

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:
The district will develop clear goals for student achievement through targeted strategies that will improve student learning and develop the essential skills necessary for citizenship, career, and or college readiness and as measured by academic achievement data at each grade level as well as graduation.
- Priority 2:
The district will implement policies, strategies, and practices to address specific health and safety concerns while monitoring the overall health and wellbeing of all our students and staff.
- Priority 3:
The District will utilize federal relief funds to enhance existing funding sources to maximize allowable expenditures associated with improving learning outcomes. as measured by annual reports.

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:
The district will continue to evaluate current math standards and curriculum. The district will provide strategic professional development aligned around identified areas of weakness.
The district will work to identify varied intervention and supplemental materials that will help support and improve instruction in these identified areas of weakness.
The district will work to provide additional resource materials and needed and based on academic data and identified areas of weakness.
Areas of weakness are being identified through the fall and winter MAP cycles in the 2022 and 2023 school years. Professional development will be developed during the spring of 22 and course offerings at the district level and building level will be rolled out during the fall of 2022 and continue during the 2022-2023 school year.
Assistant Superintendent Hoyer and Uecker
Curriculum Department
- ELA Goal Strategies, Actions, Timelines, and Assignments:
See Strategic Plan for 2022-2023 School Year.
chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://www.gfps.k12.mt.us/site/handlers/filedownload.ashx?moduleinstanceid=1408&dataid=32430&FileName=2022-2023%20Strategic%20Plan%20for%20web.pdf
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
See Strategic Plan for 2022-2023 School Year.
chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://www.gfps.k12.mt.us/site/handlers/filedownload.ashx?moduleinstanceid=1408&dataid=32430&FileName=2022-2023%20Strategic%20Plan%20for%20web.pdf
The district continues to look at data, money allocation, and desired outcomes to determine the flexibility and adaptability of this plan. Below are our ways to measure the overall impact to the Great Falls Public Schools System.
* MAP DATA, ACT DATA, Homeless numbers and tracking absences and academic measures, Therapeutic Case loads and impact on academic achievement, Mental Health surveys and student and staff responses, Staff recruitment and retention data, Employee Wellness requests and programs that staff participate in, on going professional development and planning for future professional development options. Academic intervention data, Standards review in ELA and Math. Credits earned, credits recovered, public input and surveys, staff surveys and collaboration.

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 will continue to evaluate current math standards and curriculum. The district will provide strategic professional development aligned around identified areas of weakness.
The district will work to identify varied intervention and supplemental materials that will help support and improve instruction in these identified areas of weakness.
The district will work to provide additional resource materials and needed and based on academic data and identified areas of weakness.
- **ELA Goal:**
The district will develop clear English Language Arts goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
The District will implement strategies/practices to address the social and emotional needs of students and staff, and the identified environmental (health and safety) factors in school buildings, while monitoring the health of all throughout the 2022/2023 school year.
Implement a district-wide professional development plan that addresses the achievement gap through the lens of fairness and respect for all students.
 - Evaluate the structures and practices within our buildings
 - Engage all staff that have contact with students
 - Roll out to District Directed PIR 2022-2023The district will recruit, hire and retain highly qualified teachers and staff members.
 - Targeted planning around retention of high turnover groups (paras, food service workers, teacher aides)
 - Expand new teacher(staff) training
 - Review and revise training for new staff by grouping
 - Evaluate ongoing training for all staff by an employee group.

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.

Enrollment of students by building and at the district level, MAP, SBAC, Common Content Assessments, IXL, SBAC Interim Assessments, System 44, Read 180, ACT, Attendance tracking, on-time graduation/completion rates and other program data sets, a teacher for recruitment/retention, Student, Staff, and Community Surveys. We also conducted community forums around student mental health and wellness, safety and budgets.

Q8. What is your school district phone number?

406-268-6777

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?

Individual school-based data, reports to our Board of Trustees and to our community and all involved stakeholders.

The district continues to look at data, money allocation, and desired outcomes to determine the flexibility and adaptability of this plan. Below are our ways to measure overall impact to the Great Falls Public Schools System.

* MAP DATA, ACT DATA, Homeless numbers and tracking absences and academic measures, Therapeutic Case loads and impact on academic achievement, Mental Health surveys and student and staff responses, Staff recruitment and retention data, Employee Wellness requests and programs that staff participate in, on going professional development and planning for future professional development options. Academic intervention data, Standards review in ELA and Math. Credits earned, credits recovered, public input and surveys, staff surveys and collaboration.

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Extended learning time
- Tribal/community engagement
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.

- District-level Administrator

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
- Other (please identify in the box below):
 - Board of Trustees
- County health departments
- Community members

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.

4

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

Math

37% of all students grade 3-8 were proficient or advanced as measured by 2020-2021 SBAC assessment data. In comparison, 42% were proficient or advanced in the 18-19 SBAC assessment window. 53% of seniors met or exceeded benchmarks in math on the 2020-2021 ACT, scoring an average of 22.1 (state average of 19.9). In comparison, 33% met or exceeded benchmarks in math on the 2018-2019 ACT (state average of 33.6%) . The District is aware that more students received medical exemptions for COVID and ACT testing approximately 48% of students eligible. We used these data sets as this was the last time the SBAC test was administered due to COVID 19 pandemic.

Identify and focus on loss of learning for specific individuals and subgroups significantly impacted by COVID-19.

