Montana School District ARP ESSER Plan Update   HELENA PUBLIC SCHOOLS UPDATED DECEMBER 11, 2023

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.

Q73. Please review the information in these fields and verify that it reflects the submission of this update.

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

County   Lewis & Clark ⌄

District   Helena Elem, LE0487 ⌄

Q6. Who is the Authorized Representative submitting this form?

Rex Weltz

Q11. Please indicate your role in the district.

- ● District-level Administrator
- ○ Principal
- ○ Other (Please identify your role in the box below.)

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

rweltz@helenaschools.org

Q8. What is your school district phone number?

406-324-2014

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

Weekly District Wide Superintendent Staff, Student, and Family Communication throughout the school year. [https://helenaschools.org/districtnews-and-

updates/] Superintendent weekly communication to the district and community that seeks feedback. District leadership team scheduled listening tours

throughout the district every Thursday at 8am. This listening tour provides internal stakeholders to have an avenue to provide leadership with constructive

feedback to help make changes in real-time. Leadership weekly meeting. Cabinet Leadership monthly meetings. Monthly Parent Advisory meetings to provide

an opportunity for our parent group to provide feedback and have a two way conversation. Monthly Teacher Advisory Meetings. Superintendent Student

Monthly meetings 9-12 have been initiated this school year.

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 represents our efforts across the district and what we have learned thus far in this school year We continue to focus on academic and social emotional

needs of our students and staff all while contending with the return to normal operations

Q30. **1. School District-Identified Priorities**

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

```
Teaching and Learning - Student
Achievement
```

☑ Priority 2

```
District Culture and Mental Health
```

☑ Priority 3

```
Educational Environment
```

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.

Benchmarking tools - Dibels, iReady Benchmarking at elementary, progress monitoring, winter to spring 22-23 and summer school camp ascension program.

Additionally we are using discussion points centered around the mental health needs of our students and staff.

December 2023 Update: Acadience K-1 Reading; iReady reading 2-11, Math 1-11; various curricular progress monitoring tools from fall to spring. Partnerships with

community mental health programs were established in grades 6-12. Pureview and Helena Indian Alliance have satellite sites in each of our middle and high schools.

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)
- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Multi-Racial
- ☐ Migrant
- ☐ Homeless
- ☐ Foster Youth
- ☑ Children with Disabilities
- ☑ Male
- ☐ Female
- ☑ English Language Learners

All students were affected

Other (please identify in the box below)

Q41. **2. Meaningful Consultation**

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
- ☑ Educational advocacy organizations
- ☑ County health departments
- ☑ Community members
- ☑ Other (please identify in the box below)

Child psychiatric hospitals; shodair, intermountain children's home, aware, local community hospital

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

☐ Webinars

☑ Public meetings

☑ Website

☑ Media

☑ Social media

☑ Email

☑ Other (please identify in the box below)

Community Group meetings, PTOs, PTAs,

Q72. **3. Goals**

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

```
Define of math goal:
75% of students will be at or above benchmark - using benchmarking tools -
dibles and iReady and SBAC.
```

☑ ELA Goal

```
Define of ELA goal:
85% of students will be at or above benchmark - using benchmarking tools -
acadience and iReady and SBAC.
```

☑

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional

Development, Community and Family Engagement, etc.)

```
SEL -
Define goal - each building will have a framework to identify students with
additional needs to support social emotional wellbeing.

Basc - and SSBD - monitoring tools will be used.
```

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; look at common core, identifying gaps and addressing those
needs and explicit instruction
Actions: individualized instruction supported by additional staffing funded
by ESSR and using mypath instruction in iReady. Timelines: incorporate a
PDSA cycle every 4-6 weeks to readjust individualized instruction
targeting areas of improvement.
```
☑
```
Assignment: enhance staff development to improve individualized instruction
for all students. Instructional coaches in each elementary site to
facilitate and support a standard instructional framework at all levels.
hire consultant - Michele Douglas - to support power standards to support
grade level vertical alignment and student proficiency.




