ARP ESSER Plan 12-20-2023

Response Summary:

Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response. Priority 1:

As a result of or in response to the COVID-19 pandemic a priority for the District is a safe and healthy learning environment.

Priority 2:

As a result of or in response to the COVID-19 pandemic a priority for the District is learning acceleration/enrichment.

Priority 3:

As a result of or in response to the COVID-19 pandemic a priority for the District is the social and emotional support of students and staff.

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:
Overall timeline to achieve this goal is the 2023-2024 school year.
The school will utilize the following strategies to assess student progress:
Consistent use of the Measures of Academic Progress (MAP) assessments
Timeline: Fall, Winter, Spring
Responsible parties: classroom staff, interventionists, administration
Consistent use of the iReady Math and NWEA MAP assessment results to drive
instruction. Timeline: Fall, Winter, Spring
Responsible parties: classroom staff, interventionists, administration
Progress monitoring throughout the year.
Timeline: Each mid-trimester and end of trimester marking periods
Responsible parties: special education staff, interventionists
Use of formative/summative assessments available to districts/schools.
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, special education staff, interventionists
Use of state-wide assessment data as applicable.
Timeline: Spring marking period
Responsible parties: classroom staff, special education staff, interventionists,
administration Promotion of math skills via community events such as Family Math Night.
Timeline: Spring of each year
Responsible parties: staff, interventionists
Use of Front Row, Prodigy, iReady Math, and Reflex math.
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, special education staff, interventionists
Increased instructional time to 90 minutes per day in math.
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, special education staff, interventionists,
administration Increase PD in IReady Math training and NWEA MAP training.
Timeline: Fall and Spring, as needed
Responsible parties: PD Committee, staff, administration
Increase in PD regarding differentiating for student needs.
Timeline: Fall and Spring, as needed
Responsible parties: PD Committee, staff, administration
ELA Goal Strategies, Actions, Timelines, and Assignments:
Overall timeline to achieve this goal is the 2023-2024 school year.
The school will utilize the following strategies to assess student progress:
Consistent use of the Measures of Academic Progress (MAP) assessments

Timeline: Fall, Winter, Spring
Responsible parties: classroom staff, interventionists, administration
Consistent use of the iReady Reading and Phonics and NWEA MAP assessment results to drive instruction.
Timeline: Fall, Winter, Spring
Responsible parties: classroom staff, interventionists, administration
Progress monitoring throughout the year.
Timeline: Each mid-trimester and end of trimester marking periods
Responsible parties: special education staff, interventionists
Use of formative/summative assessments available to districts/schools.
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, special education staff, interventionists
Use of state-wide assessment data as applicable.
Timeline: Spring marking period
Responsible parties: special education staff, interventionists, administration
Promotion of reading skills via community events such as Family Read Night and the Read Like Crazy campaign.
Timeline: Spring of each year
Responsible parties: staff, interventionists
Use of ReadnQuiz for Reading Comprehension
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, special education staff, interventionists
Increase PD in formal writing curriculum training as well as Fountas & Pinnell training
Timeline: Fall and Spring, as needed
Responsible parties: PD Committee, staff, administration

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments: Overall timeline to achieve this goal is the 2023-2024 school year.
The school will utilize the following strategies to address the sense of belonging and social emotional needs of students and staff:
Addition of and consistent use of the Second Step Social Emotional Learning Program
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, counselor
School counselor to address SEL needs in whole group, small group, and individual settings. Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, counselor
Lesson planning to be designed with SEL needs as the focus.
Timeline: Ongoing throughout the marking periods
Responsible parties: classroom staff, counselor
Provision of a student survey in grades 3-6 to gather information about whether students feel they belong. Timeline: Fall, Winter, Spring
Responsible parties: counselor
Provision of professional development regarding social emotional wellness and supports.
Timeline: Winter, Spring
Responsible parties: staff PD committee, leadership team, administration
Provision of a staff survey to gather information about staff needs regarding social emotional wellness and supports.
Timeline: Winter, Spring
Responsible parties: leadership team, administration

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:
3% of students demonstrate improvement in math achievement indicated by a 3 point growth on NWEA MAP RIT scores as well as a 3% increase in students being proficient or above on the MT

SBAC assessment.
ELA Goal:
   3% of students demonstrate improvement in reading, writing, and language (ELA) achievement indicated by a 3 point growth on NWEA MAP RIT scores as well as a 3% increase in students being proficient or above on the MT SBAC assessment.
Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
   100% of students feel a sense of belonging to our school via implementation of social emotional learning curriculum as well as SEL supports through staffing and for staff.

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.

