The following is the May 2023 update to the Federal ARP ESSER grant Safe Reopening of Schools. Please comment if you have any input on this plan:

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: Within the next school year, the teacher and paraprofessional will utilize the assistance of an additional paraprofessional to help mitigate some of the identified gaps caused by the learning loss in mathematics during the pandemic. One on one tutoring and differentiated individualized instruction will be utilized by the teacher and paraprofessionals. The head teacher is ultimately responsible for ensuring that the strategies and action plan are carried out. The students will be continually assessed, and remediation plans will be formulated as needed. With a student to teacher ratio of 1 staff member to 5 students, this goal is realistic and attainable.

- ELA Goal Strategies, Actions, Timelines, and Assignments: Within the next school year, the teacher and paraprofessional will utilize the assistance of an additional paraprofessional to help mitigate some of the identified gaps caused by the learning loss in English Language Arts during the pandemic. One on one tutoring and differentiated individualized instruction will be utilized by the teacher and paraprofessionals. The head teacher is ultimately responsible for ensuring that the strategies and action plan are carried out The students will be continually assessed, and remediation plans will be formulated as needed. With a student to teacher ratio of 1 staff member to 5 students, this goal is realistic and attainable.

- Other Goal (For example, SEL Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments: The teacher and paraprofessional will be aided by the guidance instructor in providing guidance curriculum and mental health support for all of the students, as they have all experienced social and emotional upheaval due to the pandemic. Student and staff mental health will be a priority of the County Superintendent of Schools, who serves as the administration for this rural elementary.

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:80 percent of the students at Greycliff Elementary will achieve proficient or advanced scores in mathematics by the end of the 2023-2024 school year as measured by standardizing testing, informal and formal assessments, curricular assessments, Dibels, MAPS, and STAR.

- ELA Goal:80 percent-of the students at Greycliff Elementary will achieve proficient or advanced scores in English Language Arts by the end of the 2023-24 school year as measured by Accelerated Readers, Dibels, MAPS, standardized testing, informal and formal assessments, and curricular assessments.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional

Development, Community and Family Engagement, etc.): 100 percent of the students will participate in guidance curriculum assessments to monitor mental health issues that might have arisen or escalated during the pandemic.

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.

We surveyed the staff, students, and parents, and we analyzed data from many assessments including interim assessments, STAR, Dibels, SBAC, and MAPS.

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:Reopen our school safely for students and staff.
- Priority 2:Remediate gaps in student learning created by the pandemic.

Q8. What is your school district phone number?

406-932-5147

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?

This small rural district will be monitored by the County Superintendent and the head teacher to determine the impact of the interventions and strategies, including the 20 percent set-aside. All of the data obtained through assessments, both formal and informal, standardized and curricular assessments, and surveys of staff, students, and parents will be utilized to determine the effectiveness of the ESSER funded interventions.

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 l, Il, and Ill? 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.
- 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.

e Access to and effective use of technology e 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
- Using data about students opportunity to learn indicators to help target resources and support
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Mental health supports

- 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 l, Part A of the ESEA (Improving Basic Programs Operated by LEAS)
- Title Il, Part A of the ESEA (Supporting Effective Instruction)

QI 2. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments.
- 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 Ill Funds.

0.5

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

- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments

- 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 ᵉ 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.

QI 1 . Please indicate your role in the district.

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

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 Ill Funds.

0.5

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.

Unfortunately we do not have any novel approaches. We will us the approaches listed above.

Q 15. Describe your Math goal for each identified student group.

80 percent of the students at Greycliff Elementary will achieve proficient or advanced scores in mathematics by the end of the 2023-24 school year as measured by standardized testing, informal and formal assessments, curricular assessments, MAPS, and STAR.

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.

Unfortunately, we are no re-inventing any wheels, but we are utilizing the mitigation strategies listed above.

Q 14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- 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.

Unfortunately, we are not planning to use any novel approaches—just tried and true tutoring and differentiated individualized instruction.

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

County Sweet Grass District Sweet Grass Greycliff Elem, LE0872

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

- Public meetings

- Media

- Social media

0 Email

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

o Yes

Q 16. Describe your ELA goal for each identified student group.

80 percent of the students at Greycliff Elementary will achieve proficient or advanced scores in mathematics by the end of the 2023-24 school year as measured by standardized testing, informal and formal assessments, curricular assessments, Dibels, MAPS, and STAR.

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

100 percent of the students will participate in guidance curriculum assessments to monitor mental health issues that might have arisen or escalated during the pandemic. Q6. Who is the Authorized Representative submitting this form?

Callie Rech

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.

Again, we are going to implement the strategies above. We do not have any novel ideas to share.