

# **Creston Elementary, LE0316**

ESSER ARP Plan Update  
Submitted November 10, 2023

Date of Original Submission: August 16, 2021

Dates of Previous Submissions: February 24, 2022, November  
23, 2022, May 30, 2023

**From:** Montana Office of Public Instruction <[noreply@qualtrics-survey.com](mailto:noreply@qualtrics-survey.com)>  
**Subject:** Thank you for submitting your ARP ESSER Plan Update  
**Date:** November 10, 2023 at 3:47:30 PM MST  
**To:** [rstevens@creston.k12.mt.us](mailto:rstevens@creston.k12.mt.us)  
**Reply-To:** Montana Office of Public Instruction <[noreply@qualtrics-survey.com](mailto:noreply@qualtrics-survey.com)>

Dear Rachel Stevens,

Compliance for the ESSER ARP Plan includes:

- Reviewing and/or revising the ARP Plan with meaningful stakeholder engagement at least every 6 months, and
- posting to district website with district name and last date updated on the first page.
- *ESSER Safe Return plan must also be reviewed and/or revised with meaningful stakeholder engagement at least every 6 months, and posted to district website with district name and last date updated on the first page.*

Thank you for taking the time to submit your ESSER ARP Plan on Friday, November 10th.

To return and edit your currently submitted ARP Plan, please select the portal link here:

A PDF version of this revision is available by selecting the link at the bottom of this email.

If you have questions please contact Wendi Fawns, ESSER/EANS Director at [wendi.fawns@mt.gov](mailto:wendi.fawns@mt.gov)

[Download as PDF](#)

## 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:  
Facilities (air, quality, and safety):  
Ensure all classrooms have positive cross ventilation and room to social distance
- Priority 2:  
Implement key components of Reading, Language Arts and Math while ensuring all students have access to high quality instruction and materials
- Priority 3:  
Add instructional staff to implement interventions and special education instruction to ensure all students are provided opportunities to learn  
Maintain instructional staff to implement interventions and special education instruction to ensure all students are provided opportunities to learn 2022-2023 & 2023-2024

**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:  
Strategies/action steps:
  1. Assessment: Kindergarten-sixth grade students will take EasyCBM benchmark assessments and teachers will administer classroom based assessment the second week of school.
  2. Data Analysis: This most recent data set will be compared to spring benchmark assessments and SBAC data.
  3. Interventions: Third-sixth grade students with data indicating he/she is at risk of failure in math achievement will participate in math intervention groups 30 minutes per day 4 times per week. Kindergarten-2nd grade students with data indicating he/she is at risk of failure in math achievement will receive additional classroom embedded support through the classroom teacher and/or classroom aides during math workshop.
  4. Families and students will be offered and provided IXL passwords, skill plans, and an iPad if needed to provide extra practice time at home.
  5. Families and students will be offered and provided materials for math games to support the concrete understanding of math concepts needed for problem solving.Goal Timeline: Goal achievement will be met by spring 2022 as indicated on benchmark assessments and SBAC.  
2022/2023 Goal Timeline: Goal achievement will be met by spring 2023 as indicated on benchmark assessments and SBAC.  
2023/2024 Goal Timeline: Goal achievement will be met by spring 2024 as indicated on benchmark assessments and SBAC.  
Responsibility: The principal is responsible to ensure the strategies/action steps are achieved.
- ELA Goal Strategies, Actions, Timelines, and Assignments:  
Strategies/action steps:
  1. Assessment: Kindergarten-sixth grade students will be assessed with the Fountas & Pinnell Benchmark Assessment System, DIBELS (dyslexia screener), and classroom based assessment by the end of the fourth week of school. These assessments are comprehensive and are administered one-to-one.
  2. Data Analysis: This most recent data set will be compared to spring benchmark assessments and SBAC data.
  3. Interventions: Fourth-sixth grade students with data indicating he/she is at risk of failure in reading achievement will participate in reading intervention 30 minutes per day, five times per week using Read Naturally for informational reading, as well as classroom based interventions administered by the teacher or classroom aide. Kindergarten through 3rd grade students with data indicating he/she is at risk of failure in reading achievement will receive one-to-one instruction through our Title I interventionist using the Reading Recovery model. Students will also receive interventions in the classroom such as Sound Partners, repeated reading, listening to reading, and additional teacher/student conferences during reading/writing workshop.
  4. Families and students will be offered and provided RazKids and Read Naturally passwords, and an iPad

if needed, to provide extra reading practice at home. Families will also be offered and provided leveled readers upon request.

Goal Timeline: We will observe and document weekly progress for our students who are at greatest risk failure in ELA through running records and formative assessments in DIBELS, Reading Recovery and Read Naturally. Our goal is that all students would demonstrate improvement by spring 2022 as indicated on benchmark assessments and SBAC.

2022/2023 Goal Timeline: We will observe and document weekly progress for our students who are at greatest risk failure in ELA through running records and formative assessments in DIBELS, Reading Recovery and Read Naturally. Our goal is that all students would demonstrate improvement by spring 2023 as indicated on benchmark assessments and SBAC.

