

LARP/ ESSER III Gap Analysis

Step 1. Gather Student Data

Gather both local and Montana State Assessment data, disaggregated by underserved student subgroups. List the data you will be using in the chart below. Examples of possible local assessments and the Montana State Assessments are provided below.

Assessments		Students in Grades K-12
Local assessments	<p>iReady Benchmark and progress monitoring for reading and math - Data from student reports can be found at https://login.i-ready.com/educator/dashboard <u>SBAC Interim</u>, data reports can be found at https://smarterbalanced.org/member-resources/interim-assessments/</p> <p>FLOW Reading - Student data reports can be found at https://flowfluency.com/</p>	<p>iReady Benchmark and progress monitoring K-8 SBAC Interim Assessments 3-8 FLOW Reading - K-6 Montana Science Assessment - 3-6, 8, 10</p>
Montana State Assessments Elementary	<p>SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/</p> <p>The Montana Science Assessment can also be found at this site.</p> <p>ACCESS to data reports from the WIDA test can be found at the Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/, as well as https://opi.mt.gov/Leadership/Assessment-Accountability/MontCAS/Required-Assessments/ACCESS-for-ELLs-FAQ</p>	<p>SBAC 3-8 Montana Science Assessment 3-8, 10 WIDA K-8 for ELA Learners</p>

Montana State Assessments Middle/High School	<p>ACT - Student data can be found at https://www.act.org/content/act/en/products-and-services/the-act/scores.html</p> <p>Montana Science Assessment-Student data</p> <p>Montana Science Assessment reports can be found on the Student Achievement data domain in Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/, SBAC Testing Portal</p>	Montana Science Assessment 10 ACT - 11
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Step 2. Analyze Student Data

Analyze student data by reviewing data reports and any other data you may have. Then complete the chart below by identifying ideas for improving student outcomes (ex: more instructional time, regular attendance, improved parent engagement for underserved subgroups). 'English Language Learners' and 'Students in Transition/ Homeless' examples have been provided below. Data may include: formative, interim, summative, observational, anecdotal, and experiential data.

Subgroups may include: Children with Disabilities, English Language Learners/ Multilingual Learners, Foster Care, Low Income, Migratory Students, MTSS data, Students in the Criminal Justice System, Students by Gender, Students from each Racial or Ethnic Group, Students Receiving Mental Health Services, Students in Transition/ Homeless

Gaps in Data for Subgroups: Disaggregated Data

Subgroups	Gaps in Data	Barriers to Success throughout the COVID-19 pandemic	Next Steps for Improvement
Free and Reduced Students (Low socioeconomic)	iReady 38% Reading and 42% Math, Individual students tested below grade level.	Access to wifi is not always available to these students. After school homework help is often not available, as both parents work and children go home to empty houses.	<ul style="list-style-type: none"> Provide T-Mobile Hotspots to students in need. Utilize individual student learning pathways. Provide individualized student learning interventions. Provide high quality tutoring through the after school program. Provide out-of-school supervision through the after school program.
English Language/ Multilingual Learners	Vocabulary on WIDA Assessment shows 25% of Students tested at the Developing stage and 57% tested at the expanding stage and 18% tested at the bridging stage.	Vocabulary is not being explicitly taught, so students are guessing at meanings. Students don't have adequate context to understand vocabulary meanings.	<ul style="list-style-type: none"> Provide explicit instruction on vocabulary, utilizing the WordlyWise curriculum. Continue to closely monitor WIDA assessment data to determine further needed steps.

