

## **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:  
To create MTSS structures at the school to support students in all Tiers
- Priority 2:  
To use assessment data to guide us in supporting students in Tier 2 and Tier 3 to increase their skills and bring them closer to benchmark.
- Priority 3:  
Create Social Emotional Learning structures to support students and staff in improving mental health.

**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:
  1. Interim Assessment comprehensive will be given to all 3rd-8th grade students in October and again in February to monitor growth and shortfalls.
  2. STAR data will be tracked fall to winter to spring to monitor growth and adjust student instruction as needed to support students not growing at least 10%.
  3. Principal and superintendent will use walk through data to monitor differentiated instruction in the classroom.
  4. Data team will meet monthly and share results with administration as to if goals are being met or not. Coach will then meet with individual teachers to discuss the data that was tracked and next steps to support students.
  5. Title I and Special Education teachers will share progress with parents and teachers quarterly on student growth and adjustments that need to be made. If changes need to be made it will be shared with administration as well.
  6. Summer school and before/after school programs will be implemented to support students in Tier 2 and Tier 3 to fill in gaps in learning due to COVID.
  7. Family/community nights will be implemented to give families resources to support students with learning loss.
  8. MTSS structures will be put into place to support teachers in tracking data for students so conversations can be had often to discuss student growth or lack of growth and next steps.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
  1. Interim Assessment comprehensive will be given to all 3rd-8th grade students in October and again in February to monitor growth and shortfalls.
  2. STAR data will be tracked fall to winter to spring to monitor growth and adjust student instruction as needed to support students not growing at least 10%.
  3. Principal and superintendent will use walk through data to monitor differentiated instruction in the classroom.
  4. Data team will meet monthly and share results with administration as to if goals are being met or not. Coach will then meet with individual teachers to discuss the data that was tracked and next steps to support students.
  5. Title I and Special Education teachers will share progress with parents and teachers quarterly on student growth and adjustments that need to be made. If changes need to be made it will be shared with administration as well.
  6. Summer school and before/after school programs will be implemented to support students in Tier 2 and Tier 3 to fill in gaps in learning due to COVID.
  7. Family/community nights will be implemented to give families resources to support students with learning loss.
  8. MTSS structures will be put into place to support teachers in tracking data for students so conversations can be had often to discuss student growth or lack of growth and next steps.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
  1. Teachers will do daily morning meeting with lessons based off a school-wide SEL curriculum written by counselors.
  2. Monthly meetings with counseling staff and administration will be documented on Tier 2/3 students to monitor their behaviors and the support we are giving them; adjustments will be made as needed. Teacher/parent documentation will be included in the meetings.
  3. Parents will be communicated with so school and home are working toward the same goals for struggling students.
  4. SEL curriculum materials will be shared with parents to use at home.
  5. Professional development and modeling will be done to support teachers and paras in working with our students.

**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:**  
Teachers will provide research-based differentiated core math instruction with instructional strategies aligned to the CCSS as measured by walk-through observational data. STAR and I-Station Assessment data will be used to monitor progress. Teachers in grades K-2 will use ESGI data tracking and grades 3-8 will implement Interim Assessments and do monthly lessons with students tracking data of growth from a fall to early spring full assessment. Further all teachers will be required to do PDSA cycles to differentiate in their classroom. Our Title I and Special Education teachers will progress monitor bi-monthly to closely monitor Tier 2 and 3 students. Principal will use walk through data to track differentiated instruction and PDSA cycle results. Our instructional coach will meet with teachers and support their needs for differentiation. Professional development will be given to promote usage of CCS in the classroom and how to identify student needs. Professional development will also focus on differentiation in the classroom and how to use data to track students' skills and what needs to be done to bring students up.
- **ELA Goal:**  
Teachers will provide research-based differentiated core literacy instruction with instructional strategies aligned to the CCSS as measured by walk-through observational data. STAR and I-Station Assessment data will be used to monitor progress. Teachers in grades K-2 will use ESGI data tracking and grades 3-8 will implement Interim Assessments and do monthly lessons with students tracking data of growth from a fall to early spring full assessment. Further all teachers will be required to do PDSA cycles to differentiate in their classroom. Our Title I and Special Education teachers will progress monitor bi-monthly to closely monitor Tier 2 and 3 students. Principal will use walk through data to track differentiated instruction and PDSA cycle results. Our instructional coach will meet with teachers and support their needs for differentiation. Professional development will be given to promote usage of CCS in the classroom and how to identify student needs. Professional development will also focus on differentiation in the classroom and how to use data to track students' skills and what needs to be done to bring students up.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**  
Teachers will include SEL instruction in weekly instructional practices implementation. Daily morning meetings will take place in every classroom to support students social and emotional well-being. Data will be taken by teachers to closely monitor struggling students.  
Our counselors and instructional coach will provide activities for teachers to implement into classrooms. Our counselors will also create a school wide plan for implementing SEL lessons. Walk through data will be used to monitor activities in the classroom. We will meet monthly to track Tier 2 and 3 behavior students to monitor their growth. Professional development will be given to support teachers in implementing SEL into their classrooms. Teachers will be given options for PD and tools to make tracking SEL data easier.

