Vaughn School District --- LE # 0127

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 anytime 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.

Please choose your county and district from the dropdown.

County: Cascade

District: Vaughn Elem, LE0127

Who is submitting this form?

Thad Wollan

Please indicate your role in the district.

- ○ District-level Administrator
- ○ Principal
- ● **Other (Please identify your role in the box below.)**

Principal

What is your official school district email address?

)belo

kkasuske@vaughnschool.com

What is your school district phone number?

4069652231

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**

Professional Development- SAVVAS Research-based development ie; MTSS, The Great 8, NWEA/MAPS, SBAC, Dibles, success maker, smart boards

☑ **Priority 2**

Expanding the food service area and the addition of three new classrooms highlighted by the state of the art science lab which the district currently does not have. The idea is to separate primary, intermediate, and middle school students. These larger classrooms will provide more space for social distancing if the need arises, as well as more adequate space for students with special needs including OT, and PT. Also, the additional space will allow for more confidential work between our CSCT, mental health teams and students.

☑ **Priority 3**

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.

reading and math scores through SBAC, Dibeles, and Map assesments

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

- [x] **American Indian or Alaska Native**
- [ ] Multi-Racial
- [ ] Migrant
- [x] **Homeless**
- [x] **Foster Youth**
- [ ] Children with Disabilities
- [ ] Male
- [ ] Female
- [ ] English Language Learners
- [ ] Other (please identify in the box below)

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.

- [x] **Parents**
- [x] **Students**
- [x] **Teachers**
- [x] **Staff**
- [ ] Tribal governments
- [ ] Local bargaining units
- [x] **Educational advocacy organizations**
- [x] **County health departments**
- [x] **Community members**
- [ ] Other (please identify in the box below)

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

3. Goals

Goal Action Plan:

Webinars

- [x] **Public meetings**
- [x] **Website**
- [ ] Media
- [ ] Social media
- [x] **Email**
- [ ] Other (please identify in the box below)

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.

- [x] **Math Goal**

Math goal is to improve so that 80% of our students will meet or exceed their NWEA/MAP growth target as measured from fall testing to spring testing. We will administer an additional formative assessment during the winter season to measure our student's growth during the school year. Student math proficiency will increase by 10% each year for the next 5 years as measured by the SBAC testing instrument. Classroom teachers will administer math formative assessments twice during the school year to measure student progress. 80% of our students will meet their NWEA/MAP growth targets by the spring of 2024.

- [x] **ELA Goal**

ELA goal is to improve so that 80% of our students will meet or exceed their NWEA/MAP growth target as measured from fall testing to spring testing. We will administer an additional formative assessment during the winter season to measure our student's growth during the school year. Student ELA proficiency will increase by 10% each year for the next 5 years as measured by the SBAC testing instrument. Classroom teachers will administer ELA formative assessments twice during the school year to measure student progress. 80% of our students will meet their NWEA/MAP growth targets by the spring of 2024.

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

100% 8th grade graduation rate All staff will attend professional development with our new SAVVAS curriculum, NWA training, MTSS, and SBAC testing preparation throughout the year. All staff will be trained in and be active participants of the MTSS system. The district will successfully partner with Alluvion Health and Yellowstone Boy's and Girl's Ranch to promote improved mental health for our student population. The district will hold informational meetings and provide information during the 2023-2024 school year regarding Title I, student mental health, how families can promote social and emotional learning with their children, and interpreting student testing data.

Goal Action Plan, Part 2:

informational meetings throughout the year regarding Title I, student mental health, how

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**

Meeting the student growth and achievement goals will be accomplished through the professional growth of our staff purchase and implementation of our SAVVAS curriculum resulting in improved instruction. 80% of our students will meet their NWEA/MAP growth targets by the spring of 2024. We will have a 10% growth in student achievement as measured by the SBAC by the spring of 2023. Our administration, teachers, and testing coordinator will be responsible to ensure the strategies/action steps are achieved.

- [x] **ELA Goal Strategies, Actions, Timelines, and Assignments**

Meeting the student growth and achievement goals will be accomplished through the professional growth of our staff purchase and implementation of our SAVVAS curriculum resulting in improved instruction. 80% of our students will meet their NWEA/MAP growth targets by the spring of 2024. We will have a 10% growth in student achievement as measured by the SBAC by the spring of 2023. Our board of education, administration, teachers, and testing coordinator will be responsible to ensure the strategies/action steps are achieved.

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

Meeting the student growth and achievement goals will be accomplished through the professional growth of our staff purchase and implementation of our SAVVAS curriculum resulting in improved instruction. Our board of education, administration, teachers, and testing coordinator will be responsible to ensure the strategies/action steps are achieved. 100% of our 8th graders will graduate every year. Community and Family engagement events will take place quarterly during the 2023-2024 school year. Professional development opportunities will be offered to the staff monthly. We will continue our efforts to locate and hire a qualified school counselor.

