

Default Question Block

Montana School District ARP ESSER Plans

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).

This template will guide the development of the school district's (LEA's) ARP ESSER plan. 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 beginning your school district ARP ESSER plan, consider the following:

- Has your district and/or individual schools within the district completed a Gap Analysis to assist in identifying the top needs due to Covid 19? If no, click on Gap Analysis.
- What kinds of data assisted you in identifying the gaps?
- What were the needs you identified in your subgroups?
- Did you meet with all stakeholders to get input on needs and possible solutions to formulate a plan for the funds? (Parents, Students, Teachers, Staff, Community Members, Tribal Members, School Board, etc...) If not, how will you make this happen prior to creating your plan?

Instructions for completing your school district ARP ESSER plan

- When you reach a stopping point, click Next to save your work. Return any time before August 24 to finish your submission.
- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

While completing your school district ARP ESSER plan, consider the following:

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

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:

- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.

- Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months. The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts

Block 2

Please choose your county and district from the dropdown.

County:

District:

Who is submitting this form?

Please indicate your role in the district.

District-level Administrator

Principal

Other (please identify your role in the box)

What is your official school district email address?

What is your school district phone number?

Block 8

1. School District-Identified Priorities

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 following priorities have been identified by the Liberty Elementary School District Board of Trustees to address possible loss of critical student instructional time in the wake of the Covid 19 Pandemic; while responding to the immediate needs of students in the district who may have been disproportionately affected by the pandemic. It should be noted that these priorities align with the previously adopted implementation, prevention, and mitigation strategies already adopted by the Board of Trustees which have been in place in the district for the 2020-2021; 2021-2022; 2022-2023 and 2023-2024 school years. Liberty Elementary School serves a student population which is composed entirely of English Learner (EL) or English As a Second Language (ESL) Students who reside at and attend public schools located at several colony sites within the school district. As such, one of the top priorities identified by the Board of Trustees, working in cooperation with the District Superintendent and District teaching staff, has been to implement academic programing and related instructional supports, including but not limited to innovative curriculum, instruction tools, academic and social emotional interventions, multitiered systems of support (MTSS), tutoring, teacher training, professional development, staff flextime, travel reimbursement (remote location of school sites), continuing educational support, etc., all of which are intended to provide increased access to more effective and proven strategies for addressing the specific needs of these EL and ESL Students. As the administrative, instructional and support staff are all key components in the success of this process, the district is committed to providing, identifying and allocating all resources available to the Board of Trustees to ensure administrators, teachers and classroom assistants have all the tools and training they need to implement effective EL and ESL instructional programs and aligned strategies and interventions that address the specific individual needs of these unique students.

PRIORITY 2

The following priorities have been identified by the Liberty Elementary School District Board of Trustees to address possible loss of critical student instructional time in the wake of the Covid 19 Pandemic; while responding to the immediate needs of students in the district who may have been disproportionately affected by the pandemic. It should be noted that these priorities align with the previously adopted implementation, prevention, and mitigation strategies already adopted by the Board of Trustees which have been in place in the district for the 2020-2021; 2021-2022; 2022-2023 and 2023-2024 school years. Liberty Elementary School District, like other remotely located, rural school districts, continue to face the ongoing challenge and uncertainty of securing the professional services of highly qualified, licensed and certified classroom teachers and support staff. Unfortunately, the cycle of annual recruitment and retention of qualified teachers and support staff often results in a district wide effort targeted at filling critical positions. Unfortunately, despite this intensive effort, the district often finds itself pursuing the use of emergency licensure and related waivers through the MT Office of Public Instruction (OPI) for the hiring of underqualified instructors. The waiver of the certification requirements allows the only opportunity for the district to fill these open positions, without which, in many instances, these critical positions may remain unfilled up to the start of the new school year. Far too often, small, rural, geographically isolated schools like Liberty Elementary School district encounter unique barriers to engaging prospective teachers and paraprofessionals when securing qualified instructional and professional staff for their schools.

