

## 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:

NOTE: December 2021 Updated version comments are placed within brackets [ ] September 2022 updates placed with { }

Student Academic Accelerated Achievement &; increased access to Technology and technology driven educational delivery. Plains Public Schools will operate multi programs to amend and augment accelerate academic success to mitigate the time disruption created by the pandemic. The District will operate a summer school enrichment program that focuses on mental and physical health as well as enhanced learning opportunities for elementary school students.[Summer school programs operated and expended during July 2021 to December 2021 period.]The District will also offer additional accelerated academic options with an after school enrichment program (K-6 grades) that offers academic programming to bridge the gap of learning loss. [Credit Recovery classes and "mystery science" curriculums purchased and employed.] The program also offers physical health activities to maintain physical and mental well-being of our student body. [Mental health counseling materials purchased and employed during fall of 2021]

The district's existing high school afterschool program will be increased to allow more peer mentoring by students and increased opportunities for staff tutoring in math, science, and ELA.

The District has embarked and will continue to update Informational Technology (IT) throughout the school system and, where applicable, in the community of students/staff. Interactive TVs and touchscreen panels will allow for teachers to provide educational delivery in very diverse manners to as many students as possible, including options of on-site and off-site delivery. Student based technology (chromebooks, and related digital containers) will be purchased, licensed, and employed in a long-term rotational plan. [ As of December 2021 approximately \$30,000 expended for chromebooks and licensure. Also have installed 4 smart panels, including CAD room]

Monthly line item agenda topic

{September 2022 Update: The District will be designing a CTE program for students to assist with an in- house Daycare program. The concept includes student achievement and enhanced opportunities within a teacher retention and recruitment program, in conjunction with meeting a stakeholder identified community need. The District will continue to utilize MTDA for enhanced opportunities for student achievement.

Summer schooling was successful again during summer of 2022 with a record number of student participants Cost for salary, start up equipment and renovations for state compliance is \$50,000

October 2022 Update: District will contract for SPED services with independent Educational Contractor to review and construct IEP's to better facilitate SPED services to new students and to remediate loses resulting from Covid 19 lost instructional time This service will provide more teacher time with students to focus on learnnig loss.} District will employ two part time SPED paras to better serve students on learning loss. Cost for salaries and services are \$36,000

UPDATE: January 2023 to May 2023

January 2023 Board meeting, trustees approved planning to develop an alternative learning center. The Building will house enhanced opportunities for CTE, Dual Credit, transitional learning, and remediation for Covid learning losses.

February 2023 Board meeting: trustees approved Dan McGee of Building, Mind and Body as owner's rep to assist with development of Alternative learning center

March 2023 Board meeting; Trustees reviewed and authorized the original ESSER expenditure for HVAC equipment upgrades to 3/4 grade building. Owner's rep has contacted surveyors, and engineers for aforementioned projects.

April 2023 Board meeting: Trustees approve use of ESSER funds to purchase any contiguous homes that may be for sale in an effort to recruit and retain quality teaching staff. The highly competitive market demands that the district look at maintaining house for staff recruitment.

Priority 2:

NOTE: December 2021 Updated version comments are placed within brackets [ ]

Environmental Health and Facilities HVAC improvement: Plains Schools will upgrade the HVAC systems in three locations within the district. The purpose is to provide updated and adequate ventilation to replace an antiquated and failed system, thereby establishing proper environments and air quality to allow for mitigation of airborne transfer of particulates associated with COVID-19. The systems will be incorporated into a modern control system for 24 hour monitoring of air quality. These systems will be in two classroom areas and the high school gymnasium. The gym area is of particular concern as it has the most exposure to populations outside the school system, i.e. community members.

The District will invest and upgrade filtration materials for existing ventilation systems. Enhanced and robust particulate filtering will be purchased and implemented in a multi-year rotational system.

[Planned replacement of two interim heat pumps to better facility HVAC and mitigation of airborne particles to be approved by Board as initial phase of long term solution. Also, development of HVAC upgrade on high school gym initial planning slated for December 27-30, 2021]

October 2022 update. High school building glazing (windows) will be replace to mitigate contaminates from entering HVAC system. The building envelope can not be sealed to allow for efficient conditioned air

to be present in classrooms. Environmental conditioning is paramount to proper filtration. Cost for materials and

labor is \$75,000.

March 2023 Board meeting; Trustees reviewed and authorized the original ESSER expenditure for HVAC equipment upgrades to 3/4 grade building. Owner's rep has contacted surveyors, and engineers for aforementioned projects.

