

# Response Summary:

## 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.

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

<b>County</b>	Flathead
<b>District</b>	Flathead ~ West Glacier Elem, LE1223

#### Q6. Who is the Authorized Representative submitting this form?

Krista Booher

#### Q11. Please indicate your role in the district.

- Other (Please identify your role in the box below.):  
Lead Teacher

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

kristab@westglacierelementary.org

#### Q8. What is your school district phone number?

406-888-5312

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

West Glacier School used email survey, and invitation to the public board meetings held on August 11th, 2021, and September 13th 2021. We feel confident we reached each and every family on our roster.

#### 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 most recent update of our plan including details from previous updates.

#### 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:  
Maintenance/janitorial staffing needs increased due to the extra sanitizing and cleaning needed to mitigate viruses.  
On years before Covid-19 the janitor/maintenance position was approximately 20 hours per week- that was the need for our school. During Covid 19, the janitor/maintenance position is 40 hours per week due to the need at our school.
- Priority 2:  
Mental health, social/emotional support for students.

**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, behavior reports, Star test results.

**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.**

- White
- American Indian or Alaska Native
- Children with Disabilities

## **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

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

- Public meetings
- Website
- Email

## **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:**  
For all areas in which students scored under benchmark, a RTI plan was developed in order to give those students more resources and intervention in one on one or very small group instruction. Our goal is for 90% of our students to be at benchmark or above by the end of the year.  
Star testing, as well as formative assessments from classroom based observations and curriculum assessments are used.
- **ELA Goal:**  
For all areas in which students scored under benchmark, a RTI plan was developed in order to give those students more resources and intervention in one on one or very small group instruction. Our goal is for 90% of our students to be at benchmark or above by the end of the year.  
Star testing, as well as formative assessments from classroom based observations and curriculum assessments are used.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**  
Social Emotional Learning and Mental Health- behavior reports were used to determine this needed support for West Glacier students. Our counselor was unable to be in person at our school for the 2020-21 school year. There was attempts at virtual meetings, but the internet connection at the school was so bad it didn't work to do those meetings. Other areas/methods to fulfill the SEL/Mental health needs were researched. For the upcoming school year, with the ESSER funds we are able to contract services to support students with social emotional learning as well as professional development for staff so that staff can directly have tools to work with students effectively on social emotional needs.  
We used the ESSER funds for the 2021-22 school year to hire MindBright Therapy Inc. to meet with our students in need of their services as well as weekly visits with each class. The funds are depleted, so we no longer employ MIndbright for the 2022-23 school year.

**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:**  
West Glacier School was in person learning for the entire 2020-21 school year. We did have a handful of students choose remote learning, however by the end of the school year nearly 100% of students were in person learning. Our teacher to student ratio is generally 1 teacher to around 10 students- and we have amazing teachers who are able to facilitate learning to proficiency for nearly all students. Because of this factor, we don't feel like all that much learning for academics/core classes was lost- or what was lost from March 2020-June 2020, was able to be made up over the school year. That said, we did have a few IEP students who qualified for summer learning because they were demonstrating they needed extra time to make up for lost time. They were serviced over the summer for extra SPED support. This is an option that WG has never needed to offer before, but this year it was needed. Due to the students who most needed the extra learning time getting it, we will be evaluating in the fall when the 2021-22 school year begins to determine our time line.  
We used all of the ESSER funds in in the 2021-22 school year but saw such good reception from the students who were able to attend the summer school that we continued the summer program last summer.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**  
West Glacier School was in person learning for the entire 2020-21 school year. We did have a handful of students choose remote learning, however by the end of the school year nearly 100% of students were in person learning. Our teacher to student ratio is generally 1 teacher to around 10 students- and we have amazing teachers who are able to facilitate learning to proficiency for nearly all students. Because of this factor, we don't feel like all that much learning for academics/core classes was lost- or what was lost from March 2020-June 2020, was able to be made up over the school year. That said, we did have a few IEP students who qualified for summer learning because they were demonstrating they needed extra time to make up for lost time. They were serviced over the summer for extra SPED support. This is an option that WG has never needed to offer before, but this year it was needed. Due to the students who most needed the extra learning time getting it, we will be evaluating in the fall when the 2021-22 school year begins to determine our time line.  
We used all of the ESSER funds in in the 2021-22 school year but saw such good reception from the students who were able to attend the summer school that we continued the summer program last summer.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**  
Social Emotional learning- we do have a goal to better understand our students, to support their executive functioning and emotional intelligence. We are accredited through MSSA for counseling, but do not have an onsite counselor to work with classes. We have found and contracted through MindBright Therapy to have professionals work with students once a week on various social emotional lessons. The goal for this is to improve behavior problems.  
The funds were used up during the 2021-22 school year, so MindBright is not contracted for the 2022-23 school year.

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

- Students with Disabilities
- White

**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
- Students with Disabilities
- White

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

- White

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

To reach or surpass goals set for the students. West Glacier's student population is small, and the specific students who have needs are a small number and have somewhat various needs. We do plan to make sure each student is making progress in their targeted area.

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

To reach or surpass goals set for the students. West Glacier's student population is small, and the specific students who have needs are a small number and have somewhat various needs. We do plan to make sure each student is making progress in their targeted area.

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

To reduce behavior issues with increased social emotional intelligence.

**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

**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?**

- No

**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.**

- Social emotional learning
- Providing safe, healthy, inclusive learning environments.
- Purchasing supplies to sanitize and clean the facilities

**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

**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
- SEL learning supports

**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
- Hiring new staff and avoiding layoffs
- Purchasing supplies to sanitize and clean the facilities

**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

## **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 pay for additional work
- Staffing additional physical and mental health support staff (counselors, social workers)

**Q58.**

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

0.5

**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.**

1.5

**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

## **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 will continue to progress monitor students who do not show they are below benchmark on routine assessments, and we will track behavior reports /incidents.

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

- Interim Formative Assessment
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Summer, Afterschool, and ESY enrollment

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

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

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

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

- I am the Authorized Representative for this district.

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

- This submission represents a correction to an update we already submitted

**Q79. Please Sign Here**

[\[Click here\]](#)

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## Embedded Data:

<i>Q_R</i>	R_RaUICntWW65Lmz7
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