2023/2024 Goal Timeline: We will observe and document weekly progress for our students who are at greatest risk failure in ELA through running records and formative assessments in DIBELS, Reading Recovery and Read Naturally. Our goal is that all students would demonstrate improvement by spring 2024 as indicated on benchmark assessments and SBAC.

Responsibility: The principal is responsible to ensure the strategies/action steps are achieved.

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

Professional Development in Reading

Strategies/Action Steps:

An instructional consultant will spend two day per trimester providing embedded professional development in reading/writing instruction. The consultant will provide background and strategies (theory), model strategies with our students, support teachers as they implement a strategy lesson with students, and support teachers as they implement a strategy lesson with students, and support teacher lessons planning to implement strategies.

The consultant will also provide videos of model lessons for teachers to reference as they practice strategy lessons. Individual coaching will also be available by the consultant through video conferencing, email, or telephone. Teacher will also be provided books written by the consultant as a resource.

Timeline:

1. Teachers will participate three times per year, once per trimester.
2. The principal will perform daily classroom walkthroughs 3-4 times per day with written feedback provided once per week.
3. Montana Teacher EPAS will be used once/year for tenured teachers and twice/year for non-tenured teachers.

4. By the spring of 2022 classroom teachers will demonstrate proficiency in delivering reading/writing instruction to include information reading, listening, and writing evidence elaboration.

2022/2023 Professional Development in Reading and Mathematics. Teachers will spend one day with a consultant for embedded professional development in integrated spelling and phonics instruction. The consultant will provide background and strategies (theory), model strategies with our students, and support teachers as they implement a strategy lesson with students. K-2 teachers will spend an additional day "digging deeper" with phonics instruction. Teachers will be provided one day of mathematics professional development in the areas of vocabulary and game integration.

2023/2024 Professional Development in Reading, Mathematics, and IEFA. Teachers will spend time participating in peer observations and debriefing sessions on reading/language arts instruction strategies and mathematics instruction strategies. Teachers will be provided professional development regarding the implementation of IEFA lessons in the classroom.

Responsibility: The principal is responsible to ensure the strategies/action steps are achieved.

**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:  
Mathematics Improvement Goal:  
All students will improve in math achievement in the areas of problem solving, concepts and reasoning.  
2022/2023 Our goal is to increase all students' learning in math achievement in the areas of problem solving, concepts and reasoning.  
2023/2024 Our goal is to increase all students; learning in math achievement in communicating mathematical reasoning verbally and in text.  
Assessments:  
Teachers and the principal will monitor progress to determine if the goals are met in the areas of problem solving, concepts, and reasoning through EasyCBM Benchmark assessments, EasyCBM progress monitoring, classroom based assessments, and regular teacher/student conferring sessions during math workshop.

2022/2023 Teachers and the principal will monitor progress to determine if goals are met in the areas of problem solving, concepts, and reasoning through EasyCBM Benchmark assessments, EasyCBM progress monitoring, classroom based assessments, regular teacher/student conferring sessions during math workshop, and Smarter Balanced Assessment in grades 3-6.

2023/2024 Teachers and the principal will monitor progress to determine if the goals are met in the areas of communicating mathematical reasoning verbally and in text through EasyCBM Benchmark assessments, EasyCBM progress monitoring, classroom based assessments, regular teacher/student conferring sessions during math workshop.

- ELA Goal:

ELA Goal:

All students will improve in ELA achievement in the areas of informational reading, listening comprehension, and writing evidence elaboration.

2022/2023 Our goal is to increase all students' learning in the areas of informational reading, listening comprehension, and writing.

2023/2024 Our goal is to increase all students' learning in the areas of identifying theme or central/main idea and determine the key ideas and details to support the text in reading and writing.

Assessments:

Teachers and the principal will monitor progress to determine if the goals are met in the area of informational reading, listening comprehension, and writing evidence elaboration through classroom running records, Fountas & Pinnell Comprehensive Reading Assessment, classroom writing rubrics, additional classroom based assessments, and regular teacher/student conferring sessions during reading/writing workshop.

2022/2023 Teachers and the principal will monitor progress to determine if the goals are met in the area of informational reading, listening comprehension, and writing through classroom running records, Fountas & Pinnell Comprehensive Reading Assessment, classroom writing rubrics, additional classroom based assessments, regular teacher/student conferring sessions during reading/writing workshop, and Smarter Balanced Assessment in grades 3-6.

2023/2024 Teachers and the principal will monitor progress to determine if the goals are met in the areas of identifying theme or central/main idea and determining the key ideas and details to support the text in reading and writing through classroom running records, Fountas & Pinnell Comprehensive Reading Assessment, classroom writing rubrics, additional classroom based assessments, regular teacher/student conferring sessions during reading/writing workshop, and Smarter Balanced Assessment in grades 3-6.

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

Professional Development:

Third-sixth grade classroom teachers will engage and participate in job embedded professional development with an educational consultant in the areas of informational reading, reading strategy instruction, and writing evidence elaboration. Kindergarten through 2nd grade teachers will engage and participate in job embedded professional development with an educational consultant in the areas of phonics instruction, listening comprehension and reading strategy instruction.