Update December 2023: Piloting a new K-5 Math curriculum: Eureka; hired a
math TOSA to help support the implementation with job embedded
professional development including modeling and lesson plan
implementation.
```

☑ ELA Goal Strategies, Actions, Timelines, and Assignments

```
Strategies; look at common core, identifying gaps and addressing those
needs and explicit instruction
Actions: individualized instruction supported by additional staffing funded
by ESSR and using mypath instruction in iReady.
Timelines: incorporate a PDSA cycle every 4-6 weeks to readjust
individualized instruction targeting areas of improvement. WIN (formal
adjustable grouping model - what I need)  groups - will be instituted and
evaluated every 2 weeks
Assignment: enhance staff development to improve individualized instruction
for all students. Instructional coaches in each elementary site to
facilitate and support a standard instructional framework at all levels.
Core knowledge social studies curriculum to support disciplinary literacy.
hire consultant Carrie Cole - to create supplemental engagement strategies
to support curriculum. Update December 2023: Adopted a new K-5 curriculum.
```
☑
```
Hired a K-5 Literacy TOSA who is working to support our literacy needs and
new curriculum adoption.
```

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional

Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

```
Strategies; create awareness and opportunities to support children
throughout the district.

Actions: support most at risk students as it relates to their social
emotional learning challenges. each classroom teacher will identify
internalizers, students with needs and added supports.those students will
be referred to the site specific SEL team.

Timelines: evaluate at trimester basis and continual referral and support
actions

Assignment: train all staff on ssbd framework, create SEL team, all
students will receive 2nd step instruction weekly. focus on social and
emotional learning for 21-22 school year.
```