**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.**

STAR assessments, Attendance, SBAC Interim Assessments,

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

4068253113

**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?**

To monitor student growth we will use SBAC Interim Assessments and STAR summative assessments. Teachers will progress monitor in their classrooms weekly through ESGI and other data tracking tools to carefully monitor student achievement. We will look at data monthly to monitor student growth with our data team and share results with parents and teachers. We will meet monthly to discuss the mental health needs of our students with counselors and administration to monitor student behavior meeting notes will be shared with parents and teachers as needed. We will use administration walk through data and evaluations to monitor teaching strategies and differentiated instruction happening in the classrooms. Our GT coordinator will purchase advanced curriculum and monitor growth of GT students through individualized projects working regularly with them. We will purchase technology and train staff as needed to make sure they are able to use it effectively in their classrooms and during remote learning if needed. Surveys will be sent to staff, parents, and students on specific uses of the funds and improvements taking place fall, winter, and spring. We will document students in our ASP program to monitor changes in academics of those students participating. Health protocols will be kept track of through our secretary, nurse, custodian then shared with staff as needed.

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

- Extended learning time
- Tribal/community engagement
- 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: 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.
- 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
- Providing information and assistance to parents and families on how they can effectively support students
- 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
- Mental health supports
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

- District-level Administrator

**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.**

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

Every student with disabilities have their own IEP goals that are presented at the beginning of the year to parents, teachers, and the students to improve their skills.  
All students K-5 will have on level math instruction for 30 minutes a day in the regular classroom on top of their extra math supports in Title I (pull out or push in) and/or Special Education (pull out) to close the gap.  
All students take STAR fall, winter, and spring to monitor growth or make changes as needed based on lack of growth. Students do I-Station assessments and weekly individualized lessons monthly to track progress and increase skills. Tutoring and summer school are offered to Tier 2 and 3 students to improve skills and close gaps.

**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

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

**Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.**

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

**Q59.**

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

2

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

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

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

|                 |                                 |
|-----------------|---------------------------------|
| <b>County</b>   | Missoula                        |
| <b>District</b> | Missoula ~ Clinton Elem, LE0595 |

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

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

**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.**

Every student with disabilities have their own IEP goals that are presented at the beginning of the year to parents, teachers, and the students to improve their skills.

All students K-8 will have on level reading instruction for 30 minutes a day in the regular classroom on top of their extra ELA supports in Title I (pull out or push in) and/or Special Education (pull out) to close the gap. Middle School students have an extra class period of 45 minutes for ELA skill practice on top of 60 minutes for reading.

All students take STAR fall, winter, and spring to monitor growth or make changes as needed based on lack of growth.

Students do I-Station assessments and weekly individualized lessons monthly to track progress and increase skills.

Tutoring and summer school are offered to Tier 2 and 3 students to improve skills and close gaps.

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

Every student with disabilities have their own IEP goals that are presented at the beginning of the year to parents, teachers, and the students to improve their skills. These include Self Help and Social Emotional goals.

Our counseling team does small group and/or breakfast/lunch groups with Tier 2 and Tier 3 behavioral students. They do one on one check ins with students that need extra support as well.

Monthly meetings are used to share progress and monitor students in Tier 2 and 3.

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

Amanda Cyr

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

acyr@clintoncougars.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
- Students
- Teachers
- Staff
- Local bargaining units
- 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)
- Children with Disabilities

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

- Interim Formative Assessment
- 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
- Health protocols

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

- Extended learning time
- Tribal/community engagement
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: 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
- Providing information and assistance to parents and families on how they can effectively support students
- 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

**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

**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

### **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](#)
- [SELPriorities](#)

#### 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.**

We discuss COVID/ESSER at each board meeting the second Tuesday of the month to keep the board informed. Monthly staff meetings include updates/information pertaining to ESSER. Surveys were sent to parents to ask about tutoring and summer school options through Google. At spring Parent Teacher conferences (April 15-15), teachers answered questions pertaining to COVID measures when requested.

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

This is our fourth update of our plan June 2023.

#### **1. School District-Identified Priorities**

#### **2. Meaningful Consultation**

#### **3. Goals**

#### **4. Coordinating Funds**

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

#### **5. Creating Safe and Healthy Learning Environments**

Determine if ARP funds will be used to **implement prevention and mitigation strategies**, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

#### **6. Addressing Lost Instructional Time**

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

#### **7. Supporting the Educator Workforce**

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

#### **8. Monitoring and Measuring Impact of ARP ESSER funds**

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

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

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

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

- I am the Authorized Representative for this district.

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

- Other:  
This is our fourth update to our plan.

**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.**

None at this time.

**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_1gclcKsxseRkwEf       |
| <b>Recipient</b> | acyr@clintoncougars.com |