Priority 3:

NOTE: Updated version comments are placed within brackets [ ]

Continuity of Educational Services. In order to maintain pre-Covid levels of educational services, Plains Schools will utilize additional staffing to bridge gaps and deal with increased needs of productivity. A full time custodian will be added to the maintenance/custodial staff to help mitigate the spread of pathogens with additional cleaning opportunities. The school nurse will be employed at 1.00 FTE (instead of 0.50 FTE under pre-Covid years) to assist with monitoring student/staff health and medical needs, including maintaining pertinent records and working with county and state health officials in regards to CDC guidance and Covid- 19 related issues. The District will also utilize two "floating" para-professionals to enhance student/teacher ratios and decrease class size, increase social distancing, and mitigate spacing issues within the facilities. [Additional air purifiers and sanitization materials purchased in fall of 2021.]

January 2023 Board meeting, trustees approved planning to develop an alternative learning center. The Building will house enhanced opportunities for CTE, Dual Credit, transitional learning, and remediation for Covid learning losses.

February 2023 Board meeting: trustees approved Dan McGee of Building, Mind and Body as owner's rep to assist with development of Alternative learning center

August 2023 The Board approved the redirection of funds slated for an Alternative Learning Center to be applied to address critical safety and health issues on campus. At the August board meeting it was approved that upgraded cameras, alarms, filtration systems and one point entry be approved in order to better secure the campus.

**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:

Plains Schools have purchased and begun staff training on Savvas K-5 math curriculum to be implemented concurrent with the beginning of the 2021-2022 school year. Instructional coaching lessons will begin with PIR training prior to the start of school and will continue on a monthly basis throughout the school year. This may be increased to bi-weekly instruction if deemed necessary. Installation of new smart technology interactive tvs and interactive panels in the high school math programs and strategic placement in elementary classes will allow for enhanced curriculum delivery both in the classroom on-site and remote learning opportunities. The smart technology will continue to be purchased and installed during the 2021- 2022 and 2022-2023 school years.

Assessments and Data-driven decisions will be plotted with fall, winter, and spring benchmark testing with STAR program assessment, DIBELS, and AIMSweb under the guidance of Title 1 teachers, school counselors, and building principals.

ELA Goal Strategies, Actions, Timelines, and Assignments:

Plains Schools ELA goals will be assessed in Grades 3-8 where students may be identified as "strategic" or "intensive" and are progress monitored using DIBELS. All students are tested in reading achievement three times per year (fall, winter, and spring) using the STAR reading tests. Grades 9-12 students will be administered the STAR reading test at the beginning of the 2021-2022 school year. to ascertain grade level proficiencies. Students determined to be behind two or more grade levels will be retested throughout the school year following intensive intervention and instruction. Students will be immersed in Title 1 classrooms to facilitate small teacher student ratio and positive learning environments. Ed Ready ELA may be explored as an option to increase student achievement throughout the year. All assessment strategies will be under the guidance of Title 1, counselors, and building principals.

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

Mental Health goal strategies have been implemented to create a positive culture by incorporating staff gatherings to welcome new staff to the district. Building on existing staff traditions and experienced personnel, the district will augment and support positive experience to build strong educational teams and promote a unified support system for both staff and students.

After school programming will include strategic personnel to implement a culture of school pride and student ownership in their educational experience. Staffing will be employed to focus on both academic exposures and physical activities, including organized elementary sports, during the school year and into the summer months.

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:**

Plains Schools derive data from Aimsweb Math and STAR Math testing, along with SBAC analysis. The students are monitored on a two week basis in elementary and quarterly in 7-12. Students may be deemed "intensive" or "strategic" as they work toward being at benchmark status. Grades 9-12 also utilize math pathways and targeted interventions to achieve benchmark goals. The models for achievement are brought about by PIR training via the Northwest Curriculum Cooperative and take place both virtually and on campus. New methods include the incorporation of instructional coaching in both elementary and high school math classes. The district also spends considerable resources (including on-site trainings) developing ED Ready Montana. Ed Ready is utilized on an individual student basis to progress students to benchmark goals of grade level proficiency. Grades K-5 will implement a new math curriculum, Savvas, to bring students grade level goals.

☐ **ELA Goal:**

Plains schools data derived from analyzing SBAC grade level proficiencies and review of summative assessment from 2018-2019 to 2020-2021 school years demonstrates a trend of 3%-4% decrease below state averages. The overall goal is to improve all student achievement in reading based on trend analysis. Using DIBELS assessments in elementary grades and STAR reading tests K-12, our goal is to return to pre-pandemic levels that demonstrated annual improvements and above state average scores on the SBAC at target grades 3,5 and 7. Elementary students are expected to be at benchmark grade level based on 90% of student population. High School students are expected to be at or above grade level by the first half of the fourth quarter as ascertained by STAR reading tests.

