Pendroy School District LE 0898
ARP Plan last reviewed/Updated December 11, 2023

Q1.
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.

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 [Teton ⌄]

District [Pendroy Elem, LE0898 ⌄]

Q6. Who is the Authorized Representative submitting this form?

Brook Durocher

Q11. Please indicate your role in the district.

○ District-level Administrator

○ Principal

◉ Other (Please identify your role in the box below.) County Superintendent of Schools

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

bdurocher@tetoncountymt.gov

Q8. What is your school district phone number?

406-466-2907

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

Parent/stakeholder surveys were sent out in November 2021. Positive results were recorded for school safety and student well-being in regard to the the in-person educational program being implemented.

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

The submission reflects our update of our plan in December 2023.

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

Assessing students where they are in their mastery of subject area now and putting in place consistent structures for future growth and achievement.

☑ Priority 2

Assessment and Data-Driven Decision-making Diagnosis to inform Instruction based on students' unfinished learning

☑ Priority 3

Implement a Social-Emotional Support for Staff and Students to align human and financial resources with needs across the school, classrooms, home, and communities. Included in this we need to replace the lights; they are not providing adequate light for the students to see well throughout the rooms.

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.

Student surveys, formative assessments, classroom observation of student's independent performance and completion of assigned curriculum tasks.

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.
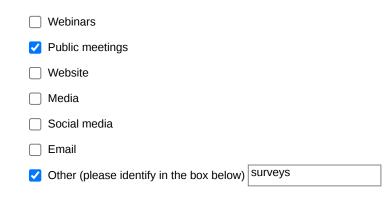
- ☐ Economically Disadvantaged (Free and Reduced Lunch)
- ☑ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Multi-Racial
- ☐ Migrant
- ☐ Homeless
- ☐ Foster Youth
- ☐ Children with Disabilities
- ☐ Male
- ☐ Female
- ☑ English Language Learners
- ☐ Other (please identify in 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) [ ]

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) | surveys |

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

```
Use appropriate tools to identify the mathematical operation used to solve
story problems.  Students will make sense of problems and persevere in
solving them.
Weekly formative/informative assessments will be given to monitor the
progress toward meeting the stated goal.
Trackers will measure 75% of assignment completions done independently by
the student.
```

☑ ELA Goal

```
Drawing on specific details in the text, students will be asking and
answering such questions as who, what, where, when, why, and how to
determine the character, setting, and events in a story.
Students will produce clear and coherent writing in which the development
and organization are appropriate to grade-specific task, purpose, and
audience.
Weekly formative/informative assessments will be given to monitor the
progress toward meeting the stated goal.  Trackers will measure 75% of
assignment completions done independently by the student.
```

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

```
SEL Goal
Coordinate self-awareness, self-management, and responsible decision-making
behaviors that all individuals need to achieve specific tasks and positive
development outcomes.
Quarterly staff and student surveys will be conducted to measure school
climate.
Staff meet bi-monthly to gauge school climate, aligning equity strategies,
academics, student engaged learning, and self-motivation.
```

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

```
Strong, consistent and equitable instruction that addresses any gaps in
prior learning within the context of assignments focused on priority
content.
When possible, student motivation will be fostered by connecting learning
materials to students' lives, background, and what they already know.

No more than 3 anchor assignments per week will be used to identify
students that may need more adult support.
Additional staff needed to work individually or in small groups with
students needing more support.  Additional staff time is needed to conform
curriculum materials to reflect community cultural lifestyle.
By 2024 50% of students will be proficient in grade level material as
determined by SBAC.
Supervising teacher will monitor quarterly data.
```

☑ ELA Goal Strategies, Actions, Timelines, and Assignments

```
Strong, consistent and equitable instruction that addresses any gaps in
prior learning within the context of assignments focused on priority
content.
Weekly direct amount and quality of instruction relevant to the culture.
When possible, student motivation will be fostered by connecting learning
materials to students' lives, background, and what they already know.
No more than 3 anchor assignments per week will be used to identify
students that may need more adult support.
Additional staff needed to work individually or in small groups with
students needing more support.  Additional staff time is needed to conform
curriculum materials to reflect community cultural lifestyle.
By 2024 50% of students will be proficient in grade level material as
determined by SBAC.
Supervising teacher will analyze data annually.
```

☑ Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional
Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

```
Student survey sent quarterly to gather information about whether they feel
there is an adult in the school they can talk to about how they are doing,
if the teacher makes them feel like they belong and are respected.
Family survey sent 3 times during the year to gauge whether they feel
comfortable reaching out to the school with questions or concern and if
there is a responsive feedback.
Track consistency in expectations and practices to promote engaged
learning, self-motivation, and student learning ownership.
Staff will compile tracking results quarterly to direct instructional
strategies.
By 2024 students will be actively engaged and take ownership of their
learning path 80% of the time.
```

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.

No distinct goal- some populations are more impacted, however, with all students impacted our goals are relevant for all populations.

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

No distinct goal- some populations are more impacted, however, with all students impacted our goals are relevant for all populations.

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

No distinct goal- some populations are more impacted, however, with all students impacted our goals are relevant for all populations.

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.

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.

- ☐ Mental health supports
- ☑ Social emotional learning
- ☑ Academic support
- ☐ Extended learning/enrichment
- ☑ 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)

> Replacing the lights, the lights do not provide adequate light for the students to see well throughout the rooms. Also, minor kitchen appliiance replacement, refrigerator and microwave; in response to COVID providing for students healthy foodsl

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.

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 Multi-Tiered 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

- [x] Providing information and assistance to parents and families on how they can effectively support students
- [x] 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)
- [x] 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
- [x] 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
- [x] 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
- [x] Purchasing supplies to sanitize and clean the facilities
- [x] 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.
- [x] 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.
- [x] Other (please identify in the box below)

  > Replacing the lights, the lights do not provide adequate light for the students to see well throughout the rooms. Also, minor kitchen appliiance replacement, refrigerator and microwave; in response to COVID providing for students healthy foodsl

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.

_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.

1

_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.

4

_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.

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?

Analyzing the results of parent and student surveys, formative and informative assessments, student engagement tracker, and student assignment completion tracker staff with adjust instructional and program strategies to effectively meets the needs of all students.

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

- ☐ 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.

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
- ○ Other [   ]

Q79. Please Sign Here

clear

Embedded Data
Q_R: R_2TFs4VhXHJ74NdY
Recipient: csessions@tetoncountymt.gov

Location Data

Location: (47.8408, -112.1984)

Source: GeoIP Estimation