

# Mountain View School Elementary School

## ESSER ARP PLAN

**Review Dates: May 12, 2023 and September 16, 2023**

### Response Summary:

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

- Priority 1:

Improving the school/district's technology ability. Mountain view Elementary School's first priority is to purchase lap top computers for the students and staff with up-to-date computer operating system.any licenses required, and instructional programs including Kendall applications. Computer tables will make individual connections, social distancing work stations and protective shielding possible . A charger cart for the lap tops which will keep the computers safety stored and charged. A smart board will advance the instruction and learning for the school/district.

- Priority 2:

Improving and up dating the instructional text and library books for the school/district has been determined to be another priority. Our analysis shows that reading navel units will assist in addressing the learning loss affected by the pandemic. Purchasing library books will increase the students' pleasure reading and improve the students' reading skills. The students have expressed the sire to have Kendall applications on the new computers which will encourage students to read more and improve their skills. There will be a need for new math and science series too. A new copy machine is needed because the school is unable to find parts for the current copier. The copier is needed for make up packets during an emergency situation. Improving the instructional text materials will also be directed in correcting any learning loss because of the pandemic.

- Priority 3:

Mountain View Elementary School has determined that there is a need to improve the safety and health needs to the environment of the district's facilities. The surveys of the staff, students, parents, and Board of Trustees has determined that replacing the flooring and installing entry sanitation stations in the school facilities are priorities. Replacing the flooring and installing sanitation stations will improve the safety and health of the students and staff and make cleaning environment easier. The current flooring has been in place for more than forty years. New flooring and sanitation stations will improve the sanitation of the school facilities which will prevent, prepare and respond to any health and safety emergencies. Cleaner environment will make achievable to cope with pandemics and/or safety and health emergencies.

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:

Strategy #1: Mountain View Elementary School staff use effective and varied

instructional strategies in all content areas. The timeline for achieving the goals to improve the Math skills of the students is ongoing. After goals are achieved, new goals are set. If goals are not achieved, the teaching staff will revise the instructional strategies. Examples of student-centered research based instruction strategies utilized by the school include: cooperative learning, learning centers modeling and hands on activities, integrated technology assisted activities, and differentiated instruction to meet diverse student needs.

Strategy #2: Staff instructional strategies are designed to make learning meaningful

and integrated into applications of real world type experience. Classes and unit of student are standards based and culturally responsive where appropriate in addition, the district provides individual assistance for students have difficulty meeting the standards.

Strategy #3: The Mountain View Elementary School's instructional strategies are aligned with the district and school learning goals, and assessment expectations for student learning and appropriate cultural needs. Mountain View Elementary School staff selects instructional strategies based on results of local and state assessment and in conjunction with current research.

Strategy #4: Instruction strategies utilized by the school staff are designed to address diverse student needs, learning styles, and the culture of students.

Strategy #5: Mountain View Elementary School staff demonstrates the content

knowledge needed to motivate students to perform at high levels academically. The district/school will continue to provide professional development for teachers in math instructional strategies. All teacher in the Mountain View Elementary incorporate the use of technology.

Strategy #6: The school's resources are sufficient to effectively deliver the adopted curricular from the Golden Triangle Curriculum Coop. The district/school has a cycle for the purchase of materials in all curricular and content areas. The adopted cycle for curricular materials includes textbooks, materials, and specific median and technology.

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

Strategy #1: Mountain View Elementary School staff use effective and varied instructional strategies in all content area. The timeline for achieve the goals to improve the English Language Arts skills of the students is ongoing. After goals are achieved, new goals are set. If goals are not achieved, the teaching staff will revise the instructional strategies. Examples of student-centered

research based instruction strategies utilized by the school include: cooperative learning centers, modeling and hands on activities, integrated technology assisted activities, and differentiated instruction to student needs.

Strategy #2 Staff instructional strategies are designed to make learning meaningful and integrated into application to the real world type experience. Classes and units for students are standard based and culturally responsive where appropriate and the district provides individual assistance to students who have difficulty meeting the standards.