All students	ELA foundational skills	All students were low in foundational skills in ELA testing.	<ul style="list-style-type: none"> Utilize iReady student pathways, FLOW reading and Acadiane data tracking system. Further utilize the Intervention Assistance Team to analyze data and develop individual student assessments.
3rd and 4th Grade Students	70% of students assessed using iReady were below grade level in math and reading.	Monitor progress of 3rd and 4th Grade Students	<ul style="list-style-type: none"> Utilize iReady individual student learning pathways Provide individual interventions developed through the Intervention Assistance Team. Tutoring through the afterschool program.
Other identified subgroups your district/school has identified			
1st and 2nd grade ELA Students	Reading	Promote a stronger foundation in phonics in the early grades for our ELA students.	<ul style="list-style-type: none"> Utilize <i>Zoophonics</i> to help students learn letter sounds and meaning.
7-12 Grade Students	Social-Emotional	Integrate Social Emotional Learning into all curriculums	<ul style="list-style-type: none"> Utilize the “Formative Five” social emotional skills Train teachers on the Formative Five and further integrate these SEL skills in all curriculums.
4th Grade	Self Regulation Skills	Students need to learn how to self regulate and utilize effective learning skills.	<ul style="list-style-type: none"> Utilize PAX Good Behavior Game Train staff and plan school-wide and classroom procedures during monthly staff meetings.
7-8 Grade	Self Regulation Skills	Students need to learn how to self regulate and utilize effective learning skills.	<ul style="list-style-type: none"> Utilize Marzano’s <i>Classroom Management That Works</i> strategies to build classroom procedures that will positively impact student behavior and achievement. Train teachers how to build innovative lesson plans that will work to accelerate student learning.

Step 3. Additional Data to Consider

Districts/ schools that took the '**Opportunity to Learn' Survey** can request their results from DJ QuirnMai DJ.QuirinMai@mt.gov, (406) 444-4434.

Additional student data to consider: Attendance (including disaggregated ex. in person, remote), student engagement, behavior/discipline, graduation rate, technology use. Additional staff/teacher data to consider: Teacher retention, teacher recruitment, teacher attendance, professional learning offerings and what types, walkthrough data.

Data Components	Compelling Questions	Questions, Comments, Thoughts to Consider	Next Steps
Ex. Student Engagement	<ul style="list-style-type: none">• How are we monitoring student engagement?• What is our standard?	Establish common language and understanding of what engagement looks like at our school based on best practice and	<ul style="list-style-type: none">• Create a tracking document• Agree on a timeline of when we will discuss your data

	<ul style="list-style-type: none"> • What will we do when we know that students are not engaged? 	research	<ul style="list-style-type: none"> • Establish next steps (ex. PD, Collaboration)
Additional Student Data			
Attendance	<ul style="list-style-type: none"> • How do we monitor attendance? • What attendance rate do we use as a standard? • How do we promote student attendance? 	Utilize the student handbook <i>attendance policy</i> as the baseline standard to then develop steps to best encourage and promote student attendance.	<ul style="list-style-type: none"> • Utilize Infinite Campus Data to track student attendance. • Assess student attendance on a bi-weekly basis. • Utilize established incentives to promote student attendance.
Behavior	<ul style="list-style-type: none"> • How do we monitor student behavior? • What is our standard for student behavior? • How will we address both individual, as well as group, student behavior issues? • What steps will we take to promote positive student behavior? 	We will continue to utilize Infinite Campus to monitor student behavior, as well as PAX GOOD Behavior data collected by the elementary principal. We will need to get the entire staff on board with the decided upon behavior procedures to help promote positive student behavior.	<ul style="list-style-type: none"> • Continue work to fully incorporate the PAX Good Behavior Game school wide K-6. • Work with 7-12 staff during the first school PIR day to develop school-wide and individual classroom procedural expectations. • Discuss all behavior expectations in the <i>Student Handbook</i> with both staff and students. • Work with the Student Council and National Honor Society students to develop activities that will promote positive behavior school-wide.
Student Engagement	<p>What percentage of students participate in extracurricular activities? How</p>	What percentage of our student participate in extracurricular activities - both male and female. What are the reasons they don't participate?	<ul style="list-style-type: none"> • Gather data on student participation in sports, clubs, and any other extracurricular activities utilizing AD, FCS and

			<p>FCCLA data.</p> <ul style="list-style-type: none">● Survey students to ask why or why not they participate in these activities.● Work with the student council, pep club and club leadership to develop plans to encourage student participation, using survey data as guidance.
Promote student participation in dual credit and advanced learning opportunities.	<ul style="list-style-type: none">● How many students participate in dual-credit and upper level classes?● What steps do we need to take to promote these classes?● What steps do we need to take to help students be successful in these classes?	We will continue to work with area community colleges to promote dual credit classes. What opportunities do we have to teach these classes utilizing our existing staff?	<ul style="list-style-type: none">● Work with area community colleges to develop strategies, such as campus visits, to help promote student success.● Utilize staff members to teach these classes in house.