Data points used to determine priorities were: staff and stakeholder feedback surveys, attendance both student and staff, as well as assessment data both formal and informal.

Q8. What is your school district phone number?

4062590653

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?

The District will monitor the impact of funded interventions to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted, through the implementation of the Second Step SEL program and student surveys.

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.

   SEL learning supports
   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.
   Access to and effective use of technology
   Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
   Providing information and assistance to parents and families on how they can effectively support students Tracking student attendance and improving student engagement provided by the school
   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 Hiring new staff and avoiding layoffs
   Providing safe, healthy, inclusive learning environments
   Activities to address the unique needs of at-risk populations
   Developing and implementing procedures and systems to improve the preparedness and response efforts Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
   Purchasing supplies to sanitize and clean the facilities
   Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
   Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
   Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.
   District-level Administrator

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.

   2

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

   not applicable

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.
   None

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)

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. Social emotional learning
   Academic support
   Extended learning/enrichment
   Hiring new staff and avoiding layoffs
   Providing safe, healthy, inclusive learning environments.
   Developing and implementing procedures and systems to improve the preparedness and response efforts
   Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
   Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
   Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

Q59.

Please provide the estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA's planned use of ESSER III Funds.

   2

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.)
   Other (please identify in the box below):
      Professional Development for SEL and personal well-being

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

County	Yellowstone
District	Yellowstone ~ Blue Creek Elem, LE0968

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.
Public meetings
Website
Email
Other (please identify in the box below):
Newsletters, surveys

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

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

not applicable

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

not applicable

Q6. Who is the Authorized Representative submitting this form?
Cathi Rude

Q9. What is your AR email as shown in Egrants?
rude@bluecreekschool.org

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
Teachers
Staff
Local bargaining units
County health departments
Community members

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
Children with Disabilities

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.
Chronic absenteeism
Access to mental health and nursing staff
Student, parent, or educator surveys

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
SEL learning supports
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: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
Access to and effective use of technology
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
Providing information and assistance to parents and families on how they can effectively support students Tracking student attendance and improving student engagement provided by the school
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

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.
None
Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.
None

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

Federal Requirement
The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including: i. implementation of evidence-based interventions;
ii. address the student groups specifically that were disproportionately impacted by the pandemic; and iii. identify, reengage, and support students who have experienced the impact of lost instructional time. The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components
Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

The template sections are as follows:
1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments? What feedback have you received from stakeholders around your plan and/or your plan implementation? What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan
> Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process. It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
> After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

Resources to help with completing your plan

> **Curriculum Selection**
>
> **Acceleration Guidance**
>
> **ESSA Tiers of Evidence**
>
> **Gap Analysis Tool**
>
> **U.S. Department of Education FAQ - ESSER/GEERS**
>
> **FAQ's of Maintenance of Equity Requirements**
>
> **Montana Office of Public Instruction ESSER website**
>
> SEL Priorities

Next Steps:

> When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

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

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.
Meeting 9-8-2021 6:00 pm Meeting 10-13-2021 6:00 pm Meeting 11-10-2021 6:00 pm Newsletter 10-6-2021 Newsletter 10-25-2021 Newsletter 11-3-2021 Newsletter 11-15-2021 Newsletter 11-23-2021 Newsletter 12-8-2021 Newsletter 12-15-2021 Stakeholder Survey December 2021 Staff Survey December 2021 Website

access to meetings, newsletters, and surveys Standing agenda item Newsletter 6-7-2022 Stakeholder Survey June 2022 Staff Survey June 2022 Meeting 6-8-2022 6:00 pm Newsletter 7-21-2022 Newsletter 8-9-2022 Stakeholder Survey December 2022 Staff Survey December 2022 Meeting 12-14-2022 6:30 pm Newsletter 12-22-2022 Stakeholder Survey May 2023 Staff Survey May 2023 Meeting 6-13-2023 Meeting 12-6-2023 Meeting 1-3-2024

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"
This submission reflects the update of our plan through December of 2023.

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

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

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies,** to the greatest extent practicable, in order to continuously operate schools for in-person learning.
6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at OPI's Multi-Tiered Systems of Support page.

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e)(2) of the ARP Act.

8. Monitoring and Measuring Impact of ARP ESSER funds

You have reached the end of the LEA ARP ESSER Plan Update Tool.

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

Q77. Please select the statement below that accurately describes your role:
I am the Authorized Representative for this district.

Q78. Please select the statement below that accurately describes this submission:
This is the first time we are submitting this plan update

Q79. Please Sign Here
[Click here]

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.

N/A

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.

N/A

Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

N/A

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.

N/A

Embedded Data:

Q_R	R_2cpdi4x1eq27iGa
Recipient	rude@bluecreekschool.org