In response to the increasing uncertainty around these annual cycles of hiring, Liberty Elementary School District has designed and continues to use a portion of the District's ARP/ESSER funding to support the deployment of a new comprehensive teacher recruitment and retention strategy targeting the recruitment of prospective new certified staff who are part of the growing number of nationwide international educator cultural exchange programs which recruit highly qualified teachers from foreign countries, principally the Philippines, who have an interest in gaining valuable teaching experience in an American School setting. These efforts which are focused on attracting the most highly educated, qualified and experienced classroom teachers from outside the

x

PRIORITY 2 - continued

country, are aligned with the related district efforts aimed at the recruitment of local classified support staff who are completing specialized training or programs of courses of study in related educational fields (social work, counseling, disability/rehabilitation therapy, etc.). In addition, to promote continuity from year to year in the retention of instructional and professional staff, along with recognizing their excellence in their performance under very challenging conditions, the district has adopted an employee salary incentive/recognition compensation rubric which allocates appropriate “extra pay for extra work” financial incentives according to established steps and lanes, and special project compensation which encourages innovation and creativity in teaching and learning. The district intends to support this ongoing effort through the allocation of a portion of the District’s ARP/ESSER Funds.

In conjunction with these efforts aimed at stabilizing ongoing recruitment practices, Liberty Elementary School District has begun the implementation of a “grow-your-own” certified teacher and staff enrichment, internal promotion program. In response to the on-going challenges the district faces in recruiting and retaining qualified, experienced, and licensed certified staff, and highly qualified professional staff the Board of Trustees is committed to implementing and utilizing a portion of the COVID and ARP ESSER Funding as means of supporting the Strategic Quality Educator Workforce Development model. Under this model, the district continues to provide financial support to qualified current staff who express interest in enrolling in a program of study under an accredited teacher education preparation program leading to a relevant degree, certification, endorsement, or licensure in a specific field of education. Under this program, the Board of Trustees requires that the employee receiving financial support, agree to 1 year of additional service to the District in recognition of each year of financial support received.

X PRIORITY 3

The following priorities have been identified by the Liberty Elementary School District Board of Trustees to address possible loss of critical student instructional time in the wake of the Covid 19 Pandemic; while responding to the immediate needs of students in the district who may have been disproportionately affected by the pandemic. It should be noted that these priorities align with the previously adopted implementation, prevention, and mitigation strategies already adopted by the Board of Trustees which have been in place in the district for the 2020-2021; 2021-2022; 2022-2023 and 2023-2024 school years. The Board of Trustees has completed the proposed comprehensive, independent review, and related facility improvement program analysis which included consideration of possible additional upgrades and updates to each of the district's school's HVAC systems in alignment allowable repairs and improvements as detailed in the Montana State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund which was submitted to the US Department of Education by the Montana Office of Public Instruction (OPI).

Following this comprehensive, independent review, and initial system diagnostic, the Liberty Elementary School District Board of Trustees has elected to not complete any further upgrades or updates to the school's HVAC systems at this time. In the future, the Board of Trustees may elect to complete the installation of new energy-efficient HVAC systems in each of the district school buildings/classrooms, with the intention that such upgrades may help mitigate the risk of student exposure and transmission in the future to the communicable diseases such as the COVID-19 Virus, as well as resulting in a possible reduction of student exposure while at school to a variety of related air borne environmental health hazards. The completion of the initial upgrades including the purchase of air purification and treatment devices for each classroom along with related improvements to existing mechanical systems, provides the necessary assurances to students and families that the district has taken deliberate steps intended to guard against the transmission of the virus in classrooms across the district. It is the intention of the Board to reallocate the ARP/ESSER funding initially identified to support these anticipated HVAC system upgrades, to support student academic, instructional, curricular, IT, and program needs to help ensure that they are getting the critical classroom support they require.

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.

Note: The district has utilized a portion of its ARP/ESSER Funding Allocation to offset the cost associated with the adoption and implementation of the Infinite Campus Student Information System for tracking student data.