Step 4. Data-Informed Reflection & Discussion

The ARP/ESSER III template focuses on the following data components and is aligned with the Comprehensive Needs Assessment. Districts/ schools that took the **CNA** this spring can use those results to guide instructional components below by contacting DJ QuirnMai DJ.QuirnMai@mt.gov, (406) 444-4434 for your results.

Best Practice:

Step 1: Individually reflect on the components listed above and your personal experience during the COVID 19 pandemic to rank the components below from most immediate need (1) to least (10). Add your thoughts for areas of growth and ideas for improvement. Consider using the [CNA](#) questions to guide your decision-making process.

Step 2: As a District Leadership or Site Leadership Team, share and compare your responses to come to a consensus on essential areas of growth and next steps for improvement.

Data Components	Rank	What are the areas of growth?	Next Steps for Improvement
School Quality	9	What future steps do we need to take to continue growth towards the district's strategic plan?	<ul style="list-style-type: none"> • Align all curriculum to the State Standards • Purchase new k-12 Social Studies Curriculum. • Build Bus Barn • Improve locker room facilities
Program and/or Content Standards and Instruction	1	Improved and update the k-6 science curriculum 2021-22, Updated 7-12 ELA curriculum 2020-21, Updated K-6 math and reading programs 2017-18. Teachers are required to align lesson plans to State standards.	<ul style="list-style-type: none"> • New Social Studies Curriculum K-12 2022-23 • Continue iReady Professional Development • Will Review arts-music, math, science and technology curriculums in years 2022-2024.
Assessment and Data-Driven Decision Making to Inform Instruction	5	We have multiple areas of assessment but our system for tracking this data is not serving us well.	<ul style="list-style-type: none"> • Implement the use of the Acadience program to track data. • Staff professional develop on the Acadience program.
Amount and Quality of Instruction	8	We need to better utilize our Title I paraprofessional, after school leaders, and IAT teachers.	<ul style="list-style-type: none"> • Teachers who specialize in reading will work with high need students on prescribed interventions during the first forty five minutes of the day. • Specialist teachers will work with more advanced readers during the first forty minutes of the day. • Hire and after school director who can work as a liaison between the IAT/Title I programs and the after school program.

Instruction and Supports for At-Risk Students	2	Continue to grow and build the k-12 Intervention Assistance team to better build interventions to meet individual student needs. More fully utilize the after school program to provide student interventions.	<ul style="list-style-type: none"> Continue to refine the IAT process. Hire an after-school program director.
Motivation in Teaching and Learning	3	Assess why students and staff aren't motivated and then develop plan to further meet these needs.	<ul style="list-style-type: none"> Survey staff pertaining to motivation -what holds them back from being motivated. Use data gathered to develop plans to promote motivation in teachers and staff. Continue to build staff health and wellness plan - including SE health.
Academic/Program Leadership to Improve Instruction	10	Provide the elementary and JH/HS teacher with continued professional development to improve their instructional leadership abilities.	<ul style="list-style-type: none"> The elementary and JH/HS principals will both participate in the SAM leadership LPLP program. The elementary and JH/HS principals will participate in PD provided by their respective state organizations. The elementary and JH/HS principals will attend the MCEL conference annually.
Professional Development to Improve Instruction and Outcomes	7	We need continued training on the PAX good behavior game, as well as the integration of the <i>Five Behavior Traits</i> .	<ul style="list-style-type: none"> Pax Good Behavior and <i>five traits</i> PD during four teacher work days.
Community and Family Engagement	6	How do we work to build parent engagement in the low socio-economic sector of our school population?	<ul style="list-style-type: none"> Parent nights for reading, math and science. Virtual parent/community meetings four times a year. Utilize the new school web app which will allow parents easy access to multiple school platforms, as well as allowing the school to push information to parents.
Social-Emotional Support for Staff and Students	4	Utilize Youth Risk Assessment to plan for counseling curriculum. Integrate the <i>Formative Five</i> SEL skills across curriculums. Further use the PAX Good Behavior Game K-6.	<ul style="list-style-type: none"> Provide counseling classes k-6 aligned to data from the risk assessment. Provide professional development for K-6 staff on the PAX Good Behavior Game. Train 7-12 staff on <i>Formative Five</i> behavior traits in the classroom.

