monthly SLT meetings, Instructional Planning Week and District Leadership Team meetings. All students are assessed using the ISIP every Sep, Jan, and May. Students falling in Tier 2 and 3 categories are progress monitored each month. Each SLT monitors data during their monthly meetings. Teachers (grade level/department) meet once week to monitor and plan for students in each tier of instruction and subgroup. Each meeting, (DLT, SLT, GR level, Dept) have a structured agenda which reflects the Continuous Improvement Cycle (CIC). Action Plans are created to ensure the steps are taken to follow through on the items on the CIC. The District continues to utilize our purchased EL database which will houses all our EL student data and instructional plans so teachers have easy access to their students' information.

The District will develop a solid plan for increasing school climate for all, which includes the social emotional needs of our students. Each teacher will use the DESSA social/emotional screener for each student to develop a baseline for each student grades 9-12th grade and provide an Individualized plan for each. Pre by the end of September and the Post by the middle of May 2022. The district will hire more mental health

specialists to meet the needs of those students in the Tier III range and develop plans and action strategies for all to be used daily by the teachers across the high school district.

American Indian or Alaska Native
Black or African American
Hispanic
MultiRacial
White
Free and Reduced Lunch
Homeless
Students with Disabilities
None

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.

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

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

Homeless and students with disabilities: The district has set achievement goals for all subgroups to increase the ACT scores by 10%. The district will also increase proficiency of the Aimsweb interim math assessment by 15% and decrease Tier III students by 15%.

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

Yes
No

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)

Homeless and students with disabilities: The district has set achievement goals for all subgroups to increase the ACT scores by 10%. The district will also increase proficiency of the Aimsweb interim math assessment by 15% and decrease Tier III students by 15%.

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

The district will meet the social emotional needs of both the homeless and special education students.

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?

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 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

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)

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.

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

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.

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)

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

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.

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)

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

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.

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)

Early Warning System

Interim Formative Assessment

Opportunities to Learn surveys

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.

8

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.

8

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?

We have District Directors and data coordinators that will monitor the set aside. We have a school wide wellness cultural committee that will provide the

mental, social, emotional and physical health of our students and including our who are homeless and students with disabilities.

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

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)

I am the Authorized Representative for this district.

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

This is the first time we are submitting this plan update

This submission represents a correction to an update we already submitted

Other

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:

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

Q79. Please Sign Here