Thank you for submitting your plan update. A copy of your response is attached. If you need to make changes to your submission, or if you would like to complete another update, please use this link:
 https://montanaopi.sjc1.qualtrics.com/jfe/form/SV_eW1NUOUegoO6Kmq?Q_R=R_snSz6baqQiKB6AF

Please remember to update the plan you have posted on your website.

If you have any questions about your submission please email ESSER-OPI@mt.gov.

Thank you for all you do for Montana Students!

The OPI ESSER Team

Download as PDF

URL to view Results	[Click Here]

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:
  Multi-purpose Space
  This school district is 30 minutes from another school district with a qualified Nutritional Program or gymnasium. The District desires to serve a breakfast/lunch program, and participate in a physical education program including preparation for participation on sports teams. They lack an

indoor space for a qualified kitchen or gym to use in inclement weather. This space would provide additional space to prevent overcrowding for meals and optional space for learning and group activities to prevent the spread of Covid-19.
- Priority 2:
  After School Program - the district has lacked the funds to hire and offer a program that extends the school day for parents who work in communities outside of Dayton, and who return home too late to help with homework and the practicing of academic skills.
- Priority 3:
  Upgrade and update curriculum for the possibility of online deployment, and upgrade phone and messaging systems to provide parental and community communication in a timely manner.

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:
  Continued alignment of math instruction with MT standards - entering by Teachers of lessons in Common Curriculum to track annual progress.
  Partnering of Teachers and Paras to deliver consistent vocabulary and instruction - to be observed by Principal during walk-throughs and formal evaluations.
  Monitoring progress of students through MAP testing: Fall, January, and Spring by Teachers and Administration.
  Summative progress of grades 3-6 students through SBAC scores in June 2022.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
  Professional Development to implement Amplify ELA and Science curriculum prior to school beginning, August 16-20.
  Self-evaluations by Teachers and Paras quarterly to identify

the need for additional PD sessions.
Consistent pairing of Teachers and Paras to deliver common language, models and strategies of instruction - 2021-22 school year.
Monitoring progress of students through MAP testing: Fall - January - Spring, 3X per year.
Summative progress of grades 3-6 students through SBAC scores in June 2022.

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

  MSSA Guidance trained Teacher will confirm "assignment" of every student to a Staff member before end of Sept. 2021.
  Students in grade-level groups will self-identify their level of need for support on a continuum.
  Classroom teachers will be made aware of student level of need.
  Age-appropriate lessons will be delivered to all grade-level groups to provide opportunity and language for student learning and discussion.
  Monitoring Progress will be determined with re-assessment of level of need by classroom teacher. Parents will be informed at Parent-Teacher conferences.
  Attendance, positive behavior and achievement, will be used as indicators of healthy status or a need for intervention.
  Delivering Services to our Students with Disabilities:
  Teacher support of students and families will be enhanced by the implementation of a VOIP phone and messaging system which will allow our Teachers to communicate with families and students without being at the school, but can respond remotely. Therapists will also have access to this system for their support of students. As well, we will engage instruction of students and practice with curriculum early-on (September) as to how to reach curriculum pieces that will "read-aloud instructions and items". We will continue to provide "hot spots" if needed for internet access for those students to meet with their service Providers. First quarter, Sept through early Nov. will be learning and practice time; while at least monthly check-ins with Providers will ensure continuity of services. We will also supply devices and training with those devices to students and Providers as needed, beginning with the school year, and continuing throughout, as needed. Quarterly progress reports will include a section to report on this availability and follow-through for student support.

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:
  Improve the Mathematical skills of all K-6 students by providing them with high quality, research based instruction aligned to the MT standards. Increase the percent of students who attain proficiency on the 3-6 grades SBAC math assessments by June 2022.
- ELA Goal:
  Improve the literacy skills of all K-6 students by providing students with high quality, research based, up-to-date, on-line deployable instruction in Reading, Language Arts skills and Writing instruction.
  Maintain individual student progress as demonstrated on MAP assessments Fall, January, and Spring for all K-3 students, while implementing a core phonics program.
  Increase the percentage of students who attain proficiency on the 3-6 grade SBAC ELA assessments by June 2022.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
  Social & Emotional Learning/Mental Health:
  Make certain every child has one person to rely on to ensure school success and who validates them personally each day.
  School guidance lessons will focus on social/emotional needs of students.
  Disproportionately Impacted -- A specific student group that was more significantly impacted than other student groups was our student group with disabilities. When providing support for these students online/remotely, we found it extremely difficult for our Related Services personnel to deliver services, We intend to remedy that situation going forward because we don't know if we will have to deliver

remotely again.