Step 5. List the Top 3 Priorities (1, 2, 3) from the Ranking Above

Priority	Additional Notes or Questions
1. Science Curriculum and/or Content Standards and Plan for new Social Studies Curriculum Fall 2022, InstructionProgram and/or Content Standards and Instruction	<ul style="list-style-type: none">● Teacher- Science Specialist will organize the roll out of the new k-6 science curriculum.● Teacher will plan lessons, gather supplies and co-teacher in classes when needed.● Develop curriculum development committee for Social Studies.● Attend the Golden Triangle Curriculum fair in January 2022.● Have appropriate staff members attend the Golden Triangle Curriculum Consortiums curriculum alignment meetings.
2. Instruction and Supports for At-Risk Students	<ul style="list-style-type: none">● Continue to research evidence based intervention strategies.● Further Align the IAT team with Title I interventions.● Utilize the Acadience program to record and disseminate data to be used with the IAT team.
3. Motivation in Teaching and Learning	<ul style="list-style-type: none">● Utilize staff and student incentives.● Continue to build a positive school culture.

If your school has already identified top priorities (including through a Diagnostic Review), determine whether those priorities align with the priorities identified above and discuss.

Step 6. Braiding Priorities

In an effort to support LEAs in aligning all initiatives and efforts, the OPI suggests braiding all grants and goals into three prioritized, focused areas.

Current Initiatives/Goals	Identify Priority from Above to which Initiative Aligns (1, 2, 3, or none)	How closely does the current initiative/goal align with the identified Top Priority?
		A - Extremely aligned B - Very aligned C - Not sure D - Slightly aligned E - Not aligned at all
Mental health support	Aligns with Top Priority 2	A - Extremely aligned
Social Emotional Learning	Aligns with Top Priority 3	B - Very Aligned
Social Emotional Learning	Aligns with Top Priority 4	A - Extremely Aligned
Social Emotional Support	Aligns with Top Priority 6	B - Very Aligned
Social Emotional Learning	Aligns with Top Priority 9	B - Very Aligned
Behavior Management - PAX, Five Traits	Aligns with Top Priority 3	B - Very aligned

Behavior Management - PAX, Five Traits	Aligns with Top Priority 8	B - Very aligned
Behavior Management - PAX, Five Traits	Aligns with Top Priority 9	A - Extremely Aligned
Professional Development	Aligns with Top Priority 3	B - Very Aligned
Professional Development	Aligns with Top Priority 4	B- Very Aligned
Professional Development	Aligns with Top Priority 1	A - Extremely Aligned
Professional Development	Aligns with Top Priority 7	A - Extremely Aligned
Professional Development	Aligns with Top Priority 9	A - Extremely Aligned
Facility Improvement	Aligns with Top Priority 6	B - Very Aligned
Facility Improvement	Aligns with Top Priority 9	A - Extremely Aligned

Step 7. Create Action Steps for Each Priority

Think about what supports and resources you may need for each priority to be successful, including team members who will be responsible for implementing each action step and a timeline for doing so.

