

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:
Bridging the achievement gap
- Priority 2:
acquisition of intervention materials and equitable access to technology for all students
- Priority 3:
Creating a healthy learning environment by upgrading facilities to enhance air quality, and reducing the spread of the virus by upgrading bathrooms, flooring, and water stations

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:
Mathematics Goal: Butte School District will increase mathematics proficiency by 2% among all disaggregated groups for all 3-8 students as assessed by SBAC and a 2% annual increase in proficiency and college readiness levels for high school students as assessed by the ACT. MATH K-12 Curriculum Committee and Professional Development: An evidence-based K-12 mathematics curriculum is being implemented during the 2021-22 school year. A 2-year professional development plan is being implemented to ensure success of students and teachers. A district Math Leadership Team (MLT) comprised of teachers and administrators has been developed to have mathematics experts at each grade level and in each building. The professional development plan was initiated in June of 2021 with the MLT and all building administrators being trained in program activation and classroom focus walks. All K-12 math teachers will be trained in program activation on August 24, 2021, while the MLT will be trained in program essentials. Building administrators will be conducting mathematics FOCUS WALKS throughout the year to ensure student success and effective program implementation. Administrators have FOCUS WALK observation sheets to utilize in making sure all elements of the program are being implemented effectively. A Savvas / Pearson consulting team will conduct school focus walks in the fall of 2021 to provide feedback on implementation and an additional day of training for all staff will be facilitated on February 22, 2022. Surveys will be completed in the spring of 2022 to inform further professional development for year 2 of the implementation. All administrators and math teachers will be involved with this process. Additional Personnel: Butte School District has added additional personnel to address the achievement gap while providing reduced class sizes and supporting student social and emotional health. Additional personnel hired to help meet the school district's goals include the following: Human Resource Director, curriculum Director, Superintendent, Principals are responsible staffing plan. Hiring process will begin Spring of 2021 and will be on-going. • graduation coach to assist at-risk students at Butte High School • two intervention instructors to assist academically at-risk students • instructional coach to provide curriculum professional development while supporting teachers and students • special education teacher to create smaller caseloads and provide more individual instruction • elementary reduced class sizes • high school math teacher to reduce class sizes • early childhood education teacher to provide kindergarten readiness skills for students • mental health case managers to support social emotional needs of students • technology support personnel to support teachers and help with implementation of new devices, etc. Extended Learning Opportunities: Funds have also been designated to hire highly qualified district teachers who will provide extended learning opportunities each summer. These teachers will facilitate math intervention instruction that is an extension of the newly adopted core math program. Classes will be reduced in size to provide one on one learning opportunities for students. These classes will be held during the summers of 2022, 2023, and 2024. The district superintendent and curriculum director will be responsible for implementing this program. Data Meetings: Data meetings will be held at all grade levels to review student and staff strengths and weaknesses. These meetings will be facilitated by administrators and instructional coaches at each school. Data will be reviewed from MAP (Measures of Academic Progress) assessments as well as core curriculum assessments. Additionally, the district curriculum director and math leadership team will host monthly grade level meetings to assist in implementation of the new program. Technology: Today's students are digital natives who embrace technology in all aspects of their lives. Curricular offerings continue to emphasize digital content related to the Common Core Standards. Having reliable technology and a one to one student to computer platform is becoming a necessity rather than a luxury. Butte School District is enhancing technology opportunities for its staff and

students. These enhancements will allow teachers to transition to a “flipped classroom” model of instruction. This model allows teachers to provide increased student engagement, intervention, enrichment, and differentiated instruction for ALL students. Butte School District is adding interactive smartboards to all classrooms over the next 3 years. Mobile virtual desktop carts containing 30 laptops are being purchased for schools. Carts are utilized in classrooms enabling students to have laptops at their desks. Wi-fi access points are being added to every classroom in the district to allow for efficient operation of devices. The addition of this technology allows staff and students to utilize the technology components embedded in core curriculum at all content areas. These offerings enhance learning by providing individual learning plans or differentiated instruction while increasing student engagement. Specific to mathematics instruction, these technology enhancements will allow teachers to enrich instruction with the district’s new K-12 evidence-based mathematics curriculum. Digital resources included in this curriculum include an interactive student edition, and interactive additional practice workbook, videos, digital math tools, a digital glossary, visual learning, digital games, digital activities, and digital assessments. Butte School District is also implementing Braining Camp, which is a program providing digital math manipulatives. Math 180 is a digital evidence-based intervention program the district will also utilize. With the addition of the technology upgrades, teachers will be able to provide first-class instruction. Professional development is and will continue to be scheduled for staff regarding technology upgrades. Staff members are being trained in Microsoft Office 365 learning/teaching tools on August 23rd and 24th, 2021. Training related to the interactive digital smartboards is being scheduled for the spring or fall of 2022. The Butte School District curriculum and technology department are responsible for the , aforementioned implementation and professional development. Technology enhancements are being implemented each summer and fall while professional development will be scheduled for August of each year.