- Assess students and analyze data
- Identify the necessary skills and standards
- Identify best practices
- Develop plans
- Monitor progress and adjust accordingly
- Provide professional development to staff (PIR and PLC)
- Addition of intervention teachers for targeted schools and/or subjects.

Design and implement building-based, extended learning opportunities.

● Extended Time: Extended School Year (SPED), Summer School, Saturday School, Blitzes, IEP goal remediation before/after school

- Before/After School Programming
- Credit Recovery opportunities

. Design a customized homebound and remote learning model to meet individual student and family needs.

- Addition of one middle school and four high school teachers.
- Elementary will design a customized plan to meet the needs of individual students.

2018-19 21% of all American Indian students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year.

In 2020-2021, The Average ACT score of American Indian Students was 14.3 in math. 2018-2019, The Average ACT score of American Indian Students was a 15.8%. The goal of the district is to increase proficiency by 1% for the coming year when compared to a 5-year average (understanding that 2020-2021 was an outlier in data points due to the number of students with medical exemptions).

2018-19 30% of all Economic Disadvantaged students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the Economic Disadvantaged subgroup.

2018-19 8% of all IDEA students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the IDEA subgroup.

2018-19 4% of all LEP students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the LEP subgroup.

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

- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

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 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)
- 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)

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.
- Other (please identify in the box below):
Purchase of transportation to help support access for student to educational opportunity.
- 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

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.

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

- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- 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)

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

County	Cascade
District	Cascade ~ Great Falls H S, LE0099

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):
Superintendent Advisory groups and community partnerships(United Way and Alliance for Youth. Special Education and Federal Programs Leadership and advisory group.

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.

ELA

48% of all students grade 3-8 were proficient or advanced as measured by 2020-2021 SBAC assessment data. In comparison, 52% were proficient or advanced in the 18-19 SBAC assessment window. 68 % of seniors met or exceeded benchmarks in English on the 2020-2021 ACT, scoring an average of 20.7 (state average of 19.0). 60% of seniors met or exceeded benchmarks in Reading on the 2020-2021 ACT, scoring an average of 23.6 (state average of 20.9). The District is aware that more students received medical exemptions for COVID and ACT testing approximately 48% of students eligible. We used these data sets as this was the last time the SBAC test was administered due to COVID 19 pandemic.

Identify and focus on loss of learning for specific individuals and subgroups significantly impacted by COVID-19.

- Assess students and analyze data
- Identify the necessary skills and standards
- Identify best practices
- Develop plans
- Monitor progress and adjust accordingly
- Provide professional development to staff (PIR and PLC)
- Addition of intervention teachers for targeted schools and/or subjects.

Design and implement building-based, extended learning opportunities.

- Extended Time: Extended School Year (SPED), Summer School, Saturday School, Blitzes, IEP goal remediation before/after school

- Before/After School Programming
- Credit Recovery opportunities

. Design a customized homebound and remote learning model to meet individual student and family needs.

- Addition of one middle school and four high school teachers.
- Elementary will design a customized plan to meet the needs of individual students.

2018-19 27% of all American Indian students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. In 2020-2021, The Average ACT score of American Indian Students was 13.0 in English and 14.0 in reading. 2018-2019, The Average ACT score of American Indian Students was a 15.8%. The goal of the district is to increase proficiency by 1% for the coming year when compared to a 5-year average (understanding that 2020-2021 was an outlier in data points due to the number of students with medical exemptions).

2018-19 38% of all Economic Disadvantaged students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the Economic Disadvantaged subgroup.

2018-19 10% of all IDEA students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the IDEA subgroup.

2018-19 8% of all LEP students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the LEP subgroup.

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

Design and develop a sustainable school-based mental health program, to address the needs of students/families in all schools.

- Provide staff member(s) to help coordinate collaboration with the mental health and medical community and other partners to provide these connections.

Each school will develop, implement and monitor a social-emotional learning plan that addresses the adverse effects of COVID-19 on staff and students.

- This may require consulting and professional development on social-emotional/mental health to include summer meetings for goal setting.

Create learning environments in schools and classrooms that are respectful and nurturing, supported by all GFPS staff.

- Evaluate the structures and practices within our buildings.

- Incorporate all staff that have contact with students.

- Administrators and Admin Assistants: PD Fall 2021

- District Directed PIR focus 2022-2023

The district will retain school-based nurses.

- Revise COVID-19 health and safety protocols for school year 2021/2022

- Screen for symptomatic students and staff

- Monitor health care plans and support 504 plans

- Support plans for immune-compromised students, staff and families

- Implement a secure medical record system

Q6. Who is the Authorized Representative submitting this form?

Lance Boyd

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

lance_boyd@gfps.k12.mt.us

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
- Homeless
- Foster Youth
- Male
- Children with Disabilities
- Female
- English Language Learners

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

- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- Chronic absenteeism
- Student engagement
- 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

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

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
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

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
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

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.

Superintendent Advisory Panel Meetings: September 22, 2021 December 8, 2021 February 16, 2022 Community Budget Meeting: March 16, 2022 Citizens Academy Meetings: February 17, 2022 March 31, 2022

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 updates of our plan in 10/15 of 2022.
This submission reflects updates of our plan on 6/1/2023

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.

Through the use of some of our covid relief dollars, the district has adopted new ELA curriculum K-12 to help support the vertical alignment of English, Reading, and Writing instruction. This adoption went through a very rigorous and community-driven conversation. We had great feedback from our community and this helped the district in making its next choices for ELA curriculum K-12.

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_2AEUC6vtuUuC9Yx
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