



Rocky Boy Elem, LE1207

**Initial Plan Submission ARP ESSER Funding
2021**

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Introduction: Plan Basics

State Date	8/23/2021 12:45; updated 10/31/2022
End Date	8/23/2021 14:43; update finalized 10/31/2022
Recorded Date	8/23/2021 14:43;
Response ID	R_31A5Znp6XdsjX82
County	Hill
District	Rocky Boy Elem, LE1207
Submitter Name	Voyd St. Pierre
Submitter Role	District-level Administrator
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Initial or Revised Plan	Initial Plan Submission; Revised Plan 10/31/2022

Section 1 - School District Identified Priorities

Priority 1

To remain focused on addressing the social/emotional need of students, parents, and staff as we move back to face to face learning in the Fall of 2022.

Priority 2

Introduce and implement new K-8 curriculum for Into Reading/Literature and Into Math, as well as Social Studies in grades 7-12 in the Fall of 2022. Begin evaluation of K-12 science curriculum and social studies curriculums during the 2022-23 school year. Staff will receive associated professional development to fully implement new curriculum from curriculum vendors. As the new curriculums are implemented, teachers will update and modify both instructional and support programs that address student needs and adjust the delivery methods to better accommodate students.

Priority 3

Focus on final infrastructure deficiencies identified to more efficiently and effectively accommodate students, staff, and community in the overall educational environment within our district. Remaining items to address before November 2023 include: transportation upgrades of buses/vehicles, classroom carpet/tile replacement, shower/laundry retrofit, modular trailer purchase and install.

Data Points Used to Identify Priorities

Interim assessments, attendance/participation, quarter/semester grades, and teacher surveys.

Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Yes
White	N/A
Black or African American	N/A
American Indian or Alaska Native	Yes
Multi-Racial	Yes
Migrant	N/A

Homeless	Yes
Foster Youth	Yes
Children with Disabilities	Yes
Male	Yes
Female	Yes
English Language Learners	Yes
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Yes
Students	Yes
Teachers	Yes
Staff	Yes
Tribal Governments	Yes
Local Bargaining Units	Yes
Educational Advocacy Organizations	
County Health Departments	
Community Members	Yes
Other (please identify in the box below)	

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Yes
Website	Yes
Media	
Social Media	Yes
Email	Yes
Other (please identify in the box below)	

Section 3: Goals

Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

Math Goal	<p>95% of the students enrolled in grades 3, 4, 5, 6, 7, 8, and 10 will be assessed using STAR Math as a progress monitoring/assessment tool. STAR Math will be conducted in September, January, and May annually. There will be a reduction of 15% in the number of students in Tier 3 using the May results as compared to the September results. Tier 2 student achievement will exhibit a 10% growth; Tier 1 students will exhibit a 5% growth using assessment scores from September, as compared to May.</p> <p>Due to the on-going lower attendance, we were unable to meet our assessment goal with 95% of students enrolled for 2021-22.</p> <p>Based on our progress monitoring/assessment review, the following academic data was registered: Tier 3 Reduction: Of the 7 classes assessed, grade 8 had no change, grades 5 and 6, seen measurable decreases in the number of Tier 3 students, and grades 3, 4, 7, and 10 showed increases in the number of students moving into the Tier 3 category. Tier 2 Increases: Only grades 5 and 8 showed minimal increases in this category, with grades 3, 4, 6, 7, and 10 experiencing decreases. Tier 1 Increases: Grades 3, 4, 5, and 10 showed minimal increases, but grade 6 achieved the stated goal with a 21% increase in this category. Grades 7 and 8 experienced a minor decrease.</p> <p>Here are the specific percentage decreases or increases for each grade level using our September/May comparison data:</p> <p>Grade 3: Tier 3 experienced a 5% increase; Tier 2 experienced a 5% decrease; and Tier 1 experienced no change. Grade 4: Tier 3 experienced a 14% increase; Tier 2 experienced a 10% decrease; and Tier 1 experienced a 4% decrease. Grade 5: Tier 3 experienced a 11% decrease; Tier 2 experienced a 6% increase; and Tier 1 experienced a 5% increase. Grade 6: Tier 3 experienced a 7% decrease; Tier 2 experienced a 5% decrease; and Tier 1 experienced a 11% increase. Grade 7: Tier 3 experienced a 7% increase; Tier 2 experienced a 7% decrease; and Tier 1 experienced a 1% decrease. Grade 8: Tier 3 experienced no change; Tier 2 experienced a 2% increase; and Tier 1 experienced a 1% decrease. Grade 10: Tier 3 experienced a 16% increase; Tier 2 experienced a 14% decrease; and Tier 1 experienced a 2% increase.</p>
ELA Goal	<p>95% of the students enrolled in grades 3, 4, 5, 6, 7, 8, and 10 will be assessed using STAR Math as a progress monitoring/assessment tool. STAR Math will be conducted in September, January, and May annually. There will be a reduction of 15% in the number of students in Tier 3 using the May results as compared to the September results. Tier 2 student achievement will exhibit a</p>

