

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:
CE District Health Facility Renovation Project: Complete renovation of locker rooms including water fixtures, individual shower stalls, high touch items such as soap dispensers, toilets etc. will be converted to improved sanitation of fixtures minimizing physical touch and contamination. Ease and effectiveness of surface cleaning will also be considered in renovation of fixtures, flooring, windows, doors, counters, and other contact surfaces. It is estimated that phase I of this project will cost \$670,000 with roughly \$255,000 still withstanding. The school board approved this project on April 27, 2021.
Phase II of this project will include assessing and implementing recommendations for air quality improvement including anticipated HVAC system and heat pumps. This phase of the project is anticipated to cost \$150-\$200k with a minimum of 5-10k in Architectural design and review costs. The school board approved this project on on July 13th, 2021.
- Priority 2:
CE District Safety Renovation Project: As a direct response to conditions accelerated by Covid 19, the district is assessing current facility and procedural challenges to student/faculty/staff safety. The District Safety Renovation project includes addressing gaps in our safety measures such as our front entrance by installing doors with security cameras and a buzz in/out system within a covered confined area for viewing, ramps/rails for ADA compliance, and securing the overall learning campus with fencing. The first phase of this project is the front entrance and physically securing the school campus. The estimated cost of the project is \$430k. The board approved this project on July 13th, 2021 and approved modifications on June 9th, 2022 (addition of repair/replace fencing).

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:
With regard to "loss of learning," the district Math goal is to improve student Math "growth" and/or "achievement" as measured by NWEA MAPs assessments. This past year's assessment data will provide a baseline for establishing more measurable outcome goals. To address the loss of instruction attributed to the pandemic and facilitate improved learning, Brockton School District hired a Reading Specialist, an additional SPED Teacher, and offered a more enhanced summer school program.
- ELA Goal:
With regard to "loss of learning," the district ELA goal is to improve student ELA "growth" and/or "achievement" as measured by NWEA MAPs assessments. This past year's assessment data will provide a baseline for establishing more measurable outcome goals. To address the loss of instruction attributed to the pandemic and facilitate improved learning, Brockton School District intends to hire a Reading Specialist, an additional SPED Teacher, and offered a more enhanced summer school program.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
Improve access to mental health professionals by partnering with the local department of Health Promotion Disease Prevention (HPDP) to offer more mental health related services to our students who are most at risk.

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.

Board meeting discussion and minutes, presentation of ideas to Tribal Council Education Director, Attendance, NWEA MAPs assessments

Q8. What is your school district phone number?

406-786-3194

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?

To facilitate improved instruction and recoup learning loss, the Brockton School District intends to hire additional personnel, provide researched based interventions, including a MTSS approach to instruction, as well as an enhanced summer school program. Progress will be measure via NWEA MAPS assessment tool for a minimum of twice a year (fall and spring) with potential for an additional assessment if needed (winter). Under the guidance of the District Superintendent, the school principal will be responsible for the implementation, monitoring, and evaluation of the goal.

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.

- 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.

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

- Other (please identify in the box below):
Hired a Reading Specialist and maybe an additional SPED Teacher

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.

2

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:
To address the loss of instruction attributed to the pandemic and facilitate improved learning in Math, Brockton School District intends to hire additional personnel, provide researched based interventions, including a MTSS approach to instruction, as well as an enhanced summer school program. Progress will be measure via NWEA MAPS assessment tool for a minimum of twice a year (fall and spring) with potential for an additional assessment if needed (winter). Under the guidance of the District Superintendent, the school principal will be responsible for the implementation, monitoring, and evaluation of the goal.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
To address the loss of instruction attributed to the pandemic and facilitate improved learning in ELA, Brockton School District intends to hire additional personnel, provide researched based interventions, including a MTSS approach to instruction, as well as an enhanced summer school program. Progress will be measure via NWEA MAPS assessment tool for a minimum of twice a year (fall and spring) with potential for an additional assessment if needed (winter). Under the guidance of the District Superintendent, the school principal will be responsible for the implementation, monitoring, and evaluation of the goal.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
Meet with Health Promotion Disease Prevention (HPDP) officials once a month to discuss potential staffing options within our school building and mental health related services that could be offered. We would like HPDP to provide, if possible, one mental health specialist and one addiction specialist. The timeline for beginning implementation would be roughly August 2022 or as soon as possible once the school year begins in August.

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

Native American students and students with disabilities will increase their Math growth and/or achievement score by 3%, as a group, as measured by NWEA MAPs assessment tool.

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

- American Indian or Alaska Native
- Students with Disabilities

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.
- 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.
- 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.

0

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

County	Roosevelt
District	Roosevelt ~ Brockton Elem, LE0782

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

- Public meetings
- 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.

Native American students and students with disabilities will increase their ELA growth and/or achievement score by 3%, as a group, as measured by NWEA MAPs assessment tool.

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

Provide additional mental health services to our most at-risk students including those who are Native American and/or those who have special needs.

Q6. Who is the Authorized Representative submitting this form?

Josh Patterson

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

jpatterson@brockton.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
- Teachers
- Tribal governments
- 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)
- American Indian or Alaska Native
- Homeless
- Children with Disabilities

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

- Early Warning System
- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student, parent, or educator surveys
- Summer, Afterschool, and ESY enrollment

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
- 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: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: 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

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
- Students with Disabilities

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
- Students with Disabilities

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.

Our invitation for public input included a general opportunity for the public to provide input and was provided to everyone interested, including: Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions and Tribes; stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students. Dates Plan was Reviewed and/or Revised: August 6, 2020; August 19, 2020; October 13, 2020; November 5, 2020; February 17, 2021; March 9, 2021; April 13, 2021; Aug. 10, 2021; Oct. 12, 2021; Oct. 27, 2021; Feb. 8, 2022; March 8, 2022; June 9, 2022; April 4, 2023; and June 14, 2023

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 reflects the most recent review of our plan in June of 2023.

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 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 submission represents a correction to an update we already submitted

Q79. Please Sign Here

[\[Click here\]](#)

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

N/A

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

Embedded Data:

Q_R	R_5DvwLxMic1tQzBW
Recipient	sengebretson@brockton.k12.mt.us