Strategy #3: The Mountain View Elementary School's instructional strategies are aligned with the district and school goals, and assessment expectations for student learning and appropriate cultural needs. Mountain View Elementary School instructional strategies based on results of local and state assessment

and in conjunction with current research.

Strategy #4: Instruction strategies utilized by the school staff are designed to address diverse student needs. Strategy includes the culture of students.

Strategy #5: Mountain View Elementary School staff demonstrates the content knowledge needed to motivate students to achieve high levels academically. The district/school will continue to provide professional development for teachers in language arts and reading instructional strategies. All teachers at the Mountain View Elementary incorporate the use of technology.

Strategy #6: The school's resources are sufficient to effectively deliver the adopted

curricular from the Golden Curriculum Coop. The district/school has a cycle for the purchase of materials in all curricular and content areas. The curricular materials includes textbooks, supplemental materials, and specific median and technology.

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

Strategy #1: Mountain View Elementary School staff and the Board of Trustees use effective and varied safety and health needs strategies. Strategies will be monitored and modified as deemed necessary for the well being of students and staff. The flooring is more than 40 years old and shows needs to be replaced. The facilities will be cleaner and safer with new sanitation stations.

Strategy #2: The health and safety strategies are to be designed to make learning meaningful and integrated with real world experiences.

Strategy #3: Mountain View Elementary School's health and safety strategies are aligned with the school's learning goals for students' achievement and appropriate cultural needs.

Strategy #4: Mountain View Elementary School's health and safety strategies utilized by the school facilities are designed to address student and staff safety and health environment requirements.

Strategy #5: Replacing the flooring and installing sanitation stations in the school facilities will make the buildings easier to prevent exposure to unhealthy environment; to be prepared emergencies for future safety health issues, and to be able to respond safely to any futures emergencies.

Strategy #6: The timeline for installing new flooring and sanitation stations may begin late in 2021 and completed before September 2024.

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:

The Mountain View Elementary School/District's math goal is to improve all students' achievement in math.

Mountain View Elementary School Staff use effective and varied

instructional methods in all content areas. Examples of student-centered research based instruction strategies utilized by the school include: cooperative learning, learning centers, modeling and hands on activities, integrated technology assisted activities, and differentiated instruction to meet diverse student needs. Instruction methods have been reviewed by the Golden Triangle Curriculum Coop to reflect

the common core standards for math. After goals are achieved, new goals are set. If goals are not achieved, the teaching staff will revise the instructional strategies. The ESSER funds will be used to purchase math instructional programs and new math text series. Computer instructional programs will provide learning drill and assessment which may be used during a pandemic or other stay home emergencies.. The use of the funds will implement prevention and mitigation strategies to address the lost instructional time.

Our key findings for the areas of math show that the students at the Mountain View

Elementary School are continuing to have most difficulty with constructed response questions on any standardized tests. The Board of Trustees are hopeful the instruction materials will be adequate address this learning need. The school has been incorporating constructed response practice test taking structured instruction.

The district continues to implement a system of multiple assessments to assist the

teachers in monitoring and modifying to meet the needs of all students. These

assessments include day to day classroom assessments including Houghton-Mifflin

achievement test assessments, and school wide assessments, student projects, group work, multiple choice, and report cards, observations.

- ELA Goal:

The Mountain View Elementary School's reading goal is to improve all students' achievement in reading in the district/school.

Mountain View Elementary School staff use effective and varied

instructional methods in all content areas. Examples of student-centered research based instruction strategies utilized by the school include: cooperative learning, learning centers, modeling and hands on activities, integrated technology assisted activities, and differentiated instruction to meet diverse student needs. Instruction methods have been reviewed by the Golden Triangle Curriculum Coop to reflect the standards for English Language Arts. The timeline for achieve the goals to improve the English Language Arts skills of the students is ongoing. After goals are achieved, new goals are set. If goals are not achieve, the teaching staff will revise the instructional strategies. Mountain View Elementary wants to purchase new reading novels units and new library books which will encourage the students' pleasure reading. The use of the funds will implement prevention and mitigation strategies to address the lost instructional time. Students have express the desire to have Kendall applications in their computer to improve their reading skills. Updating the school's technology will be utilized to meet the needs of students in pandemic situation, to make up for lost instructional time, and to be prepared for emergency situation.