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

ELA Goal: Butte School District will increase ELA proficiency by 2% among all disaggregated groups for all 3-8 students as assessed by SBAC and a 2% annual increase in proficiency and college readiness levels for high school students as assessed by the ACT. ELA K-12 Curriculum Committee and Professional Development: A committee consisting of the Curriculum Director, school administrators and K-12 teachers will evaluate the current English Language Arts standards and curriculum. The committee will develop an alignment with an evidence-based, rigorous program/resource for adoption. Complete adoption will occur by Fall of 2022. Professional development committee including curriculum Director, Special Education Director, Central Administration, principals, instructional coaches, technology personnel, and teachers will develop a three-year comprehensive professional development plan that focuses on scientifically researched based teaching practices and strategies that are aligned with the state standards. The training will be both theory- based and job embedded, meet the needs of individual teachers, and will be annually revised based on student achievement results. The plan will be completed by September of 2022 and will be reviewed annually in order to make appropriate changes based on student achievement as well as teacher feedback. The professional development plan for the 2021-2022 school year has been completed and includes the following: daily classroom coaching on core reading implementation, new teacher mentoring and orientation, K-12 assessment plan including the four types of assessment, ELA data meetings, PLC meetings, engagement strategies, technology integration, and basic reading strategies including; phonemic awareness, phonics, fluency, vocabulary (including word/root origins, critical thinking and comprehension strategies. These strategies were developed based on an analysis of SBAC, MAPS, and DIBELS assessments. Additional Personnel: Human Resource Director, Curriculum Director, special education director, business manager, superintendent, principals are responsible for implementing and monitoring the staffing plan. Hiring process will begin Spring of 2021 and will be on-going. Butte School District has added additional personnel to address the achievement gap while providing reduced class sizes and supporting student social and emotional health. Additional personnel hired to help meet the school district’s goals include the following: • graduation coach to assist at-risk students at Butte High School • two intervention instructors to assist academically at-risk students • instructional coach to provide curriculum professional development while supporting teachers and students • special education teacher to create smaller caseloads and provide more individual instruction/reduced class sizes • early childhood education teacher to provide kindergarten readiness skills for students • mental health case managers to support social emotional needs of students • technology support personnel to support teachers and help with implementation of new devices, etc. Extended Learning Opportunities: The Curriculum Director, special education director, principals, teachers will be responsible for providing a plethora of learning opportunities designed to meet the individual needs of all K-12 students. The following are the programs that will be offered over the next three years. Before/after and summer programs, credit recovery programs, and intervention opportunities for all students. dual credit options, enrichment programs, health and wellness programs for students including recreation, high school graduation coach to provide support to students who were most impacted by COVID-19, off-site alternative program to meet the needs of those students most at-risk of dropping out or experiencing significant trauma and need a smaller school environment, and homeschool services that are designed to meet the unique needs of each of these students. All programs will begin June 2021 and continue through the summer of 2024. These programs will be evaluated annually using attendance, student achievement, graduation, grades, parent/student surveys, and summative assessments to make program changes or enhancements. Hiring committees will be responsible for interviewing and recommending current teaching staff to facilitate these extended learning opportunities Recommendations for all before/after school these extended learning opportunities. Recommendations for all before/after school, summer, and homeschool instructional staff will be submitted to the Butte School District Board of Trustees for approval. Staffing will be based on student participation and the hiring process will be on-going over the next three years. Graduation Coach will be responsible to the high school principal, and will be available beginning Fall of the 2021-2022 school year. Technology:

Today's students are digital natives who embrace technology in all aspects of their lives. Curricular offerings continue to emphasize digital content related to the Common Core Standards. Having reliable technology and a one to one student to computer platform is becoming a necessity rather than a luxury. Butte School District is enhancing technology opportunities for its staff and students. These enhancements will allow teachers to transition to a "flipped classroom" model of instruction. This model allows teachers to provide increased student engagement, intervention, enrichment, and differentiated instruction for ALL students. Butte School District is adding interactive smartboards to all classrooms over the next 3 years. Mobile virtual desktop carts containing 30 laptops are being purchased for schools. Carts are utilized in classrooms enabling students to have laptops at their desks. Wi-fi access points are being added to every classroom in the district to allow for efficient operation of devices. The addition of this technology allows staff and students to utilize the technology components embedded in core curriculum at all content areas. These offerings enhance learning by providing individual learning plans or differentiated instruction while increasing student engagement. Specific to reading instruction, these technology enhancements will allow teachers to enrich instruction with the district's various reading and other content area curriculums. The district will implement a new evidence-based reading curriculum in the fall of 2022. This curriculum contains various digital components and all teacher editions/tools are digital. The district also has implemented an evidence-based digital supplementary program which provides differentiated instruction and enrichment/intervention opportunities for students. The Common Core Standards emphasize informational / non-fiction reading instruction. The district's social studies and science curriculum include engaging digital content which the technology upgrades will allow students and teachers to utilize more often. Professional development is and will continue to be scheduled for staff regarding technology upgrades. Staff members are being trained in Microsoft Office 365 learning/teaching tools on August 23rd and 24th, 2021. Training related to the interactive digital smartboards is being scheduled for the fall of 2022. Training related to the new reading program will be scheduled for the fall of 2022. The Butte School District curriculum and technology department are responsible for the aforementioned implementation and professional development. Technology enhancements are being implemented each summer and fall while professional development will be scheduled for August of each year.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
 SEL K-12 Curriculum Committee and Professional Development: Evidence-based K-12 social emotional curriculum is being implemented during the 2021-22 school year. Programs that will be utilized include the PAX Good Behavior Game; Zones of Regulation; Youth Awareness of Mental Health; Signs of Suicide; Second Step; Check In, Check Out; and Check and Connect. All of these EVIDENCE-BASED programs were utilized and sustained through Butte School District's participation in the Montana SOARS/Project Aware Grant through SAMHSA. Furthermore, these programs were approved for utilization by SAMHSA. A year-long curriculum map is being developed for implementation as the programs will be facilitated by mental health case managers in each school throughout the school year and during the summer programs. The district curriculum director will oversee and implement this program as the director was responsible for implementing Butte School District's Montana SOARS/Project Aware Mental Health Grant through the SAMHSA. Additional Personnel: The district will hire additional mental health case managers and a graduation coach. Personnel will utilize aforementioned evidence-based practices in supporting students who are experiencing social emotional challenges. Personnel will be hired and implement practices in the fall of 2021. Extended Learning Opportunities: Mental health case managers will also support after school and summer school learning opportunities by providing counseling and implementing aforementioned programs during extended learning times. Data Meetings: The district curriculum director will meet with the case management team bi-weekly to discuss and review student success/challenges. Various data reviewed will include Signs of Suicide screeners and Check-In, Check-Out data. Technology and Intervention Materials Acquisition: Curriculum Director, and IT personnel, principals will develop a plan for technology and software acquisition to allow the district to move towards 1:1 computer ratio for all K-12 students, technology tools for staff including desktop computers, smartboards, and software applications needed to deliver high quality instruction to all students incorporating the blended learning model to effectively deliver highly engaged learning activities that enhance classroom instruction. The plan will be reviewed annually and changes or revisions will be made based on the annual needs assessment completed by each school and/or department. Acquisition will begin summer of 2021 and continue annually through 2024. The District strategic planning committee and IT Department will also begin revising and updating its online learning program as part of its efforts to provide a flexible system of pupil-centered learning in order to fully develop the educational potential of each person. This revision will be developed as part of the District's alternative and transformational learning programs designed to enhance our current programming. The draft plan will be presented to the Board of Trustees for approval by March of 2024 and implementation will begin Summer of 2024. IT personnel will be hired Fall of 2021. Professional development for all staff will be included in the annual professional development plan and will be designed to meet the specific needs of staff. The training will be comprehensive in order to meet the unique skill level of each person. Staff will complete an annual survey indicating their specific training needs. The first survey was completed Spring 2021 and will continue to be conducted annually in an effort to develop an effective professional development plan. Evaluations will be completed by participants attending each training and these evaluations will also be used in the planning process. Safety and Health: Health Care Professionals: This plan includes adding an additional nurse to ensure that all families and students have immediate access to health care professionals in an effort to prevent the spread of the virus. Additionally, the district has established a partnership with the Southwest Montana Community Health Center to operate an elementary school -based clinic in a school situated in a high poverty area which will provide immediate on-site care to the students, their families, and school staff. The clinic will be staffed with licensed medical