Priority 1 – *WIDA/NWEA assessment results and related student data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.*

Priority 2 – *Student attendance data (absenteeism due to student health and wellness), behavioral data (disruption of the school environment as a result of lack of consistent wellness opportunities), teacher/staff absenteeism data, comprehensive community needs assessment survey.*

Priority 3 – *High teacher turnover data, paraprofessional turnover data, analysis of gaps in continuity of critical professional services.*

Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- Economically Disadvantaged (Free and Reduced Lunch)*
- White*
- Black or African American*
- American Indian or Alaska Native*
- Multi-Racial*
- Migrant*
- Children with Disabilities*
- Male*
- Female*
- English Language Learner*
- Other (please identify in box below)*

Block 9

2. Meaningful Consultation

ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Students
- Teachers
- Staff
- Tribal Governments
- Local Bargaining Units
- Educational Advocacy Organizations
- County Health Departments
- Community Members

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

- Webinars
- Public Meetings
- Website
- Media
- Social Media
- Email
- | |
|----------------------------------|
| Community Survey / Questionnaire |
|----------------------------------|

 Other (please identify in box below)

Block 1

3. Goals

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

Increase the student performance scores on all relevant indicators of math proficiency by an aggregate of at least 2% for all students tested for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle. Student performance will be tracked and measured using assessment data and metrics (Infinite Campus) to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement tests, etc.

ELA Goal

Increase the student performance scores on all relevant indicators of English Language Arts (ELA) proficiency by an aggregate of at least 2% for all students tested for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle. Student performance will be tracked and measured using assessment data and metrics (Infinite Campus) to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

x

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

The District has adopted best practice teaching/learning strategies in direct response to potential lost instructional time for district students who have been identified as being those who were most disproportionately impacted by the COVID-19 PANDEMIC. Support for this goal has included additional one-on-one tutoring for all EL students who are experiencing difficulty keeping pace with classroom instruction and assignments; after school programming which includes opportunities for exploring content material and learner objectives through place based immersion and enrichment learning opportunities; summer programming which braids together both the cultural and community activities which are offered through the German immersion school and enterprise apprenticeships which align to the curriculum and content standards, as well as career Technical Education (CTE) instructional opportunities.

The district continues to provide mental health, SEL and EL instructional training and support to 100% of the district's teachers and paraprofessionals for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle. This will include both onsite and offsite professional development opportunities. Progress toward meeting all of these goals will be tracked and measured using student assessment data and metrics (Infinite Campus) to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

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.

x

Math Goal Strategies, Actions, Timelines, and Assignments

Math goal strategies continue to include the following:

- Accurately assessing and then addressing individual student learning loss
- Planning effective individualized student academic/SEL interventions focused on learning loss
- Tracking and monitoring student progress at specific intervals throughout the academic year following implementation of individualized student Tier IV evidenced based interventions.
- Providing teachers and paraprofessionals access to resources, materials and training which focus on achieving goals; making data-driven decisions for adaptive and differentiated instruction; and promoting classroom growth.
- Classroom teachers, paraprofessionals and district administrators will work collaboratively to define specific roles and responsibilities in managing and monitoring implementation of the math goal strategies.

x

ELA Goal Strategies, Actions, Timelines, and Assignments

ELA goal strategies continue to include the following:

- Accurately assessing and then addressing individual student learning loss
- Planning effective individualized student academic/SEL interventions focused on learning loss
- Tracking and monitoring student progress at specific intervals throughout the academic year following implementation of individualized Tier IV evidenced based student interventions.
- Providing teachers and paraprofessionals access to resources, materials and training which focus on achieving goals; making data-driven decisions for adaptive and differentiated instruction; and promoting classroom growth.
- Classroom teachers, paraprofessionals and district administrators will work collaboratively to define specific roles and responsibilities in managing and monitoring implementation of the ELA goal strategies.

x

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

Other goal strategies focused on adopting best practice teaching/learning strategies in direct response to potential lost instructional time for district students who have been identified as being those who were most disproportionately impacted by the COVID-19 PANDEMIC continue to include the following:

