

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:
Libby Public Schools desires to have 180 days of in person instruction for grades Pk-12.
- Priority 2:
Libby Public Schools desires to address learning loss in students entering grades 2,3, and 4. In additions to these impacted grades, we are targeting poverty males. This group was also impacted disproportionately. Additional time will be offered to these groups as well as increased monitoring to ensure progress.
- Priority 3:
Libby Public Schools will address social emotional concerns through increased training and support from therapists and nursing staff.

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:
There are three strategies that will be used to meet math goals: 1) Achieving 90% engagement in grades PK -12 by January 2023) Intentional practices to increase collaboration and collective efficacy within our school. 3) System wide improvement of the MTSS process. Both academic and behavior systems will be improved. Professional development consultation from Side by Side Consulting will be used to address the above goals.
Identified groups, poverty and male students will be part of our District Leadership Teams as well as our School Leadership teams. Instruction and engagement strategies will be measured through walkthrough's and progress monitoring.
Improvements in MTSS process will be measured by academic and behavioral data on monthly basis by the District Leadership Team.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
There are three strategies that will be used to meet math goals: 1) Achieving 90% engagement in grades PK -12 by January 2023.. 2) Intentional practices to increase collaboration and collective efficacy within our school. 3) System wide improvement of the MTSS process. Both academic and behavior systems will be improved. Professional development consultation from Side by Side Consulting will be used to address the above goals.
Identified groups, poverty and male students will be part of our District Leadership Teams as well as our School Leadership teams. Instruction and engagement strategies will be measured through walkthrough's and progress monitoring.
Improvements in MTSS process will be measured by academic and behavioral data on monthly basis by the District Leadership Team.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
Mental Health goals are addressed in our MTSS process. February 27 will be our training on mental health that will be in compliance to Teen Mental Health standards This training will address key staff in the are of depression and anxiety. Collaboration with Lincoln County Health Department as well as Unite for Youth will help meet the needs of our school system. Much of our professional development is based on problems that we see. For example, LPS is seeing an increase in anxiety and depression. Our professional development is designed to address the needs that we see.

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:**
Libby Public schools has seen an 11% decrease in summative assessments. In 2023, students in grades 3-8 will see a 5% increase in proficiency as measured by SBAC summative assessment. Students that are in poverty and male will see a 7% increase in proficiency as measured by SBAC summative assessment. Progress monitoring is showing progress, but we are waiting for the results of our SBAC testing.
- **ELA Goal:**
Libby Public Schools has seen a 10% decrease in summative assessments in 2023. Students in grades 3-8 will see a 5% increase in proficiency as measured by SBAC summative assessment. Students that are in poverty and males will see a 7% increase in proficiency as measured by SBAC summative assessment. Progress monitoring is showing progress, but we are waiting for the results of our SBAC testing.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
Mental Health goals are addressed in our MTSS process. This improvement is supported by outside consultation and professional development. Professional Development will be provided by highly qualified professional development. Libby Public Schools will partner with Lincoln County to provide increased professional development and student monitoring. Students will be given a survey to understand the current status level of Mental Health problems in our school 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.

State summative assessments, SBAC and ACT scores. In addition, ISIP and iReady and DIBELS Next.

Q8. What is your school district phone number?

4062938811

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?

In grades tK students are measured by the OWL assessment. In grades k-2 DIBELS Next and curriculum based assessments. Grades 3-8 iStation is used for reading and math. Grades 9-12 are measured by the Early Warning system.. Poverty males and students in grades 2-4 are our subgroups of concern. They will be measured by the methods mentioned above. Mental health needs will be measured by surveys conducted by counselors as well as the Early Warning System.

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
- Wraparound academic/health/social services
- 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.
- 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
- 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
- Providing safe, healthy, inclusive learning environments
- 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.
- 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.

1

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

Male will increase proficiency in mathematics by 7%. This goal will be measured by the SBAC summative assessment. Students in poverty will increase proficiency in mathematics by 7%. This goal will be measured by the SBAC summative assessment.

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

- Free and Reduced Lunch

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)
- Carl D. Perkins Act Career and Technical Education Act

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

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

Q59.

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

0

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

- 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	Lincoln
District	Lincoln ~ Libby K-12 Schools, LE0522

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

- Public meetings
- Website
- Media
- Other (please identify in the box below):
Surveys at parent teacher conferences

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.

Male students will increase proficiency in ELA by 7%. This goal will be measured by the SBAC summative assessment. students in poverty will increase proficiency in ELA by 7%. This goal will be measured by the SBAC summative assessment

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

Mental health and social emotional learning will be supported through the building a SEL component to our MTSS process. Identification of students will be completed through school counseling , staff PD and the Early Warning System in grades 9-12.

Q6. Who is the Authorized Representative submitting this form?

Ron Goodman

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

goodmanrw@libbyschools.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
- Local bargaining units
- Educational advocacy organizations
- 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)
- Male

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
- Access to technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols

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

- Extended learning time
- Wraparound academic/health/social services
- 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
- 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
- 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.

- Free and Reduced Lunch

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

- Free and Reduced Lunch

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments?

What feedback have you received from stakeholders around your plan and/or your plan implementation?

What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan

- Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process.
- It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
- After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

Resources to help with completing your plan

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

Next Steps:

- When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

Please review the information in these fields and verify that it reflects the submission of this update.

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Our academic team meets on a monthly basis. This team is made up of school employees, Head Start leadership and consultants. Our social emotional team is comprised of counselors administrators and teachers. All plans for the use of ARP and ESSER funds have been approved and discussed at Board meetings. This agenda item is a permanent agenda item, so monthly discussions have taken place and continue each month. Other stakeholders have been addressed. Rotary Club and the Republican club have been informed of our plans and the impact that we are trying to mitigate. Rotary meeting update was November 8. Republican Club was updated on October 5.

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

At the beginning of the pandemic our students were behind academically due to time loss. In response we have increased time opportunities and instructional strategies. Libby is fortunate to have highly qualified consultants that are part of MCLPD grant. The structure laid out by the grant includes School Leadership Teams that are guided by District Leadership Teams. All decisions are made based on observational data as well as progress monitoring. As of this date academic scores are increasing in most of our grade levels, and academic performance is not the same as prior to the pandemic, but we are progressing.

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

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

5. Creating Safe and Healthy Learning Environments

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

6. Addressing Lost Instructional Time

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

7. Supporting the Educator Workforce

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

8. Monitoring and Measuring Impact of ARP ESSER funds

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

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

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

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

- I am the Authorized Representative for this district.

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

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

Q79. Please Sign Here

[\[Click here\]](#)

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.

NA

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.

NA

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.

NA

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.

NA

Embedded Data:

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Recipient	goodmanrw@libbyschools.org