providers including pediatricians, licensed physician's assistants, and licensed clinical counselors. Cleaning Staff: Human Resource Director responsible for recruitment and hiring. A needs assessment was completed in Fall of 2020 and additional staff were hired during the 2020-2021 school year. This plan includes maintaining the additional staff in order to continue with ongoing- cleaning and sanitizing throughout the day. A professional development training program has been developed in collaboration with our contracted Safety and Risk Specialist, Human Resource Director, Superintendent, Facilities Manager and Safety /Wellness Coordinator. This training was developed to ensure that all engineers and cleaners have annual training on the proper use of all sanitization and cleaning materials and equipment. This training was developed in the Fall 2020 and will be on-going each Fall. Facilities: Superintendent, Business Manager, Facilities Director will be responsible for the implementation and progress monitoring of this plan. A buildings assessment was completed during the 2020-2021 school year and based on this assessment the District determined that upgrading certain areas of schools was a priority and necessary in order to provide a healthy learning environment for all students and staff. The scope of the plan includes addressing air quality needs of each school/classroom. These include but are not limited to air handlers, unit ventilators, controls, air filtration and other mechanical systems. Engineering plans and bid specifications will be completed in 2021 with scope of work to begin in the spring of 2023. The plan also addresses specific facility upgrades that are needed to enhance the District's ability to clean and sanitize effectively including but not limited to replacing old drinking fountains in schools with water filling stations, upgrading classroom and lab faucets, bathroom upgrades, and flooring upgrades in order to effectively and efficiently clean and sanitize facilities. These upgrades will begin in 2021 and with a projected completion date of 2024. Nutrition: Butte School District will be providing food service through the School Nutrition Services. Program policies and procedures are posted on the Butte School District website at <https://www.bsd1.org/departments/school-nutrition-services/index>. Please note students are automatically signed up for the School Nutrition Program when they enroll in school however, every year each family must fill out a new application for free and reduced meal program. Applications are available at <https://www.bsd1.org/departments/school-nutrition-services/index>.

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:**

ELA Goal: Butte School District will increase ELA proficiency by 2% among all disaggregated groups for all 3-8 students as assessed by SBAC and a 2% annual increase in proficiency and college readiness levels for high school students as assessed by the ACT The Butte School District ELA achievement for all students in grades 3-8 as assessed by 2020-21 SBAC was significantly impacted by COVID-19. The percent of all students performing on or above proficiency decreased by 13% as compared to the 2018-19 SBAC spring assessment. An analysis of student achievement among the various subgroups indicates a significant gap in achievement among those students identified as economically disadvantaged. 10% fewer students in this subgroup performed on or above proficiency as compared to all students. Additionally, the percentage of these students in this subgroup scoring on or above proficiency in ELA decreased by 18% as compared to the 2018-2019 SBAC test results. 2020-21 SBAC scores also indicates an achievement gap between all students and students in the American Indian/Native Alaskan subgroup. Test results indicate that 35 percent of American Indian/Native Alaskan students scored on or above proficiency on the SBAC which is 10% fewer as compared to the percentage of all students scoring on or above proficiency. Hispanic/Latino students continued to perform as well as scoring on or above proficiency. Hispanic/Latino students continued to perform as well as all students in ELA however, 2020-21 data indicates that 15% fewer students in this subgroup scored on or above proficiency as compared to the 2018-19 school year. The 2020-21 SBAC results indicate that the percentage of IDEA students scoring on or above proficiency in ELA was 34% fewer students when compared to all students. An analysis of SBAC 2018-2019 data also indicated a decrease in performance this past year. 2018-19 data indicates 4% more students in this group scoring on or above proficiency as compared to the 2020-21 assessment data. Further analysis of data collected from various assessments including DIBELS, MAPS, and formative classroom assessments in grades K 2 reflect a decrease in early literacy skills. This decrease was noted among all students when compared to prior years however, students of low economic levels, and students identified as eligible for special education services performed lower when compared to all students. Butte School District's 2021 ACT Composite data for the junior class remained stagnant as compared to scores from the 2018 and 2019 class. Testing was not administered during the 2019-20 school year due to the COVID-19 pandemic. The 2021 junior class achieved a mean composite score of 19.4 which is the same score the 2019 class achieved and a .2 decrease from the score of the 2018 class. Butte School District's 2021 ACT Reading data achieved did not experience an impact due to the pandemic. In fact, scores increased with the 2021 class achieving a mean reading score of 20.2 compared to scores of 19.7 in 2019 and 19.8 in 2018. A 3-year ACT disaggregated data analysis of ethnicities in Butte School District is as follows: ACT composite