- Additional one-on-one tutoring for all EL students who are experiencing difficulty keeping pace with classroom instruction and assignments
- After school programming which includes opportunities for exploring content material and learner objectives through place-based immersion and enrichment learning opportunities
- Summer programming which braids together both the cultural and community activities which are offered through the German immersion school and enterprise apprenticeships with the curriculum and content standards.
- Providing mental health, SEL and EL instructional training and support to 100% of the district's teachers and paraprofessionals for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle.
- This will include both onsite and offsite professional development opportunities.
- Progress toward meeting all of these goals has been measured using student assessment data and metrics to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.
- Classroom teachers, paraprofessionals and district administrators continue to work collaboratively to define specific roles and responsibilities in managing and monitoring implementation of the ELA goal strategies.

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

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

For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

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

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

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

Describe your math goal for each identified student group.

Increase the student performance scores on all relevant indicators of math proficiency by an aggregate of at least 2% for all students tested for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle. Student performance will be tracked and measured using assessment data and metrics (Infinite Campus) to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

Describe your ELA goal for each identified student group.

Increase the student performance scores on all relevant indicators of English Language Arts (ELA) proficiency by an aggregate of at least 2% for all students tested for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle. Student performance will be tracked and measured using assessment data and metrics (Infinite Campus) to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

Describe your other goal for each identified student group.

Adoption of best practice teaching/learning strategies in direct response to potential loss of instructional time for district students who have been identified as being those who were most disproportionately impacted by the COVID-19 Pandemic. Support for this goal has included additional one-on-one tutoring for all EL students who are experiencing difficulty keeping pace with classroom instruction and assignments; after school programming which includes opportunities for exploring content material and learner objectives through place based immersion and enrichment learning opportunities; summer programming which braids together both the cultural and community activities which are offered through the German immersion school and enterprise apprenticeships which align to the curriculum and content standards, as well as Career Technical Education (CTE) instructional opportunities

Providing mental health, SEL and EL instructional training and support to 100% of the district's teachers and paraprofessionals for each year of instruction starting with the 2021-2022 academic assessment cycle and ending with the 2023-2024 assessment cycle. This has included both onsite and offsite professional development opportunities. Progress toward meeting all of these goals has been tracked and measured using student assessment data and metrics (Infinite Campus) to monitor individual student, grade level and district wide performance using the following data sources where applicable – WIDA/NWEA assessment results and related student data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

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.

Block 13

4. Coordinating Funds

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

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

YES

NO

Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)

Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)

Title I, Part C of the ESEA (Education of Migratory Children)

Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)

Title II, Part A of the ESEA (Supporting Effective Instruction)

Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)

Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)

Title IV, Part B of the ESEA (21st Century Community Learning Centers)

Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)

- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act*
- Carl D. Perkins Act Career and Technical Education Act*
- IDEA, Part B (Excess costs of providing FAPE)*
- IDEA, Part B (Coordinated Early Intervening Services)*
- Workforce Innovation and Opportunity Act*

Block 10

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.*

If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports*
- Social emotional learning*
- Academic support*
- Extended learning/enrichment*
- Hiring new staff and avoiding layoffs*
- Meeting the nutritional needs of underserved students.*
- Locating absent students and re-engaging disconnected youth*
- Providing safe, healthy, inclusive learning environments.*
- Activities to address the unique needs of at-risk populations.*
- Developing and implementing procedures and systems to improve the preparedness and response efforts*

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases*
- Purchasing supplies to sanitize and clean the facilities*
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

Other (please identify in the box below)

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.

Block 10

6. Addressing Lost Instructional Time

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.

Block 7

How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time*
- Tribal/community engagement*
- Wraparound academic/health/social services*
- SEL learning supports*
- Evidenced-based curriculum*
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.*
- Accelerating learning through instructional approaches: Tutoring Program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.*
- Accelerating learning through instructional approaches: Out-of-school time programs Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.*
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community*

partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.

- Access to and effective use of technology*
- Engaging families in digital learning training and effectively using technology and platforms*
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction*
- Providing information and assistance to parents and families on how they can effectively support students*
- Tracking student attendance and improving student engagement provided by the school*
- Using data about students opportunity to learn indicators to help target resources and support*
- Professional Learning Communities*
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships*
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)*
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs*
- Other (please identify in the box below)*

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 programsIdentified 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.