	<p>10% growth; Tier 1 students will exhibit a 5% growth using assessment scores from September, as compared to May.</p> <p>Due to the on-going lower attendance, we were unable to meet our assessment goal with 95% of students enrolled for 2021-22.</p> <p>Based on our progress monitoring/assessment review, the following academic data was registered: Tier 3 Reduction: Of the 7 classes assessed, grades 4, 6, 7, and 10 seen decreases in the number of Tier 3 students, grade 5 had no change, and grades 3 and 8 showed increases in the number of students moving into the Tier 3 category, with grade 10 showing an 13% decrease in the number of students achieving at the Tier 3 level. Tier 2 Increases: Grades 4, 5, 6, 7, and 10 showed minimal increases in this category, with grades 3, and 8 experiencing decreases. Tier 1 Increases: Grades 4, 7, and 10 showed minimal increases, grade 6 had no percentage changes. Grades 3, 5, 6, and 8 experienced a varying decreases.</p> <p>Here are the specific percentage decreases or increases for each grade level using our September/May comparison data:</p> <p>Grade 3: Tier 3 experienced a 6% increase; Tier 2 experienced a 5% decrease; and Tier 1 experienced a 1% decrease. Grade 4: Tier 3 experienced a 7% decrease; Tier 2 experienced a 3% increase; and Tier 1 experienced a 4% increase. Grade 5: Tier 3 experienced no change; Tier 2 experienced a 6% increase; and Tier 1 experienced a 6% decrease. Grade 6: Tier 3 experienced a 10% decrease; Tier 2 experienced a 10% increase; and Tier 1 experienced no change. Grade 7: Tier 3 experienced a 6% decrease; Tier 2 experienced a 3% increase; and Tier 1 experienced a 4% increase. Grade 8: Tier 3 experienced an 18% increase; Tier 2 experienced a 2% decrease; and Tier 1 experienced a 16% decrease. Grade 10: Tier 3 experienced a 13% decrease; Tier 2 experienced a 4% increase; and Tier 1 experienced an 8% increase.</p>
Other Goal	The social and emotional needs of students, staff, and community will be addressed through on-going professional development, community and family engagement, expanded infrastructure development, staff recruitment/retention, and mental health services.

Goals

For each goal find the following below:

- 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	Year 2. Classroom teachers and paraprofessionals continue to assess all enrolled students in the progress monitoring during September, January, and May using STAR Math. Teachers, paraprofessionals, and building administrators will utilize monthly and tri-annual data to determine additional supports and modifications required to implement change and increased academic scores across the grade levels. Building principals will supervise grade level progress monitoring monthly, report assessment data to the Board, and define budgets and curriculum to support academic success. SLT [school leadership teams] will review, evaluate, and recommend
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	<p>any new progress monitoring/assessment tools for implementation to the DLT [district leadership team]. If a new assessment tool is identified, it will be implemented in the Fall of 2023.</p> <p>Year 3. Classroom teachers and paraprofessionals continue to assess all enrolled students in the progress monitoring during September, January, and May using STAR Math. Teachers, paraprofessionals, and building administrators will utilize monthly and tri-annual data to determine additional supports and modifications required to implement change and increased academic scores across the grade levels. Building principals will supervise grade level progress monitoring monthly, report assessment data to the Board, define budgets and curriculum to support academic success, and implement appropriate mathematics professional development with instructional staff.</p>
ELA Goal	<p>Year 2. Classroom teachers and paraprofessionals continue to assess all enrolled students in the progress monitoring during September, January, and May using STAR Reading. Teachers, paraprofessionals, and building administrators will utilize monthly and tri-annual data to determine additional supports and modifications required to implement change and increased academic scores across the grade levels. Building principals will supervise grade level progress monitoring monthly, report assessment data to the Board, and define budgets and curriculum to support academic success. SLT [school leadership teams] will review, evaluate, and recommend any new progress monitoring/assessment tools for implementation to the DLT [district leadership team]. If a new assessment tool is identified, it will be implemented in the Fall of 2023.</p> <p>Year 3. Classroom teachers and paraprofessionals continue to assess all enrolled students in the progress monitoring during September, January, and May using STAR Reading. Teachers, paraprofessionals, and building administrators will utilize monthly and tri-annual data to determine additional supports and modifications required to implement change and increased academic scores across the grade levels. Building principals will supervise grade level progress monitoring monthly, report assessment data to the Board, define budgets and curriculum to support academic success, and implement appropriate ELA professional development with instructional staff.</p>
Other Goal	<p>Year 2. Focus will be placed on community and family engagement, expanded infrastructure development, and staff recruitment/retention to mitigate the affects of social/emotional hardships encountered by the identified groups. Departmental supervisors and superintendent will establish monthly activities to determine needs beginning in November 2022. The superintendent, with the guidance of departmental supervisors, will determine and define appropriate support activities, define budgets and other supports requested of the affected groups, and modify activities to address the social/emotional needs.</p> <p>Year 3. Implement identified infrastructure development to address the social and emotional needs of affected groups [space, buildings, equipment]. Departmental supervisors and superintendent will complete an infrastructure plan by October 2023. The superintendent, with the guidance of departmental supervisors, will determine and define appropriate infrastructure needs, define budgets, and implement necessary infrastructure projects to address the identified groups.</p>

Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native	Yes	Yes	Yes
Black or African American			
Hispanic			
Multi-Racial			
White			
Free and Reduced Lunch	Yes	Yes	Yes
Homeless	Yes	Yes	Yes
Students with Disabilities	Yes	Yes	Yes
None			

Math Goal for Each Identified Student Group

100% of each identified student group will have equitable access to staff, programs, and services to increase math proficiency as defined in the District math goal. The annual sub-group measurement is to exhibit a year end, Tier 3 percentage rate of 30% or less.

ELA Goal for Each Identified Student Group

100% of each identified student group will have equitable access to staff, programs, and services to increase ELA proficiency as defined in the District ELA goal. The annual sub-group measurement is to exhibit a year end, Tier 3 percentage rate of 25% or less

Other Goal for Each Identified Student Group

100% of each identified student group will have equitable access to staff, programs, and services to address the social and emotional needs of students. District records and activities will support equitable opportunities and access by each sub-group to all social and emotional support activities scheduled.

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

Yes

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	Yes
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	Yes
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	
Title II, Part A of the ESEA (Supporting Effective Instruction)	Yes
Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	
Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	Yes
Title IV, Part B of the ESEA (21st Century Community Learning Centers)	Yes
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	Yes
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	Yes
Carl D. Perkins Act Career and Technical Education Act	Yes
IDEA, Part B (Excess costs of providing FAPE)	
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	

Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

Evidence Based Practice	Planning to Use
Mental health supports	Yes
Social emotional learning	Yes
Academic support	Yes
Extended learning/enrichment	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students.	Yes
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	Yes
Activities to address the unique needs of at-risk populations.	Yes
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	Yes
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.	Yes
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.	Yes
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.	Yes

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	Yes
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

Section 6: Addressing Lost Instructional Time

20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	
Wraparound academic/health/social services	Yes
SEL learning supports	Yes
Evidenced-based curriculum	Yes
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.	Yes
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.	Yes
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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Yes
Access to and effective use of technology	Yes
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	Yes
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	Yes
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	Yes
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	Yes
Other (please identify in the box below)	

80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes 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.

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	
Wraparound academic/health/social services	Yes
SEL learning supports	Yes
Evidenced-based curriculum	Yes
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.	Yes
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.	Yes
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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Yes
Access to and effective use of technology	Yes
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 student' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Yes
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	Yes
Using data about students opportunity to learn indicators to help target resources and support	Yes

Professional Learning Communities	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
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	Yes
Mental health supports	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students	Yes
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	Yes
Activities to address the unique needs of at-risk populations	Yes
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	Yes
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.	Yes
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.	Yes
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.	Yes
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air	Yes

cleaning, fans, control systems, and window and door repair and replacement.	
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

Option	Planning to Use
Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff	Yes
Cover costs of bonuses for recruiting and retaining educators and support personnel	Yes
Additional pay for additional work	Yes
Class-size reduction	Yes
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.)	Yes
Staffing additional physical and mental health support staff (counselors, social workers)	Yes
Other (please identify in the box below)	

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.

8

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.

2

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

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Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will 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.

Description of Monitoring Plan

Annual student achievement and measurement is the primary impact tool, combined with social and emotional influences and activities implemented, that will allow the District to monitor and evaluate the impact and effects that ARP ESSER funding had within our schools.

Type of Data	Planning to Use
Early Warning System	Yes
Interim Formative Assessment	Yes
Opportunities to Learn surveys	
Summative assessments	Yes
Chronic absenteeism	Yes
Student engagement	Yes
Use of exclusionary discipline	
Advanced coursework	Yes
Access to technology	Yes
Educator PD on technology	Yes
Access to and preparation of high-quality educators	Yes
Access to mental health and nursing staff	Yes
Student, parent, or educator surveys	Yes
Per-pupil expenditures	
Classified and certified staff (numbers of positions or people)	Yes
Summer, Afterschool, and ESY enrollment	Yes
Health protocols	Yes
Student enrollment by Mode of instruction	
Student attendance by Mode of Instruction	

Other (please identify in the box below)	