



BIGFORK PUBLIC SCHOOL DISTRICT 38

*P.O. Box 188,600 Commerce Street
Bigfork, Montana 59911
Phone: 406.837.7400 Fax: 406.837.7407*

Home of the
VIKES
and
VALS

**BIGFORK SCHOOL DISTRICT ARP ESSER PLAN
UPDATED JANUARY 4, 2023**

Response Summary:

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:**
The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs. In the middle school and high school, we identify sub-proficient students to receive targeted interventions, as part of What I Need (WIN) period built into bell schedule. Additionally, our lowest performing math students receive a targeted additional period of direct math instruction.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**
In a Professional Learning Communities (PLC), staff collaborative efforts concentrate on the improvement of Curriculum and Instruction (C&I) to raise the level of student achievement. Although the strength of this program is in its simplicity, the entire process is dependent on the individual team's ability to function effectively. While grade level and subject specific teams focus on the improvement of curriculum and instruction, focus groups work to achieve specific tasks. Curriculum and Instruction teams review the Four Essential Questions and Inquiry Cycle to prioritize objectives. Focus groups are directed to use specific time based plans not exceeding 90 days to accomplish specific objectives. Grade level and department level audits follow the Four Essential Questions. Question 1: What do students need to know, understand and be able to do? (Montana Content Standards) are also re-written and shared in student friendly language.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**
The goal of Bigfork High School will be to continue to provide multiple assessments annually, reviewing scores with students and encouraging specific interventions to increase academic successes, so that they can achieve high school graduation. We use the ACT Aspire to start the goal setting process as well as review strengths and weaknesses. With the data and student input, we engage students in CTE, dual enrollment, MTDA or VHS credit recovery opportunities. The Title and PLC process is geared towards individualizing student needs and supports. Interventions are built into the regular day. As a team, we set goals which includes the basic goals of graduating high school, but is focused on building a successful pathway for future career or next step opportunities.

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 Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs.

The goal of Bigfork High School will be to continue to provide multiple assessments annually, reviewing scores with students and encouraging all four years of math courses. Currently students are required to take three years of math as apposed to previous classes only being required to complete two. We are exploring options for 4 years of math.
- **ELA Goal:**

The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**

Data trends are analyzed through DIBELS, STAR, Reading Mastery, ACT Aspire and ACT assessment from one classroom to another. Grade level teams then collaborate through an inquiry cycle of support. When we find an oddity within a classroom or grade level, we reteach the priority standard to students demonstrating less than proficiency. Sub-proficient students receive targeted interventions as part of a double dip or What I Need (WIN) period built into the M.S and H.S bell schedule. Additionally, we solicit the observation of instructional experts identifying major trends in either curriculum or instruction, when achievement gains are slower than expected. Grade level and department level audits follow the Four Essential Questions. Question 1: What do students need to know, understand and be able to do? Question 2: How will we teach effectively to ensure students learn? Question 3: How will we know that student have learned? (Formative and Summative Feedback) Question 4: What do we do when students don't learn or reach proficiency before expectation? We work with the local preschool programs and head start programs as part of our child find program starting with 3 year old children. For students not qualifying for services, we share our K1 and Kindergarten Title 1 and Coordinating Title I programs with families. After each Kindergarten enrollment, we also schedule a home visit for each child, where we share everything to be expected in kindergarten or K1 including Title 1 supports.

Q34. When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

STAR, Attendance, ACT-Aspire, ACT test in high school, SBAC and interim assessments.

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

- **Priority 1:**

To create RTI schools that will support all students at all levels both academically as well as social/emotional in terms of mental health.
- **Priority 2:**

To use PLC's with assessments and data to support Tier 2 and Tier 3 learners to increase skills in order to get them to grade level achievement.

Q8. What is your school district phone number?

4068377400

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?

Using PLC's to do assessments, and monitoring the data. Then look at the data monthly to monitor student growth as well as the students social/emotional growth. GSCT, Special Education Teachers, Title 1 teachers, counselors and administration will monitor behavior and communicate with students and parents on how strengths and weakness are progressing. Teaching strategies and differentiated instruction will be analyzed to improve instruction. Communication with parents and feedback will be used to further develop the students academically and socially. Health protocols will be monitored and shared with staff as needed.

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

- Extended learning time
- Tribal/community engagement
- SEL learning supports
- Evidence-based curriculum
- 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
- Providing information and assistance to parents and families on how they can effectively support students
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- 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
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.

- District-level Administrator

Q58.

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

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

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

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

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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)
- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act

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

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)

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

County Flathead
District Flathead ~ Bigfork Elem, LE0330

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

- Public meetings
- Website
- 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.

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

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

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q6. Who is the Authorized Representative submitting this form?

Tom Stack

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

tstack@bigfork.k12.mt.us

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

- Parents
- Students
- Teachers
- Staff
- Local bargaining units
- Community members

Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- Economically Disadvantaged (Free and Reduced Lunch)
- Homeless
- Children with Disabilities

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

- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student engagement
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols

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

- Extended learning time
- Wraparound academic/health/social services
- SEL learning supports
- Evidence-based curriculum
- Tracking student attendance and improving student engagement provided by the school
- Professional Learning Communities

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

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.

December 14 2022 board meeting, high school library. Other discussions have happened over the last six months, with multiple staff members and tax payers in the community.

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

Board Agendas, Board Discussion, Talking with Board Members about possible board projects like replacing boilers, elevators, both certified union and classified union, technology contractor, head of maintenance and tax payers.

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

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

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.

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

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.

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

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.

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

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:

<i>Q_R</i>	R_7X7j5ZihcJxE9hA
<i>Recipient</i>	tstack@bigfork.k12.mt.us