Other (please identify in the box below)

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.

Block 11

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.

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
- 2 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.
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)
- Other (Please identify in box below)

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

Recruitment: In response to the increasing uncertainty around these annual cycles of hiring, Liberty Elementary School District has designed and continues to deploy a new comprehensive teacher recruitment and retention strategy targeting the recruitment of prospective new certified staff who are part of the growing number of educator cultural exchange programs which recruit highly qualified teachers from foreign countries, principally the Philippines, who have an interest in gaining valuable teaching experience in an American School setting. These efforts which are focused on attracting the most highly educated, qualified and experienced classroom teachers from outside the country, are aligned with the recruitment of classified support staff who are completing specialized training or programs of courses of study in related educational fields (social work, counseling, disability/rehabilitation therapy, etc.). In addition, to promote continuity from year to year in the retention of instructional and professional staff, along with recognizing their excellence in their performance under very challenging conditions, the district has adopted an employee salary incentive/recognition compensation rubric which allocates appropriate "extra pay for extra work" according to established steps and lanes, and special project compensation which encourages innovation and creativity in teaching and learning.

In conjunction with these efforts aimed at recruitment, Liberty Elementary School District has begun the implementation a "grow-your-own" certified teacher and staff enrichment, internal promotion program. In response to the on-going challenges the district faces in recruiting and retaining qualified, experienced, and licensed certified staff, and highly qualified professional staff the Board of Trustees is committed to implementing an Educator Workforce Support model. Under this model, the district will provide financial support to current staff who express interest in continuing a program of education leading to a relevant degree, certification, endorsement, or licensure. The employee will agree to 1 year of service in recognition of each year of financial support.

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.

Retention: In 2023-2024, the district has retained 4 FTE classroom teachers using a portion of the ARP ESSER III funding allocations, in addition to supporting one (1) current paraprofessional position, which, without ESSER Funding may be in jeopardy of a reduction in force (RIF) action during the funding cycle.

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.

8. Monitoring and Measuring Impact of ARP ESSER funds

How will the district monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

The district intendeds to implement the following evidence-based strategies for monitoring all initiatives and interventions designed to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic:

- **ACADEMIC ACHIEVEMENT AND CLOSING STUDENT ACADEMIC GAPS**
 - Identification of instructional methodologies which can be used as models of High-Quality teaching that show promise in increasing student performance as indicated by comparison of aggregate data collected from both formative and summative assessments.
 - Incorporation of intentional EL instructional planning, assessment and implementation of individualized multi-tiered instructional supports that monitor student progression toward proficiency of grade level appropriate content across the curriculum, focusing on math and ELA
- **STUDENT SOCIAL AND EMOTIONAL LEARNING**
 - Measurement (collection and analysis of qualitative data) of evidenced based interventions which demonstrate how changes in student behavioral outcomes (frequency of disciplinary actions, absenteeism, engagement) reflect incorporation of skills and expectations within each the interpersonal and intrapersonal domains.
- **MENTAL HEALTH NEEDS**
 - Monitoring and management of a district wide mental health programing and supports for students, parents, families, and district staff which reflects the “integrative care” model.
 - Using grade level appropriate assessment tools, teachers, paraprofessionals, administration, and parents will actively and collectively provide real time data on the observed mental health conditions and concerns exhibited by the students.

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

- Early Warning System
- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- Chronic absenteeism
- Student engagement
- Use of exclusionary discipline
- Advanced coursework
- Access to technology
- Educator PD on technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Per-pupil expenditures
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols
- Student enrollment by Mode of instruction
- Student attendance by Mode of Instruction
- Other (please identify in the box below)

Block 12

The OPI has created a way for the district respondents to return to this plan and edit it multiple times before submitting. You can return any time before August 24 to finish your submission.

- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

- This plan must be monitored continuously and updated every six months.
- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.

Thank you for your submission