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support student work. Teachers in the Mountain View Elementary School regularly design appropriate assessments that are aligned with the Montana Content and Performance Standards. All assessment require students to demonstrate what they know and are able to do. Teachers in the school uses a variety of assessments to meet the needs of students. School assessments include: student work examples, student projects, group work, multiple choice tests, criterion-referenced tests, CRT, and various other measures designed for specific content areas.

All of the Mountain View Elementary students know the expectation and what is required to be proficient in each content area. Teachers collaborate with students to develop individual learning plans which include goals and self-evaluation of student programs. The school monitors and tracks CRT results by each specific Montana Standard for math, reading, and science to identify areas that students find challenging or areas they have mastered. The school monitors and analyses all student results including students in each sub group to ensure appropriate instruction support for all students.

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

Mountain View Elementary School's other goal is to replace the flooring and install sanitation stations in the school facilities for school/district safety and health of students and staff..

After input from the students, staff, Board of Trustees, parents, and other community members, replacing the flooring would make cleaning/sanitation easier to maintain. Installing entry sanitation stations will encourage students' to stay cleaner and help control the spread of diseases. Improving the sanitation will prevent, prepare and respond to to any health and safety emergency. New flooring and sanitation stations will make the school facilities safer for the students' learning environment. The timeline for installing new flooring may begin late in 2021 and completed before September 2024. Loss of instructional time will be addressed and prevented with the replacement of the facilities' flooring and installation of sanitation stations..

Mountain View Elementary School utilizes multiple safety and sanitation strategies to continuously monitor and modify health safety needs of the students and school staff.

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.

Survey asking for the students, parents, teacher, other staff, and the Board of Trustees what is the priorities needed at the school district.

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.

- White
- Other (please identify in the box below):

Members of Seville Hutterite Colony

- Children with Disabilities

Q8. What is your school district phone number?

406-336-2638

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

The district continues to implement a system of multiple assessments to assist the teachers in monitoring and modifying to meet the needs of all students. These assessments include day to day classroom assessments including Houghton-Mifflin

achievement test assessments, and school wide assessments, student projects, group work, multiple choice, and report cards, observations.

All of the Mountain View Elementary students know the expectation and what is required to be proficient in each content area. Teachers collaborate with students to develop individual learning plans which include goals and self-evaluation of student programs. The school monitors and tracks CRT results by each specific Montana Standard for math, reading, and science to identify areas that students find challenging or areas they have mastered. The school monitors and analyses all student results including students in each sub group to ensure appropriate instruction support for all students.

Mountain View Elementary School utilizes multiple safety and sanitation strategies to continuously monitor and modify health safety needs of the students and school staff.

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.

- 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.
- Access to and effective use of technology
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments
- Purchasing supplies to sanitize and clean the facilities
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Q11. Please indicate your role in the district.

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

Business Manager

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
- Other (please identify in the box below):

Board of Trustees

- Community members

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.

0

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

The Mountain View Elementary School/District's math goal is to

improve all students' achievement in math.

Mountain View Elementary School Staff use effective and varied

instructional methods in all content areas. Examples of student-centered research based instruction strategies utilized by the school include: cooperative learning, learning centers, modeling and hands on activities, integrated technology assisted activities, and differentiated instruction to meet diverse student needs. Instruction methods have been reviewed by the Golden Triangle Curriculum Coop to reflect

the common core standards for math. After goals are achieved, new goals are set. If goals are not achieved, the teaching staff will revise the instructional strategies. The ESSER funds will be used to purchase math instructional programs and new math text series. Computer instructional programs will provide learning drill and assessment which may be used during a pandemic or other stay home emergencies. The use of the funds will implement prevention and mitigation strategies to address the lost instructional time.

Our key findings for the areas of math show that the students at the Mountain View

Elementary School are continuing to have most difficulty with constructed response questions on any standardized tests. The Board of Trustees are hopeful the instruction materials will be adequate address this learning need. The school has been incorporating constructed response practice test taking structured instruction.