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

- [x] **American Indian or Alaska Native**
- [ ] Black or African American
- [ ] Hispanic
- [ ] MultiRacial
- [ ]

White

Hispanic

- [ ] **Free and Reduced Lunch**
- [ ] **Homeless**
- [x] Students with Disabilities
- [x] 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
- [x] MultiRacial
- [x] 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.

None

Our goal will be the same for each group as it is needed for the whole school to be a school wide school. Math goal is to improve our 80% of our students will meet or exceed their NWEA/MAP growth target as measured from fall testing to spring testing. We will administer an additional formative assessment during the winter season to measure our student's growth during the school year. Student math proficiency will increase by ten% each year for the next 5 years as measured by the SBAC testing instrument. Classroom teachers will administer math formative assessments twice during the school year to measure student progress.

Describe your ELA goal for each identified student group.

Our goal will be the same for each group as it is needed for the whole school to be a school wide school ELA goal is to improve our 80% of our students will meet or exceed their NWEA/MAP growth target as measured from fall testing to spring testing. We will administer an additional formative assessment during the winter season to measure our student's growth during the school year. Student math proficiency will increase by ten% each year for the next 5 years as measured by the SBAC testing instrument. Classroom teachers will administer math formative assessments twice during the school year to measure student progress.

Describe your Other goal for each identified student group.

Meeting the student growth and achievement goals will be accomplished through the professional growth of our staff purchase and implementation of our SAVVAS curriculum resulting in improved instruction. Our board of education, administration, teachers, and testing coordinator will be responsible to ensure the strategies/action steps are achieved. 100% of our 8th graders will graduate every year.
Community and Family engagement events will take place quarterly during the 2023-2024 school year. Professional development opportunities will be offered to the staff monthly. We will continue the implementation of the MTSS process through the OPI three-grant that we received.

If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below. N/A

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?

- [x] ●
- [ ] ○ **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)
- [x] 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

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.

- [x] Locating absent students and re-engaging disconnected youth

Providing safe, healthy, inclusive learning environments.

- [x] Activities to address the unique needs of at-risk populations.
- [ ] **Developing and implementing procedures and systems to improve the preparedness and response efforts**
- [x] 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**
- [x] **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.**
- [x] **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.**
- [x] **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.**
- [x] **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.

N/A

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 evidencebased 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.

How do you plan to spend the required 20% set-aside to address lost instructional time?

Choose all evidence-based practices that apply.

- [x] **Extended learning time**
- [x] **Tribal/community engagement**
- [x] **Wraparound academic/health/social services**
- [x] **SEL learning supports**
- [x] **Evidenced-based curriculum**
- [x] **Accelerating learning through instructional approaches: In-school accelerationCertified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.**
- [x] **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.
- [x] **Access to and effective use of technology**
- [x] **Engaging families in digital learning training and effectively using technology and platforms students academic needs, including through differentiating instruction**
- [x] **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**
- [x] **Tracking student attendance and improving student engagement provided by the school**
- [x] **Using data about students opportunity to learn indicators to help target resources and support**
- [x] **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

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Other (please identify in the box

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 highquality 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.

and emotional needs of student through engaging and enriching experiences.

☐ 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.
- [x] **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. Repair and replace portions of the school roof system.

- [ ] belo w)

Other (please identify in the box

If you are planning to develop or use approaches that are novel to address lost instructional

- [ ] staff
- [ ] Cover costs of bonuses for recruiting and retaining educators and support personnel
- [x] **Additional pay for additional work**
- [x] **Class-size reduction**
- [x] **Technology to support learning: enable students to learn anywhere and teachers to teach essential standards**
- [x] **Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)**
- [x] **Staffing additional physical and mental health support staff (counselors, social workers)**
- [ ] Other (please identify in the box below)

time, would you be willing to have the OPI share your approaches with state and federal

Cover costs of offsetting the need to furlough or reduce the salaries of school - based entities? If so, please briefly describe your innovation below.

N/A

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.

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.

1.5

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

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

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 will use MWEA/MAPS~~ and SBAC scores to monitor student academic progress. We will closely monitor student behavior data as means of tracking student mental health. The school will work closely with Yellowstone Boys and Girls and Alluvion Health to track the behavioral and mental health status of students. We will keep a close eye on referrals of students specifically designated as at risk. Also, the district will work closely with Alluvion Health in monitoring and addressing the physical health and dental needs of our student population.

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

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 anytime 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.

- [ ] Advanced coursework
- [x] **Access to technology**
- [x] **Educator PD on technology**
- [x] **Access to and preparation of high-quality educators**
- [x] **Access to mental health and nursing staff**
- [ ] Student, parent, or educator surveys
- [x] **Per-pupil expenditures**
- [x] **Classified and certified staff (numbers of positions or people)**
- [x] **Summer, Afterschool, and ESY enrollment**
- [x] **Health protocols**
- [x] **Student enrollment by Mode of instruction**
- [x] **Student attendance by Mode of Instruction**
- [ ] Other (please identify in the box below)

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!

BACK NEXT

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