scores for white students in Butte School District remained stagnant throughout 3 years. In 2021, 206 students achieved a composite score of 19.7 as compared to 208 students achieving a score of 19.7 in 2019 and 214 students achieving a score of 19.6 in 2018. ACT reading scores for white students in Butte School District increased in 2021 as the group achieved a score of 20.6. The previous two groups achieved scores of 19.9 in 2019 and 19.7 in 2018. ACT composite scores for Hispanic/Latino students in Butte School District decreased throughout 3 years. In 2021, 12 students achieved a composite score of 17.5 as compared to 19 students achieving a score of 18.5 in 2019 and 17 students achieving a score of 19.2 in 2018. ACT reading scores for Hispanic/Latino students in Butte School District decreased in 2021 as the group achieved a score of 18.1. The previous two groups achieved scores of 19.6 in 2019 and 19.1 in 2018. ACT composite scores for American Indian/Alaska Native students in Butte School District increased throughout 3 years. In 2021, 3 students achieved a composite score of 18 as compared to 3 students achieving a score of 17 in 2019 and 9 students achieving a score of 16.4 in 2018. ACT reading scores for American Indian/Alaska Native students in Butte School District decreased from 19.7 in 2019 to 19.3 in 2021, but increased from 17.1 in 2018 to 19.3 in 2021. Of the 493 students who reported post high school plans on their ACT, 2.5% report plans to attend a 2-year institution; 12% report plans to pursue a Bachelor's Degree; and 3% report plans to pursue some graduate study. SBAC, SBAC Interim Assessments, MAPS, diagnostic data, grades ,attendance, pacing guides, formative classroom assessments will be used to monitor progress towards meeting the goals. Disaggregated data will be used to make appropriate adjustments to instruction.

Mathematics Goal: Butte School District will increase mathematics proficiency by 2% among all disaggregated groups for all 3-8 students as assessed by SBAC and a 2% annual increase in proficiency and college readiness levels for high school students as assessed by the ACT. The Butte School District Mathematics achievement for all students in grades 3-8 as assessed by 2020-21 SBAC was significantly impacted by COVID-19. The percent of all students performing on or above proficiency decreased by 8% as compared to the 2018-19 SBAC spring assessment. An analysis of student achievement among the various subgroups indicates a significant gap in achievement among those students identified as economically disadvantaged. 15% fewer students in this subgroup performed on or above proficiency as compared to all students. Additionally, the percentage of these students in this subgroup scoring on or above proficiency in mathematics decreased by 13% as compared to the 2018-2019 SBAC test results. 2020-21 SBAC scores also indicates an achievement gap between all students and students in the American Indian/Native Alaskan subgroup. Test results indicate that 23% percent of American Indian/Native Alaskan students scored on or above proficiency on the SBAC which is 17% fewer as compared to the percentage of all students scoring on or above proficiency. 25% p p g g p y of Hispanic/Latino students scored on or above proficiency in mathematics. This represents 13% fewer of these students scoring on or above proficiency as compared to all student. Additionally, 2020-21 data indicates that 9% fewer students in this subgroup scored on or above proficiency as compared to the 2018-19 school year. Further analysis of data indicates that students eligible for special education services continue to score significantly lower when compared to all other groups. The 2020-21 SBAC results indicate that the percentage of IDEA students scoring on or above proficiency in mathematics was 24% fewer students when compared to all students. An analysis of SBAC 2018-2019 data also indicated a significant gap in performance among students with disabilities when compared to all students and showed a slight decrease in performance when compared to the 2020- 21disaggregated data. Butte School District's 2021 ACT Composite data for the junior class remained stagnant as compared to scores from the 2018 and 2019 class. Testing was not administered during the 2019-20 school year due to the COVID-19 pandemic. The 2021 junior class achieved a mean composite score of 19.4 which is the same score the 2019 class achieved and a .2 decrease from the score of the 2018 class. The Butte School District's 2021 ACT Math data achieved was most impacted by the pandemic when compared to 2018 and 2019 data. The 2021 junior class achieved a mean mathematics score of 18.7 which is a .6 decrease as compared to the 2019 class and a .9 decrease compared to the 2018 class. ACT composite scores for white students in Butte School District remained stagnant throughout 3 years. In 2021, 206 students achieved a composite score of 19.7 as compared to 208 students achieving a score of 19.7 in 2019 and 214 students achieving a score of 19.6 in 2018. ACT math scores for white students in Butte School District decreased in 2021 as the group achieved a score of 19.0. The previous two groups of 2019 and 2018 achieved scores of 19.6. ACT composite scores for Hispanic/Latino students in Butte School District decreased throughout 3 years. In 2021, 12 students achieved a composite score of 17.5 as compared to 19 students achieving a score of 18.5 in 2019 and 17 students achieving a score of 19.2 in 2018. ACT math scores for Hispanic/Latino students in Butte School District decreased in 2021 as the group achieved a score of 17.2. The previous two groups achieved scores of 18.7 in 2019 and 19.4 in 2018. ACT composite scores for American Indian/Alaska Native students in Butte School District increased throughout 3 years. In 2021, 3 students achieved a composite score of 18 as compared to 3 students achieving a score of 17 in 2019 and 9 students achieving a score of 16.4 in 2018. ACT math scores for American Indian/Alaska Native students in Butte School District increased in 2021 as the class achieved a score of 17.3. The previous two groups achieved scores of 16.3 in 2019 and 16.4 in 2018. Of the 493 students who reported post high school plans on their ACT, 2.5% report plans to attend a 2-year institution; 12% report plans to pursue a Bachelor's Degree; and 3% report plans to pursue some graduate study. SBAC, SBAC Interim Assessments, MAPS, diagnostic data, grades ,attendance, pacing guides, formative classroom assessments will be used to monitor progress towards meeting the goals. Disaggregated data will be used to make appropriate adjustments to instruction.