The district continues to implement a system of multiple assessments to assist the

teachers in monitoring and modifying to meet the needs of all students. These

assessments include day to day classroom assessments including Houghton-Mifflin

achievement test assessments, and school wide assessments, student projects, group work, multiple choice, and report cards, observations.

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

- Students with Disabilities
- White

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)

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.

- Academic support
- Providing safe, healthy, inclusive learning environments.



- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Purchasing supplies to sanitize and clean the facilities
- 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.

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.

4

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
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards

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

County Glacier

District Glacier ~ Mountain View Elem, LE1222

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

- Public meetings

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.

The Mountain View Elementary School's reading goal is to improve all students' achievement in reading in the district/school.

Mountain View Elementary School staff use effective and varied

instructional methods in all content areas. Examples of student-centered research based instruction strategies utilized by the school include: cooperative learning, learning centers, modeling and hands on

activities, integrated technology assisted activities, and differentiated instruction to meet diverse student needs. . The timeline for achieve the goals to improve the English Language Arts skills of the students is ongoing. After goals are achieved, new goals are set. If goals are not achieve, the teaching staff will revise the instructional strategies. Mountain View Elementary wants to purchase new reading novels units and new library books which will encourage the students' pleasure reading. The use of the funds will implement prevention and mitigation strategies to address the lost instructional time. Students have express the desire to have Kendall applications in their computer to improve their reading skills. Updating the school's technology will be utilized to meet the needs of students in pandemic situation, to make up for lost instructional time, and to be prepared for emergency situation.

The school utilizes multiple evaluation and assessment strategies to continuously

monitor and modify instruction to meet student needs and support student work. Teachers in the Mountain View Elementary School regularly design appropriate assessments that are aligned with the Montana Content and Performance Standards. All assessment require students to demonstrate what they know and are able to do. Teachers in the school uses a variety of assessments to meet the needs of students. School assessments include: student work examples, student projects, group work, multiple choice tests, criterion-referenced tests, CRT, and various other measures designed for specific content areas.

All of the Mountain View Elementary students know the expectation and what is required to be proficient in each content area. Teachers collaborate with students to develop individual learning plans which include goals and self-evaluation of student programs. The school monitors and tracks CRT results by each specific Montana Standard for math, reading, and science to identify areas that students find challenging or areas they have mastered. The school monitors and analyses all student results including students in each sub group to ensure appropriate instruction support for all students.

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

Mountain View Elementary School's other goal is to replace the flooring and install entry sanitation stations in the school facilities for school/district safety and health.

After input from the students, staff, Board of Trustees, parents, and other community members, replacing the flooring would make cleaning/sanitation easier to maintain. Installing entry sanitation stations will encourage students to stay cleaner and help[ control the spread of diseases. Replacing the flooring will make cleaning/sanitation easier to maintain. Improving the sanitation will prevent, prepare and respond to to any health and safety emergency. New flooring will make the school facilities safer for the students' learning environment. The timeline for installing new flooring may begin late in 2021 and completed before September 2024. Loss of instructional time will be addressed and prevented with the replacement of the facilities' flooring.

Mountain View Elementary School utilizes multiple safety and sanitation strategies to continuously monitor and modify health safety needs of the students and school staff.

Q6. Who is the Authorized Representative submitting this form?

Joni M. Woldstad

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

[mountainviewschool64@yahoo.com](mailto:mountainviewschool64@yahoo.com)

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

- Summative assessments
- Access to technology
- Access to and preparation of high-quality educators
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)

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

- Wraparound academic/health/social services
- 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.
- Access to and effective use of technology

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
- White

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

- Students with Disabilities
- White

### **Montana School District ARP ESSER Plan Update**

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

### ***Federal Requirement***

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER

allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

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

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

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time. The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

### **State Components**

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

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

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

The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce

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

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

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

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

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

### **Instructions for updating your school district ARP ESSER plan**

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

### **Resources to help with completing your plan**

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

### **Next Steps:**

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

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

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Jerry G. Hofer, John J. Hofer, David J. Hofer,, Kay Philipp, Joni Woldstad December 7, 2022

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

There is no change made to the Plan at this time.

### **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 instructional 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 submission represents a correction to an update we already submitted

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.

N/A

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