

## 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:  
Keeping the school sanitized and cleaned. We feel it is important to keep cleaning the school more thoroughly daily than was done pre-Covid. This takes more time and more cleaning supplies.
- Priority 2:  
Keeping our students fed. We contract with the colony which our school is located on. It is important that our students are fed regular and healthy meals as all our student population qualifies for free/reduced meals. We can ensure that a healthy lunch is eaten by our students every school day this way.
- Priority 3:  
We are continuously updating our technology. We want to make sure that all our devices are up-to-date and ready to work at the students' homes in case we must go remote. With having one multi-grade classroom sickness quickly spreads. We need to have both the staff and students prepared to be able to change to remote learning quickly but also have quality learning. This includes purchasing programs that are internet based for our school to test students individually and know where learning loss has occurred. Then we can create a plan to work on the skills that need built.

**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:  
Our school uses Accelerated Math to strengthen students' math skills while assessing weaknesses along with programs such as Moby Max. Our teachers are required to send in a weekly log to the superintendent to show which ELA and Mathematics standards they covered throughout the week. This gives the teacher a running record of what they have covered during the year to make sure they do not miss any standards. Our school works with Montana Small School Alliance to get quality professional development. At the end of each year MSSA sends out a questionnaire to determine the needs of the curriculum cooperative. Our board encourages our staff to use the Teacher Learning Hub to pick up course that are specific to what they feel they need to teach their students.
- ELA Goal Strategies, Actions, Timelines, and Assignments:  
Our school looks at SBAC testing, Interim SBAC testing, Accelerated Reading, curriculum tests, and teacher observation to determine the area our students are exhibiting weaknesses in. With a small student population, we are constantly evaluating what the individual student's strengths and weaknesses are and changing the pacing or direction of the curriculum based on their needs. Our school works with Montana Small School Alliance to get quality professional development. At the end of each year MSSA sends out a questionnaire to determine the needs of the curriculum cooperative. All professional development days incorporate ELA to some extent. If our needs will not be met by MSSA, our board pays for our teachers to attend training that will meet our students' and teacher's needs. Our board is encouraging our teachers to use the Teacher Learning Hub as it has many great trainings throughout the year.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:  
Our school is working to support our new staff. Over the last six years, we have experienced four teacher changes. In a one-room school, that is a lot of teacher change that leads to inconsistency and missing skill development in students. We are encouraging the current staff to stay through networking with other rural teachers, observation days at other one-room schools, and board support and recognition. We know that if we can keep a good teacher for multiple years student's skills are more thoroughly developed as we have watched as students are evaluated by each teacher who discovers missing skills and begins to delve into building skills only to have it interrupted by leaving at the end of the year.

**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:**  
Our one-room school has been small over the last few years. Our school is starting to see growth in our classroom size again as more students enter our school. We currently have an enrollment of eleven students. As we look over the trend of the data, we realize that it is hard to determine a trend as our current student population is heavily concentrated in the early elementary grades. Analysis of how the current students are doing by SBAC data, teacher observation, and district assessments is showing the students are weakest in the domain of NBT (Numbers and Operations in Base Ten). Understanding and applying number sense (NS) is where we are focusing our efforts in grades 5-8. In the younger grades we need to focus on the beginning of understanding of place value along with properties of operation to add and subtract numbers (NBT.1 and 2). Our goal is to increase by 5% our students scoring proficient in these areas as measured by the SBAC data and MAPS data within the next two years.
- **ELA Goal:**  
Our student population is eleven. Our school is mainly composed of early elementary students. We have looked at the SBAC and interim data we have. We relied more on curriculum assessments, Accelerated Reader, and teacher observation. What we are working on in grades Kindergarten through third is Standard RF.3 (Know and apply grade level phonics and word analysis skills in decoding words). In grades 4-8, we will be focusing on Reading Informational: Craft and Structure and W.1 (Provide reasons to support the opinion). Our goal is to increase by 5% our students scoring proficient in these areas as measured by the SBAC data, Accelerated Reader, and district assessments within the next two years.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**  
Recruitment and Retention of staff is a goal for our school again. With one teacher and a part-time aide, the more turnover we have the harder it is to give consistency to our students. We have retained a teacher that is seeking her elementary endorsement through an internship. Our school is working to retain our current teacher and build upon her skills in the classroom, offer support as she takes on the challenge of a multi-grade, one-room school. After a year without being able to find an aide, we found one this year and are working to build her skills and knowledge.

**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.**

Surveys, SBAC data, MAPS data, interim assessments, teacher observation

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

406-535-3136

**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 sees our plan as an ever-changing document. Therefore, we plan to send a survey out, again, to stakeholders about every 4-6 months. This will be to assess how they feel school is going and if anything should be done differently in relation to our Covid protocols along with how they feel our use of ARP ESSER monies has been. This will help us look for weaknesses in our plan so that we can change or add to our plan if we find something different our students, school, and community want that makes sense with the new knowledge we have. Also, we will be monitoring our SBAC and MAP data as well as classroom teacher observation and district assessments for growth. We want to make sure that well as classroom teacher observation and district assessments for growth. We want to make sure that our students not only show growth overall, but that the students who have shown to be educationally affected by the Covid closures show gain and close the gaps that were created between them and their peers.

**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.**

- 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
- 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
- Meeting the nutritional needs of underserved students
- Providing safe, healthy, inclusive learning environments
- 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.

**Q11. Please indicate your role in the district.**

- Other (Please identify your role in the box below.):  
County Superintendent

**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.**

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.**

n/a

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

Our goal for our free and reduced population is the same as our overall student goal. With so few students we are looking at individual data. Our goal is to increase by 5% our students scoring proficient in the domain of numbers and operations in base ten along with number sense as measured by the SBAC data and MAPS data within the next two years.

**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

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

- Free and Reduced Lunch

**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.**

- Meeting the nutritional needs of underserved students.
- Providing safe, healthy, inclusive learning environments.
- 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.

**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.**

- 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.)

**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

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

<b>County</b>	Fergus
<b>District</b>	Fergus ~ Ayers Elem, LE1218

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

- Other (please identify in the box below):  
survey via mail

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

- No

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

Our goal for our free and reduced population is the same as our overall student goal. With so few students we are looking at individual data. Our goal is to increase by 5% our students scoring proficient in the areas of Reading Informational: The Craft and Structure as well as Writing: Providing Reasons to support your opinion as measured by the SBAC data, Accelerated Reader, and district assessments within the next two years.

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

n/a

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

Rhonda Long

**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

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

suptofschool@co.fergus.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
- Students
- Teachers
- Staff
- 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)

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

- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- Student, parent, or educator surveys

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

- Evidenced-based curriculum
- 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

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

- None

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

- 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.**

Surveys were mailed to parents, staff, and community members several times in the last two years. Discussion on the plan was held monthly at school board meetings.

**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 our first update of our plan in May of 2023.

**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 is the first time we are submitting this plan update

### Q79. Please Sign Here

[\[Click here\]](#)

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## Embedded Data:

<b>Q_R</b>	R_315JfMQgdNiHoY8
<b>Recipient</b>	suptofschool@co.fergus.mt.us