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.
Student engagement; Community and Parent input; MAP progress monitoring; SBAC summative testing;

Q8. What is your school district phone number?
406-883-7262

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?
Classroom observations by grade-level and subject matter teams; Quarterly report card assessment
Student assessment results: Curriculum-base; MAP; and SBAC
AIM/Infinite Campus data analysis of attendance and behavior
Community Engagement and Feedback

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
- 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
- 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
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive

educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.
- Other (Please identify your role in the box below.):
  County Supt. of rural schools in Lake County

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.

  2

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.
None at this time.

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

All students at Upper West Shore school district - Dayton Elementary, regardless of sub-group will participate and be provided with the same high goals in Math as every other student in the district with no exceptions to access and support toward our District Goal in Math.

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.

None at this time.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.
- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.
- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- Title 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
- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities

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

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.

6

Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- 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.)

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.

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

County	Lake
District	Lake ~ Upper West Shore Elem, LE1211

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.
- Public meetings
- Website
- Media
- Social media
- Email

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?
- Yes

Q16. Describe your ELA goal for each identified student group.

All students at Upper West Shore school district - Dayton Elementary, regardless of sub-group will participate and be provided with the same high goals in ELA reading, listening, language acquisition, and writing as every other student in the district toward access and support toward our District Goal in ELA.

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

Our District Goal represents each of these identified student groups. There will be no discrimination in setting high goals for every group that attends this district school in order to facilitate and foster Social and Emotional Learning and Mental Health for all our students.

Q6. Who is submitting this form?
Carolyn O. Hall, Lake County Supt. of Schools

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.
None at this time.

Q9. What is your official school district email address?
lacosupt@daytonschool.net

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

- Parents
- Students
- Teachers
- Staff
- Tribal governments
- Local bargaining units
- Educational advocacy organizations
- County health departments
- 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.
- Children with Disabilities

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.
- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- Chronic absenteeism
- Student engagement
- Access to 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
- Student enrollment by Mode of instruction
- 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
- 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: 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
- 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

Q64. 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
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.
- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;

3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

i. implementation of evidence-based interventions;

ii. address the student groups specifically that were disproportionately impacted by the pandemic; and

iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

The template sections are as follows:

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

5. Creating Safe and Healthy Learning Environment

6. Addressing Lost Instructional Time

7. Supporting the Educator Workforce

8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments?

What feedback have you received from stakeholders around your plan and/or your plan implementation?

What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan

- Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process.
- It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
- After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

Resources to help with completing your plan

- **Curriculum Selection**

- **[Acceleration Guidance](#)**

- **[ESSA Tiers of Evidence](#)**

- **[Gap Analysis Tool](#)**

- **[U.S. Department of Education FAQ - ESSER/GEERS](#)**

- **[FAQ's of Maintenance of Equity Requirements](#)**

- **[Montana Office of Public Instruction ESSER website](#)**

- [SEL Priorities](#)

Next Steps:

- When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

Please review the information in these fields and verify that it reflects the submission of this update.

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.
2021 meetings: Board meetings all at Dayton Elementary and notes reflected in Board minutes --Aug. 9 board meeting; Sept. 20 board meeting; Oct. 18 board meeting; Nov. 15 board meeting; and Survey Monkey https://www.surveymonkey.com/r/X23LPNK ; Dec. 2 student group meetings at the school; Dec. 12 Community-wide meeting at Dayton Presbyterian Church

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 continues the commitment of this rural community to support its small rural elementary district, and remains confirmed by its school staff, students, community and school board..

1. School District-Identified Priorities

2. Meaningful Consultation

Q80. Click to write the question text
- Click to write Choice 1

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:
- This is the first time we are submitting this plan update

Q79. Please Sign Here
[Click here]

Embedded Data:

Q_R	R_5pW1IMUjhHSO7s2