Gildford Colony Elementary
ESSER ARP Plan
LAST REVISED 11/28/2023

Response Summary:

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

- Priority 1:

  The following priorities have been identified to address lost instructional time, while responding to the immediate needs of students disproportionately affected by the pandemic. These priorities align with the implementation of prevention and mitigation strategies already in place in the district. Gildford Colony School serves a student population which is composed entirely of English Learner (EL) Students. As such, one of the priorities identified by the Board of Trustees, working in cooperation with the County Superintendent and District teaching staff, is to implement academic programing and related supports (curriculum, instruction, tutoring, teacher training, professional development) which provides access to more effective strategies for addressing the needs of these EL Students. As the instructional and support staff are a key component in the success of this equation, the district is committed to providing any and all resources to ensure teachers and paraprofessionals have all the tools and training they need to implement effective EL instructional and SEL aligned strategies.

- Priority 2:

  The following priorities have been identified to address lost instructional time, while responding to the immediate needs of students disproportionately affected by the pandemic. These priorities align with the implementation of prevention and mitigation strategies already in place in the district. Gildford Colony School District is a geographically isolated school system located in rural north-central Montana. The physical distance between the primary school site at the colony and the largest neighboring community with services in the area is nearly fifty miles. As a result of this geographic isolation, during extreme weather conditions especially during the winter months (October – April) students, teachers and families whose children attend the community school experience extensive periods of time where physical activity, safe social interaction, and access to a healthy indoor exercise environment are extremely limited. In response to this unfavorable situation, the Board of Trustees intendeds to complete a strategic facility upgrade program which will include the construction of a new multi-use space and building on the school campus. The intent of the board in constructing the new facility will be to provide students, parents, families and the community access to a safe, secure, well ventilated, heated, and open indoor space which can be used for district driven group instructional activities (social distancing),

physical activity, student health and wellness programing, school community enrichment events tied to culture and language, as well as a place based learning and instruction environment that engages the whole child along with their families in participating in crucial social, emotional learning supports.

- Priority 3:

The following priorities have been identified to address lost instructional time, while responding to needs of students disproportionately affected by the pandemic. These priorities align with the implementation of prevention and mitigation strategies already in place in the district. Gildford Elementary School District faces the ongoing challenge and uncertainty with respect to the cycle of annual recruitment and retention of qualified teachers and support staff. Far too often, small, rural, geographically isolated schools like Gildford Elementary School encounter unique barriers to engaging prospective teachers and paraprofessionals when securing qualified instructional and professional staff for their school.

In response to the increasing uncertainty around these annual cycles of hiring, Gildford Elementary School District will design and deploy a new comprehensive teacher recruitment and retention strategy targeting both prospective new certified staff who are enrolled in pre-service teaching training programs within the state of Montana University System, along with the aligned recruitment of classified staff who are completing specialized training or programs of study in related educational fields (social work, counseling, disability/rehabilitation therapy, etc.). In addition, to promote continuity from year to year in the instructional and professional staff, and to recognize excellence in their performance under very challenging conditions, the district will adopt 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 addition, Gildford Elementary School District will implement 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 in 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.

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:

Math goal strategies will 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.
• Provide 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.

- ELA Goal Strategies, Actions, Timelines, and Assignments:

  ELA goal strategies will 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.
  • Provide 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.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community 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 will 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 programing which includes opportunities for exploring content material and learner objectives through place-based immersion and enrichment learning opportunities
  • Summer programing 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 2024-2025 assessment cycle.
  • This will include both onsite and offsite professional development opportunities.

• Progress toward meeting all of these goals will be 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 will work collaboratively to define specific roles and responsibilities in managing and monitoring implementation of the ELA goal strategies.

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:

   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 2024-2025 assessment cycle. Student performance will be measured using 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 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 2024-2025 assessment cycle. Student performance will be measured using 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 testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

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

   Adopt 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 will include additional one-on-one tutoring for all EL students who are experiencing difficulty keeping pace with classroom instruction and assignments; after school

programing which includes opportunities for exploring content material and learner objectives through place based immersion and enrichment learning opportunities; summer programing 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.
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 2024-2025 assessment cycle. This will include both onsite and offsite professional development opportunities.
Progress toward meeting all of these goals will be 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.

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.
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.

Q8. What is your school district phone number?
4063763249

Q53. How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?
The district 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
o 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.
o 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
o 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
o 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.

o 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.

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
- 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
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Mental health supports
- 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.

Q11. Please indicate your role in the district.

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

    District Clerk

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.

1

Q15. 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 2024-2025 assessment cycle. Student performance will be measured using 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 testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

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

- Students with Disabilities
- Free and Reduced Lunch
- White

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

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
- 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.
- 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.

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

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

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

| *County* | Hill |
| *District* | Hill ~ Gildford Colony Elem, LE1217 |

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

- Public meetings
- Email
- Other (please identify in the box below):

    Community Survey questionnaire

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.

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 2024-2025 assessment cycle. Student performance will be measured using 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 testing data, including SBAC Interim, MAPS, ISIP, DIEBELS, placement testing, etc.

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

Adoption of 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 will include additional one-on-one tutoring for all EL students who are experiencing difficulty keeping pace with classroom instruction and assignments; after school programing which includes opportunities for exploring content material and learner objectives through place based immersion and enrichment learning opportunities; summer programing 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.
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 2024-2025 assessment cycle. This will include both onsite and offsite professional development opportunities. Progress toward meeting all of these goals will be 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.

Q6. Who is the Authorized Representative submitting this form?
District Clerk

Q9. What is your AR email as shown in Egrants?
gfcschool@itstriangle.com

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Teachers
- Staff
- Community members

Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- Economically Disadvantaged (Free and Reduced Lunch)
- White
- 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
- Summative assessments
- Student engagement
- Educator PD on technology
- Access to and preparation of high-quality educators
- Student, parent, or educator surveys
- Summer, Afterschool, and ESY enrollment
- Student attendance by Mode of Instruction

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time
- SEL learning supports
- 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
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)

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

- Students with Disabilities
- Free and Reduced Lunch
- White

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- White

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.
Board members, consultant, and superintendent.

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"
This submission reflects our second update of our plan in November of 2021--REVISION DATE November 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 submitting this data on behalf of 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.
   Do not plan to develop or use approaches that are novel.

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.
   Do not plan to develop or use approaches that are novel.

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.
   Do not plan to develop or use approaches that are novel.

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.
   Do not plan to develop or use approaches that are novel.