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Additionally, 2020-21 data indicates that 9% fewer students in this subgroup scored on or above proficiency as compared to the 2018-19 school year. Further analysis of data indicates that students eligible for special education services continue to score significantly lower when compared to all other groups. The 2020-21 SBAC results indicate that the percentage of IDEA students scoring on or above proficiency in mathematics was 24% fewer students when compared to all students. An analysis of SBAC 2018-2019 data also indicated a significant gap in performance among students with disabilities when compared to all students and showed a slight decrease in performance when compared to the 2020-21 disaggregated data. Butte School District's 2021 ACT Composite data for the junior class remained stagnant as compared to scores from the 2018 and 2019 class. Testing was not administered during the 2019-20 school year due to the COVID-19 pandemic. The 2021 junior class achieved a mean composite score of 19.4 which is the same score the 2019 class achieved and a .2 decrease from the score of the 2018 class. The Butte School District's 2021 ACT Math data achieved was most impacted by the pandemic when compared to 2018 and 2019 data. The 2021 junior class achieved a mean mathematics score of 18.7 which is a .6 decrease as compared to the 2019 class and a .9 decrease compared to the 2018 class. ACT composite scores for white students in Butte School District remained stagnant throughout 3 years. In 2021, 206 students achieved a composite score of 19.7 as compared to 208 students achieving a score of 19.7 in 2019 and 214 students achieving a score of 19.6 in 2018. ACT math scores for white students in Butte School District decreased in 2021 as the group achieved a score of 19.0. The previous two groups of 2019 and 2018 achieved scores of 19.6. ACT composite scores for Hispanic/Latino students in Butte School District decreased throughout 3 years. In 2021, 12 students achieved a composite score of 17.5 as compared to 19 students achieving a score of 18.5 in 2019 and 17 students achieving a score of 19.2 in 2018. ACT math scores for Hispanic/Latino students in Butte School District decreased in 2021 as the group achieved a score of 17.2. The previous two groups achieved scores of 18.7 in 2019 and 19.4 in 2018. ACT composite scores for American Indian/Alaska Native students in Butte School District increased throughout 3 years. In 2021, 3 students achieved a composite score of 18 as compared to 3 students achieving a score of 17 in 2019 and 9 students achieving a score of 16.4 in 2018. ACT math scores for American Indian/Alaska Native students in Butte School District increased in 2021 as the class achieved a score of 17.3. The previous two groups achieved scores of 16.3 in 2019 and 16.4 in 2018. Of the 493 students who reported post high school plans on their ACT, 2.5% report plans to attend a 2-year institution; 12% report plans to pursue a Bachelor's Degree; and 3% report plans to pursue some graduate study. SBAC, SBAC Interim Assessments, MAPS, diagnostic data, grades, attendance, pacing guides, formative classroom assessments will be used to monitor progress towards meeting the goals. Disaggregated data will be used to make appropriate adjustments to instruction.