2022/2023 Teachers will participate in professional development in language arts instruction strategies through job embedded professional development. Third through sixth grade classroom teachers will receive professional development in the areas of integrated spelling. Kindergarten through second grade teachers will receive professional development in the area of phonics instruction. Kindergarten through sixth grade teachers will participate in mathematics professional development in the areas of vocabulary and integration of games.

2023/2024 Teachers will participate in professional development in the areas of reading, math, social studies, and IEFA. Teachers will participate in the following PD: peer observations in language arts and math instruction strategies, online PD for the new social studies curriculum, and staff provided PD in the integration of Indian Education for All (IEFA) lessons.

Assessment:

Teachers will be assessed by the principal through multiple daily classroom walkthroughs on the implementation of strategies and instructional moves, as well as the Montana EPAS (Educator Performance Assessment System).

2022/2023 Achievement of this goal will be evidenced through classroom walkthroughs by the principal on the implementation of strategies, as well as the Montana EPAS (Educator Performance Assessment System).

2023/2024 Achievement of these goals will be evidenced through classroom walkthroughs by the principal on the implementation of strategies, as well as the Montana EPAS (Educator Performance Assessment System).

**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.**

A remodel to increase size of a small classroom was completed August 2021 which ensured all classrooms now have positive cross ventilation and room to social distance.

Attendance records, SBAC data for 3rd-6th grade, Benchmark Assessments (DIBELS Reading, DIBELS Easy CBM, Fountas & Pinnell Reading Inventory, ERSI (Early Reading Screening Instrument), and classroom assessments

**Q8. What is your school district phone number?**

406-755-2859

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

The District will monitor the impact of the ARP ESSER funded interventions through formative classroom and summative benchmark assessment data, parent/student surveys, and frequent review of attendance data for all students, as well as students disproportionately impacted. The administrator will monitor students/teachers 3-4 times per day via classroom walkthroughs to ensure classrooms are emotionally supportive and conducive to on-task, appropriate, and effective learning targets, instructional strategies, and activities.

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

- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Access to and effective use of technology
- 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
- 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
- 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
- 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.**

- Principal

**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.**

1

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

Students with learning disabilities will increase achievement in number sense and math vocabulary to increase ability to effectively and accurately solve problems.

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

- Students with Disabilities

**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)
- IDEA, Part B (Excess costs of providing FAPE)

**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.
- 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
- 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.**

15

**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.)

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

<b>County</b>	Flathead
<b>District</b>	Flathead ~ Creston Elem, LE0316

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

- Public meetings
- Website
- Email
- Other (please identify in the box below):  
Stakeholder ESSER III Survey

**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.**

Students with learning disabilities will increase reading Lexile level, fluency, and comprehension to increase ability to read and understand informational text.

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

Students with disabilities will increase school attendance during the 2021/2022 school year.  
Students with disabilities will increase school attendance during the 2022/2023 school year.  
Students with disabilities will increase school attendance during the 2023/2024 school year.

**Q6. Who is the Authorized Representative submitting this form?**

Rachel Stevens

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

rstevens@creston.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
- Staff
- Local bargaining units
- County health departments

**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.**

- Children with Disabilities

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

- Summative assessments
- Chronic absenteeism
- Student engagement
- Access to technology
- Educator PD on technology
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)
- Health protocols
- Student attendance by Mode of Instruction

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

- 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.
- 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

**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

**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

### **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.**

Staff, teachers, teacher's union, parents and community members were emailed on October 16, 2023 and November 1, 2023 an invitation to contribute ideas, feedback or corrections to the plan which is posted on our website at [www.crestonschool.com](http://www.crestonschool.com). Stakeholders were specifically invited to our Board meeting May 11, 2023 where there was an agenda action item and placeholder for the ESSER Plan Review. Meeting agendas and minutes may be found on our website at [www.crestonschool.com](http://www.crestonschool.com)

#### **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 update to the plan since the May 2023 update.

#### **1. School District-Identified Priorities**

#### **2. Meaningful Consultation**

#### **3. Goals**

#### **4. Coordinating Funds**

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

#### **5. Creating Safe and Healthy Learning Environments**

Determine if ARP funds will be used to **implement prevention and mitigation strategies**, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

#### **6. Addressing Lost Instructional Time**

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instructional time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

#### **7. Supporting the Educator Workforce**

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

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

### You have reached the end of the LEA ARP ESSER Plan Update Tool.

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

**Q77. Please select the statement below that accurately describes your role:**

- I am the Authorized Representative for this district.

**Q78. Please select the statement below that accurately describes this submission:**

- This submission represents a correction to an update we already submitted

**Q79. Please Sign Here**

[\[Click here\]](#)

**Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

**Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

**Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

**Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**

N/A

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### Embedded Data:

<b>Q_R</b>	R_2VyXTz7hC5U7v2w
<b>Recipient</b>	tward@creston.k12.mt.us