**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:

   Flooring – Our school needs flooring that is easy to clean and holds up to intense cleaning that is needed due to Covid cleaning practices along with the extra deep cleaning required when there is a positive case within the classroom. We need flooring that withstand cleaning and sanitization without falling apart and will come completely clean versus some flooring that has pits and crevasses that make it hard to clean and sanitize thoroughly.

- Priority 2:

   We would like to increase our technology so that if we were to go to a remote learning situation students would be able to receive live instruction. We want to make our classroom technology more robust so that the teacher has an easier ability to teach remote students when needed. We want all of our technology to work together seamlessly. We will be looking at hardware and software to make this work.

- Priority 3:

   Remediation: Our school is researching programs to help our students that have fallen behind due to Covid. We are looking at research-based programs in reading and math that have an online component in case the classroom goes remote or the students quarantine for a period of time. Also, we are exploring testing programs such as Study Island and IXL to add to what we already use so that we can find what the missing skills for each student is so that we can target our approach to the area where the student's knowledge is not proficient for their age.

**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 looks at SBAC testing, Interim SBAC data, Accelerated Math, curriculum tests, Maps data, and teacher observations to determine the area our students are exhibiting weaknesses in. With such a small student population we are evaluating what each student

needs on the individual level. We work with the Montana Small Schools Alliance to get quality professional development. At the end of each year MSSA sends out a questionnaire on what is needed for the next year. Yearly, MSSA devotes one professional development day to Mathematics. If we feel our staff needs more intensive training or something different that MSSA is providing, our board willing pays to send teachers to training. Our board is encouraging our teacher to use the Teacher Learning Hub, also, as it runs multiple types of mathematics-based training throughout the year.

- ELA Goal Strategies, Actions, Timelines, and Assignments:

  Our school looks at SBAC, Interim SBAC, Accelerated Reader, curriculum tests, and teacher observation data. With a small student population, we are constantly evaluating the individual student and changing pacing or the direction of the curriculum based on their needs. Our school works closely with the Montana Small Schools Alliance to get quality professional development. At the end of each school 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 encourages our teacher 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:

  We track attendance along with grades, how many high-level classes taken, HiSet diplomas, and high school diplomas received.

**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 school has been experiencing a rapid declining enrollment. We have about a third of the student population we had four years ago. We are now an extremely small school with just two students in sixth grade. Therefore, when we begin deconstructing the data, we really are looking at each individual students and evaluating their strengths and weaknesses. This allows us to tailor the curriculum to each student's needs. If we see

someone struggling, we can modify and develop instruction. We use a researched-based math program as well as supplementing materials as needed to make sure the students meet all the standards. Teachers use pre and posttests as well as online programs such as Starfall, Math Discovery, SBAC interim testing, and Ipad Apps to strengthen Math facts and skills. Our analysis shows that our students need to focus on the standard Operations and Algebraic Thinking. Our goal is to increase by 5% our students scoring proficient in these areas as measured by the SBAC and MAPS data within the next two years.

- ELA Goal:

  Our school has been experiencing a rapid declining enrollment. We have about a third of the student population we had four years ago. We are now an extremely small school with just two students in sixth grade. Therefore, when we begin deconstructing the data, we really are looking at each individual students and evaluating their strengths and weaknesses. This allows us to tailor the curriculum to each student's needs. If we see someone struggling, we can modify and develop instruction. While reviewing SBAC, Accelerated Reader and teacher observation data, we discovered after reviewing the data that students struggle in the standard Writing: Text Types and Purposes. Therefore, we want to put an emphasis on teaching students how to determine what the question is asking and the correct way to pull support from an article and the craft it into a response that supports their answer. With that in mind, we have a second focus Reading Informational: Integration of Knowledge and Ideas. Our goal is to increase by 5% our students scoring proficient in these areas as measured by the SBAC and MAPS data along with district writing assessments within the next two years.

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

  To prepare our students for life after eighth grade. Our student population is currently 100% Hutterite. The leads to most not going to high school due to cultural beliefs. Our goal is to prepare them for life on the colony, high school, and/or getting their Hi-Set. We allow our 8th graders to shadow jobs, allow to take higher level online classes, and make sure they have the skills to pass the Hi-Set. We want our students to be successful whichever route they take once they leave the 8th grade.

**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, public board meeting discussions, SBAC data, MAPS data, Attendance

**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 6-8 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 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.**

- Evidenced-based curriculum
- 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
- 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.

**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 these areas of Operations and Algebraic Thinking with an emphasis on OA.3 as measured by the SBAC 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.**

- Academic support
- 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.

**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

**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.**

| *County* | Fergus |
|----------|--------|
| *District* | Fergus ~ Spring Creek Colony Elem, LE0288 |

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

- Other (please identify in the box below):

    surveys 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 area of the standard focus Reading Informational: Integration of Knowledge and Ideas as measured by the SBAC and MAPS data along with district writing assessments within the next two years.

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

Our population is so small and of a make up that looking at the identified group is looking at individual
students. Therefore, our goal is still the same. Our district's goal is to prepare students for whatever path they take after they leave eight grade whether it is a job, high school, the HiSet or combination of these

**Q6. Who is submitting this form?**
Rhonda Long

**Q9. What is your official school district email address?**
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
- 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.
- 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

**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.**
A survey to the stakeholders were sent a survey twice in the last year. Discussion of the plan was put on the agenda at the monthly 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 November of 2022.

**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]

**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