- ELA Goal:

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students achieved a composite score of 19.7 as compared to 208 students achieving a score of 19.7 in 2019 and 214 students achieving a score of 19.6 in 2018. ACT reading scores for white students in Butte School District increased in 2021 as the group achieved a score of 20.6. The previous two groups achieved scores of 19.9 in 2019 and 19.7 in 2018. ACT composite scores for Hispanic/Latino students in Butte School District decreased throughout 3 years. In 2021, 12 students achieved a composite score of 17.5 as compared to 19 students achieving a score of 18.5 in 2019 and 17 students achieving a score of 19.2 in 2018. ACT reading scores for Hispanic/Latino students in Butte School District decreased in 2021 as the group achieved a score of 18.1. The previous two groups achieved scores of 19.6 in 2019 and 19.1 in 2018. ACT composite scores for American Indian/Alaska Native students in Butte School District increased throughout 3 years. In 2021, 3 students achieved a composite score of 18 as compared to 3 students achieving a score of 17 in 2019 and 9 students achieving a score of 16.4 in 2018. ACT reading scores for American Indian/Alaska Native students in Butte School District decreased from 19.7 in 2019 to 19.3 in 2021, but increased from 17.1 in 2018 to 19.3 in 2021. Of the 493 students who reported post high school plans on their ACT, 2.5% report plans to attend a 2-year institution; 12% report plans to pursue a Bachelor's Degree; and 3% report plans to pursue some graduate study. SBAC, SBAC Interim Assessments, MAPS, diagnostic data, grades, attendance, pacing guides, formative classroom assessments will be used to monitor progress towards meeting the goals. Disaggregated data will be used to make appropriate adjustments to instruction.

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

Goal 3: The Butte School District will implement a comprehensive plan that includes specific strategies to address the physical, mental, social and emotional health and safety of all K-12 students. The plan includes the implementation of a comprehensive evidenced based K-12 social emotional curriculum, upgrades of facilities to address the environmental issues identified in each school building including but not limited to air quality, water quality, and upgrading bathrooms, flooring to allow for more effective and efficient cleaning and sanitization. Additionally, a professional development plan and progress monitoring process will be utilized to ensure that these strategies are meeting the needs of all students, staff and families. Butte School District will achieve a 2% improvement in various categories of social emotional health and well-being. Data will be reviewed for all disaggregated student groups. Categories measured include the following: 1. Enjoy being at school; 2. Having an adult to talk to at school; 3. Feeling sad or hopeless; 4. Being bullied or electronically bullied; 5. Suicidal thoughts; 6. Feeling safe at school. Progress in achieving this goal will be measured by annual student, parent, and staff school climate surveys, developed through a grant the district was awarded through SAMHSA (Substance Abuse and Mental Health Services Agency) graduation rates, and attendance data, grades, building assessments, and professional development evaluations. 100% of facilities upgrade plan will be completed by Spring 2023 and will be certified using industry standards. Technology acquisition as identified in plan will be completed by Spring 2024 with 100% of all students and families having equitable access to the most up to date technology tools needed to access high quality instruction. Butte School District facilitated an Elementary and Secondary School Emergency Relief Program survey to stakeholders in the community. The majority of those responding to the survey were school district parents and staff. One of the questions asked respondents to choose 3 areas they believe are most important in responding to the needs of students due to the impact of COVID-19. An overwhelming number of respondents chose SOCIAL/EMOTIONAL/MENTAL WELL-BEING as a priority. Due to this survey result as well as annual student, parent, and staff climate surveys, Butte School District has determined SOCIAL EMOTIONAL LEARNING and SUPPORT to be an ESSER priority. The survey results also indicated that technology acquisition and addressing the health and safety considerations including building upgrades were a priority for parents. A majority of the parents at all grade levels also identified technology acquisition and health and safety considerations as district priorities. A building assessment was completed during the 2020-2021 school year that identified high priority needs for each building including the upgrades to HVAC, water stations, bathroom upgrades, flooring all necessary to effectively and efficiently maintain a healthy and safe learning environment. Technology inventory, and teacher surveys were used to identify technology needs and to develop an acquisition plan that will be implemented over the next three years. The plan includes upgrades to hardware, software, and infrastructure upgrades to WAN and LAN. This plan also includes a comprehensive professional development plan based on the needs of staff that will be implemented annually beginning in Fall of 2022 and will be ongoing.