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

Plains Schools is developing programs and protocols to retain student enrollment and develop and instill school pride in all grades levels. Monitoring early enrollment numbers for the upcoming school year indicates we are seeing an increase in new to the community students, our goal is to provide a welcoming school and community culture that allows for a school climate that demonstrates academic excellence and accelerated learning for all student populations.

Another key focus is mental health for both students and staff. Resources to provide success to this goal will be reviewed and employed by monthly monitoring of school climate.

Professional development goals are designed around implementing mentor teaching programs for new to the district educators and using our curriculum cooperative to assist with instructional coaching techniques designed to benefit teacher and staff with varied levels of experience.

September 2023 Professional development activities continue in order to strengthen the implementation of the Savvas K-5 Math curriculum.

ELA goals in reading and literacy continue to be a priority across grades 3-8. Progress monitoring using Dibels is continued to be utilized as an assessment instrument. Grades 9-12 will be assessed to monitor grade level proficiencies and Title I students will continue to have a small teacher-student ratio in order to address any specific learning needs and gap areas that are identified

**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.**

Maintenance/Custodial feedback, Smarterbalanced Assessment Test Analysis, County economic placement via household income (Montana state mapping), Teacher feedback, Sanders County Covid-19 Health Department student data (quarantine assessment)

September/October update: Enrollment increases in SPED students provides data for increased sped services.

May 2023 Update: Robust public engagement at Board meetings from January to April 2023. Public was very involved in information input and assessment.

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

4068268600

**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?**

Plains Schools will monitor by analyzing SBAC, AimsWeb, DIBELS, and STAR information to create data-driven decisions. After school attendance data will be collected and analyzed. Behavior data will be used to monitor increase or decrease in student referrals with respect to social, emotion, acadmeic and mental health. Graduation data from AIM will augument decision making and intervention methodologies. Administrative review of staff

information regarding school culture and climate increase accelerated learning.

**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.**

- Wraparound academic/health/social services
- 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: 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
- 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
- Using data about students opportunity to learn indicators to help target resources and support Professional Learning Communities
- 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
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments
- 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.

November 2023 - The above list has been monitored closely and additional supports have been added where needed. Students in grades 7-12 now all have chromebooks to assist in accessing the effective use of technology. AP classes are being constructed and plan to be initiated in the 2024-2025 school year; staff have engaged in PLC activities and will expand their focus and participation; improvements in safety and security will reduce the risks of both physical and social dangers; monitoring and upgrading of facilities has been ongoing.

**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.)
- Other (please identify in the box below):  
Provide peer mentoring for new teachers and instructional coaching for all teachers. (2023-24) teachers have been actively involved in professional development activities and engaged in data driven instruction activities. PD sessions have been provided to address math and reading series in order to maximize the use of ancillary and enrichment resources.

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

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

**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):  
Office of Public Instruction (OPI), MASBO, MTSBA, MT-PEC, WMASS, Building, Mind & Body –Owner's Representative, Dan McGee
- 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.**

7.5

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

Plains is Schoolwide Title, therefore all identified groups are served.

**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 A-section 1003 school improvement (Comprehensive and Targeted Supports)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
- Carl D. Perkins Act Career and Technical Education Act
- IDEA, Part B (Excess costs of providing FAPE)

**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
- 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
- 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
- Upgrade of security systems in order to improve safety on the campus, closely monitor visitors and implement safety apps to be used by all staff members.

**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

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

<b>County</b>	Sanders
<b>District</b>	Sanders ~ Plains K-12, LE0803

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

- Webinars
- Public
- meetings
- Website
- Social
- media Email

**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.**

Plains is Schoolwide Title, therefore all identified groups are served

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

Plains is Schoolwide Title, therefore all identified groups are served

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

Thom W Chisholm

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

thom.chisholm@plainsschools.net



**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

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

- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- 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
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment

**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
- 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: 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
- 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
- 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
- Continuation of support in order to implement tracking of progress and identification of areas of need.
- Ongoing technological improvements.

**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.**

- 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.

Local input at stated meetings July 19, 2021; August 16, 2021, September 20, 2021; October 18, 2021 and November 15, 2021 Note: December meeting cancelled. Input was a discussion of needs and expenditures. No recommended changes were presented at Board Level. September 2022 update approved with input from administration, board, public, and staff.

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

The update reflects the past five (5) months of line item agenda discussions thru November 2021 September October updates approved at September 2022 board meeting

The 5/30/23 update reflects the past five (5) month of line item agenda discussions all approved at various monthly meeting by the Board of Trustees of Plains Public Schools, since December of 2022

This submission reflects the updated status of approved goals and objectives for the 2023-2024 school year.

### 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:**

Other:

Update for May of 2023 reflecting Board action since December 2022

**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

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**Embedded Data:**

<b>Q_R</b>	R_2QEAExiwYgvQITr
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