Priority	Action Steps	Person(s) Responsible	Timeline	Notes
1. Program and/or Content Standards and Instruction - Science	1. New Science series K-6 2. Science Specialist to Organize new curriculum 3. Monitor lower performing students	Elementary Principal/Science Specialist Teacher Elementary Principal Elementary Principal	1. Fall 2021 2. Fall 2021 3. SBAC/MT Science Assessment spring 2022 4. Fall 2021	

	4. Social Studies Curriculum Development Team			
2. Assessment and Data-Driven Decision-Making to Inform Instruction (multiple assessments needed) to better support struggling students.	<ol style="list-style-type: none"> Utilize Acadience to gather and disseminate data. Utilize Flow Reading, iReady, SBAC, MT Science Assessment, WIDA. Training Staff on Acadience Implement 	Elementary Principal Teacher School Psychologist	<ol style="list-style-type: none"> September 2021 December 2021 February 2022 May 2022 	
3. Motivation in Teaching and Learning	<ol style="list-style-type: none"> Focus on student behavior procedures and interventions. Continue training teachers on cross-curriculum SEL strategies. Building motivational incentives for students and teachers. Teach staff and students mental health strategies 	Teacher, Principals	<ol style="list-style-type: none"> Fall 2021 Fall 2021 Team Building Activities Fall 2021, Winter 2022 K-12 Mentor Program School Year 2021-22 Staff Wellness Program School Year 2021-22 Spring 2022 Fall 2021 	

Step 8. Selection of Interventions, Strategies, or Enrichment Activities

Gather all your materials from conducting your ARP/ ESSER III Gap Analysis in order to move onto the process of selecting relevant, evidence-based interventions/ strategies or enrichment activities. All tiers of evidence under ARP/ ESSER III can be considered (provided below). With a plan for data collection and documentation to demonstrate improvement in student outcomes, culturally relevant strategies, as well as intervention strategies, can be listed under Tier IV (Ex. smudging, outdoor experiential learning).

Tiers of Evidence	Tier	Evidence Level
	Tier I	Strong evidence from at least one well-designed and well-implemented experimental study.
	Tier II	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
	Tier III	Promising evidence from at least one well-designed and well-implemented correlation study with statistical controls for selection bias.
	Tier IV	Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

Evidence-Based Resources

For a quick reference on evidence-based definitions, districts can use [this large-print definition](#) provided by the IES. [This tool](#) provided by the Midwest REL provides a crosswalk between ESSA levels of evidence and existing clearinghouses, such as the WWC commonly used by educators.

[Guide for Selecting Materials Aligned to Montana's Content Standards](#)

[ELM](#) is a downloadable, browser-based application for Mac and PC that runs locally on your computer and does not require an active internet connection. The program guides you through a series of questions, giving you the opportunity to enter your program resources, activities, outputs, and outcomes. Once

all of your program information is entered, you will be prompted to draw color-coded lines between each component, illustrating their cause-and-effect relationships. The end result is a printable logic model which functions as a map for you and your team, visually connecting intended activities with intended outputs and outcomes.

Step 9. Final Step: Putting It All Together

1. List each priority as identified in Step 5.
2. List the person(s) responsible.
3. List the identified needs in Step 7.
4. List the intervention using the information provided in Step 8.

List Priority	Person(s) Responsible	Focused Identified Need	Intervention (Ex. Data, Social-Emotional, Mental Health Services, PD for Staff)
4. Science Curriculum and/or Content Standards and Plan for new Social Studies Curriculum Fall 2022, InstructionProgram and/or Content Standards and Instruction	Teachers	1. New Series K-6, 7-12 2. Teacher 3. Assess all student learning 4. Track and utilize data to improve curriculum implementation	
5. Instruction and Supports for At-Risk Students	Teachers/Principals	1. Utilize iReady, Flow reading and Acadience to develop individual student interventions. 2. Train Title I paraprofessional 3. Monitor lower performing students	
6. Motivation in Teaching and Learning	Principal/Superintendent	1. Focus on PAX and Five Traits Training 2. SEL Professional Development 3. Develop and Provide Meaningful Staff and Student incentives. 4. Mental and Physical Wellness Opportunities for staff	