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.

MAPS, SBAC, ACT, grades, attendance, and surveys

Q8. What is your school district phone number?

406-533-2527

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 Butte School District will implement a progress monitoring process that utilizes data from a variety of sources including 6-week progress reporting, screening assessments for ELA, Math and SEL, diagnostic assessments, data from classroom walk-throughs, SBAC Interim assessments, MAPS, formative assessments graduation data, attendance. The district within each goal has identified various tools to monitor progress and that progress will be shared with all stakeholders. Any updates or revisions to the plan will be based on the data collected through the progress monitoring process. plan will be based on the data collected through the progress monitoring process.

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

- Extended learning time
- Tribal/community engagement
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: 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: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.

- 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.

8

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

Mathematics Goal: Butte School District will increase mathematics proficiency by 2% among all disaggregated groups for all 3-8 students as assessed by SBAC and a 2% annual increase in proficiency and college readiness levels for high school students as assessed by the ACT. This plan is designed to provide the necessary support for all students based on their unique needs. A variety of programs and instructional strategies have been outlined our overall goal and are designed to meet the needs of all students. It is important to note that our plan includes the interventions that will address each group based on their individual strengths and weaknesses. Meeting the diverse needs of all students is embedded throughout the K-12 mathematics curriculum plan.

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

- None

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 I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
- Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
- IDEA, Part B (Coordinated Early Intervening Services)

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

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

Q59.

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

12

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

- 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.)
- Staffing additional physical and mental health support staff (counselors, social workers)

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

County	Silver Bow
District	Silver Bow ~ Butte Elem, LE0840

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

- Public meetings
- Website
- Media
- Social media
- Email

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

- Yes

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

ELA Goal: Butte School District will increase ELA proficiency by 2% among all disaggregated groups for all 3-8 students as assessed by SBAC and a 2% annual increase in proficiency and college readiness levels for high school students as assessed by the ACT. This plan is designed to provide the necessary support for all students based on their unique needs. A variety of programs and instructional strategies have been outlined and described in our overall goal and are designed to meet the needs of all students. It is important to note that our plan includes the interventions that will address each group based on their individual strengths and weaknesses. Meeting the diverse needs of all students is embedded throughout the K-12 ELA curriculum plan.

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

Butte School District will achieve a 2% improvement in various categories of social emotional health and well-being. Data will be reviewed for all disaggregated student groups and noted interventions will be implemented based on this analysis. It is important to note that the District's overall SEL goal is designed to provide a Multi-system of support to all students in all disaggregated groups. All strategies outlined in our goal are designed to support the individual needs of all students in all disaggregated groups.

Q6. Who is the Authorized Representative submitting this form?

Judy Jonart

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

jonartjm@bsd1.org

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

- Parents
- Students
- Teachers
- Staff
- Tribal governments
- Local bargaining units
- County health departments
- Community members

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

- Economically Disadvantaged (Free and Reduced Lunch)
- American Indian or Alaska Native
- 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 engagement
- Advanced coursework
- Access to technology
- Educator PD on technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Per-pupil expenditures
- 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
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

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

- None

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

- None

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.

Stakeholder Groups consulted: Parents, students, teachers, staff, local bargaining units, Butte Education Foundation, Butte Silver Bow Health Department, Butte Silver Bow Government, community members. The following are the methods of consultation used to solicit input from stakeholders. Through these various methods all groups had the opportunity to review the plan, get information on the progress of the plan, ask questions, and provide feedback. Butte Silver Bow County Health Department: Weekly meetings beginning January 3 through April 2, 2022. LEPC Meetings: Updates and discussions were provided to community members through the Local Emergency Planning Committee hosted by the Butte Silver Bow Safety Department. PTO: Information was also provided via individual school parent teacher organizations. Community members, parents, teachers, bargaining groups, and staff Public Meetings: January 18, 2022, February 22, 2022, March 21, 2022, April 18, 2022 May 16, 2022 June 20, 2022. Information posted on website. Meetings with local bargaining groups: January 21, 2002, February, 25, 2022, April 22, 2022, May, 27, 2022.

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

This update reflects update of our plan in January of 2023

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_1rIHZDB1oSntuYg
<i>Recipient</i>	jonartjm@bsd1.org