```
Update: Received a grant to hire a Mental Health Coordinator. Received the
Stronger Together grant to update the MTSSB framework across the district.
Implemented mental health clinics with community partners in grades 6-12
schools.
```

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

- ☑ American Indian or Alaska Native
- ☑ Black or African American
- ☑ Hispanic
- ☑ MultiRacial
- ☑ White
- ☑ Free and Reduced Lunch
- ☑ Homeless
- ☑ Students with Disabilities
- ☐ None

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

- ☑ American Indian or Alaska Native
- ☑ Black or African American
- ☑ Hispanic
- ☑ MultiRacial
- ☑ White
- ☑ Free and Reduced Lunch
- ☑ Homeless
- ☑ Students with Disabilities
- ☐ None

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

- ☑ American Indian or Alaska Native
- ☑ Black or African American

Hispanic

MultiRacial

White

Free and Reduced Lunch

Homeless

Students with Disabilities

None

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

Every child has an opportunity to participate in individualized instruction and learn and grow.

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

Every child has an opportunity to participate in individualized instruction and learn and grow.

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

> Every child has an opportunity to participate in individualized instruction and learn and grow.

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.

> WIN Time and instructional framework and PDSA cycles, intervention flow chart, focus folders, data informed instruction, common unit assessments. PLCs, school
>
> leadership teams. Our Assistant Superintendent along with Curriculum Director/Site Administration will be responsible for oversight in this initiative.

Q56. **4. Coordinating Funds**

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

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

○ Yes

● No

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

This question was not displayed to the respondent.

Q46. **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.

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.

- [x] Mental health supports

- [x] Social emotional learning

- [x] Academic support

- [x] Extended learning/enrichment

- [ ] Hiring new staff and avoiding layoffs

- [x] Meeting the nutritional needs of underserved students.

- [x] Locating absent students and re-engaging disconnected youth

- [x] Providing safe, healthy, inclusive learning environments.

- [x] Activities to address the unique needs of at-risk populations.

- [x] Developing and implementing procedures and systems to improve the preparedness and response efforts

- [x] Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases

- [x] 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.

- [x] 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

- [ ] Other (please identify in the box below)

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.

At anytime the Helena School District would be willing to share approaches and strategies that we are implementing.

☑ *Q47.* **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 MultiTiered Systems of Support page.

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

☑ 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

☐ Other (please identify in the box below)

☐ [   ]

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.

☐ Other (please identify in the box below)

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.

> Helena School District would be more than willing to share approaches around lost instructional time. We have currently implemented several strategies and
>
> examining the effectiveness this school year. As we develop a better understanding, we will share out the results of such approaches in the next updates.

Q49. **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.

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

☐ Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff

☐

☑ Cover costs of bonuses for recruiting and retaining educators and support personnel

☐ Additional pay for additional work

☑ Class-size reduction

☑ Technology to support learning: enable students to learn anywhere and teachers to teach essential standards

☑ Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days,

☐ programs, etc.)

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

Other (please identify in the box below)

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.

9

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

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.

Helena School District would be more than willing to share approaches around workforce supports. We have currently implemented several strategies and examining

the effectiveness this school year. As we develop a better understanding, we will share out the results of such approaches in the next updates.

Q52. **8. Monitoring and Measuring Impact of ARP ESSER funds**

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?

we will use academic benchmarking and progress monitoring and SEL screeners (see earlier goal identified). We will continue to work and discuss with our site

leadership and staff to determine effectiveness.

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

December 2023 Update to the "ARP ESSER Plan":

Gaps associated with unfinished learning will continue to be addressed, monitored, and remedied throughout the 2023-24 school year and beyond in alignment with the following Student Achievement Goals:

Goal #1: By 2025, 75% of all HSD 3rd grade students will demonstrate grade-level proficiency on math grade level standards by achieving a proficient score on the iReady math assessment at the end of the school year.

Subgoal: By 2025, increase proficient math scores on SBAC by 10% in grades 3 (to 59%) and 4 (to 54%) and 14% in grade 5 (to 55%).

Goal #2: By 2025, 85% of all HSD 3rd grade students will be on grade level as evidenced by the iReady reading assessment at the end of the year.

Subgoal: By 2025, increase proficient ELA scores on SBAC by 10% in grades 3 (to 56%), 4 (to 59%), and 5 (to 47%)

Goal #3: By 2025, 50% of all HSD 7th graders will be proficient in math as evidenced by the SBAC assessment.

Goal #4: By 2025, 70% of all HSD 7th graders will be proficient in reading as evidenced by the SBAC assessment.

Goal #5: By 2025, 35% of HSD 11th graders will meet all 4 benchmarks on the ACT

- ☑ Early Warning System
- ☑ Interim Formative Assessment
- ☑ Opportunities to Learn surveys
- ☑ Summative assessments
- ☑ Chronic absenteeism
- ☑ Student engagement
- ☐ Use of exclusionary discipline
- ☐ 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
- ☑ Student enrollment by Mode of instruction
- ☐ Student attendance by Mode of Instruction

Other (please identify in the box below)

Q55. **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:**

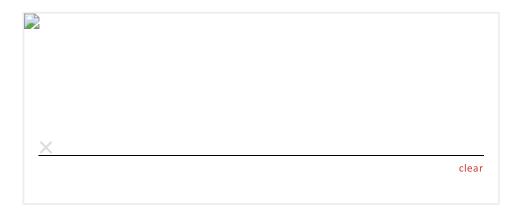- ⦿ I am the Authorized Representative for this district.
- ○ I am submitting this data on behalf of the Authorized Representative for this district.

○ Other [_____]

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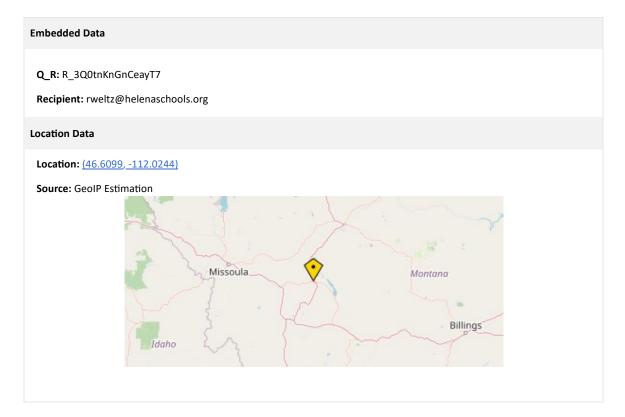
○

◉ This is the first time we are submitting this plan update

This submission represents a correction to an update we already submitted

Q79. Please Sign Here

✕ _____

clear

Embedded Data	
Q_R: R_3Q0tnKnGnCeayT7	
Recipient: rweltz@helenaschools.org	
Location Data	
Location: (46.6099, -112.0244)	
Source: GeoIP Estimation	

This document was originally posted on December 11, 2023 and revised on March 12, 2024 to include the box at the top noting the district's name and the date it was originally posted.