Fort Benton HS, LE0134

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Introduction: Plan Basics

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Response ID	R_eXWfULYhFI5q7xY
County	Chouteau
District	Fort Benton H S, LE0134
Submitter Name	Pat Hould, Superintendent
Submitter Role	District-level Administrator
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Initial or Revised Plan	Revision

Section 1 - School District Identified Priorities

Priority 1

Purchasing resources that allow school leaders and staff to address the needs of their students. Resources such as but not limited to: supplies to sanitize and clean facilities, school facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, inspection, testing maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, and maintenance and repair and replacement of control systems. Improvement of these school areas will enhance student achievement.

Priority 2

Purchasing educational technology and curriculums to enhance student learning and achievement in all areas of the curriculum. Math and ELA are major components of the school academic achievement focus.

Priority 3

Addressing the academic impact of lost instructional time and/or learning loss.

Data Points Used to Identify Priorities

Attendance, summative assessment data, needs assessments, staff, parent, and community surveys/input.

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

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Parents
Students	Students
Teachers	Teachers
Staff	Staff
Tribal Governments	
Local Bargaining Units	Local bargaining units
Educational Advocacy Organizations	Educational advocacy organizations
County Health Departments	County health departments
Community Members	Community members
Other (please identify in the box below)	

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Public meetings
Website	Website
Media	Media
Social Media	Social media
Email	Email
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	Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 7% in Math from 63% in the Spring of 2023 to 70% on the SBAC in the Spring of 2024. (3 yr. trend is 69%). Using the ACT as one of the primary data points the goal is to increase the ACT Math score for district 11th graders to 20.5 on the ACT test. 3 yr. average was 19.37 in 2023
ELA Goal	Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 6% in ELA from 69% in the Spring of 2023 to 75% on the SBAC in the Spring of 2024. (3 yr. trend is 73%). Using the ACT as one of the primary data points the goal is to increase the ACT ELA (English) score for district 11th graders to 20.5 on the ACT test. 3 yr. average was 19.03 in 2023.
Other Goal	The administration and curriculum departments will work collaboratively to support and monitor implementation of evidence-based interventions to identify the most effective interventions employed. Data collected and analysis will include social-emotional indicators and instructional time indicators including excessive absenteeism by both staff and students; the goal will be to reduce absenteeism and remove any barriers to learning to for families and ensure that families have the needed resources to support the needs of students disproportionately impacted by COVID-19.

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	Continue to determine the level of proficiency of students using SBAC scores, MAP, iReady, ACT, classroom assessments, and other in-program assessments. The district also uses the Eleot Survey System to gather data. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards) and a thorough evaluation of SBAC scores is reviewed each fall and spring of the current year. Assignments align to curriculum map by grade level in line with the Golden Triangle Consortium in which Fort Benton is affiliated with. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and Pat Hould, Administrator, will corroborate that these actions are met.

ELA Goal	Continue to determine the level of proficiency of students using SBAC scores, MAP, iReady, ACT, classroom assessments, and other in-program assessments. The district also uses the Eleot Survey System to gather data. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards) and a thorough evaluation of SBAC scores is reviewed each fall and spring of the current year. Assignments align to curriculum map by grade level in line with the Golden Triangle Consortium in which Fort Benton is affiliated with. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and Pat Hould, Administrator, will corroborate that these actions are met.
Other Goal	Monitor daily attendance lists for both staff and students and analyze data for specific student groups and populations. Work with school counselors and community liaisons to reduce and or remove any barriers to learning or attending school. Review all data on a weekly basis to gauge trends and possible health occurring issues. Review CDC guidelines regularly and implement strategies to increase overall attendance rates. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and Pat Hold, Administrator, will corroborate that these actions are met.

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			
Black or African American			
Hispanic			
Multi-Racial			
White			
Free and Reduced Lunch	Free and Reduced Lunch	Free and Reduced Lunch	
Homeless			

Students with Disabilities	Students with Disabilities	Students with Disabilities	
None			None

Math Goal for Each Identified Student Group

The goals are: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2024. District 2023 average was 55% proficient. 3 yr. trend = 59% 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in Math on the SBAC in the Spring of 2024. District 2023 average was 30% proficient. 3 yr. trend = 35% 3. To increase the ACT math score for economically disadvantaged students in grade 11 by 1.5 on the ACT test.

ELA Goal for Each Identified Student Group

The goals are: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2024. District 2023 average was 54% proficient. 3 yr. trend = 65% 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2024. District 2023 average was 44% proficient. 3 yr. trend = 41% 3. To increase the ACT ELA English score for economically disadvantaged students in grade 11 by 1.5 on the ACT test.

Other Goal for Each Identified Student Group

None

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.

N/A

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)	Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	
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)	Title II, Part A of the ESEA (Supporting Effective Instruction)
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)	

Title IV, Part B of the ESEA (21st Century Community Learning Centers)	
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	
Carl D. Perkins Act Career and Technical Education Act	Carl D. Perkins Act Career and Technical Education Act
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	Mental health supports
Social emotional learning	Social emotional learning

Academic support	Academic support
Extended learning/enrichment	Extended learning/enrichment
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students.	Meeting the nutritional needs of underserved students.
Locating absent students and re-engaging disconnected youth	Locating absent students and re-engaging disconnected youth

Providing safe, healthy, inclusive learning environments.	Providing safe, healthy, inclusive learning environments.
Activities to address the unique needs of at-risk populations.	Activities to address the unique needs of at-risk populations.
Developing and implementing procedures and systems to improve the preparedness and response efforts	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	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	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.	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.	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	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.	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	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)	

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.

None

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	Extended learning time
Tribal/community engagement	
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	Evidenced-based curriculum
Accelerating learning through instructional approaches: In-school acceleration-Certified	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.	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: 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: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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	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	Access to and effective use of technology
Engaging families in digital learning training and effectively using technology and platforms	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	Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting studentsâ€™ academic needs, including through differentiating instruction
Providing information and assistance to parents and families on how they can effectively support students	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	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	Using data about students opportunity to learn indicators to help target resources and support

Professional Learning Communities	Professional Learning Communities
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Access to advanced coursework, dual enrollment, work-place learning, and/or internships
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	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	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)	

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	
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 instruction and are designed to meet the social and emotional needs of students 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	Using data about students opportunity to learn indicators to help target resources and support
Professional Learning Communities	Professional Learning Communities

Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Access to advanced coursework, dual enrollment, work-place learning, and/or internships
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	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	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	Mental health supports
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	Meeting the nutritional needs of underserved students

Locating absent students and re-engaging disconnected youth	Locating absent students and re-engaging disconnected youth
Providing safe, healthy, inclusive learning environments	Providing safe, healthy, inclusive learning environments
Activities to address the unique needs of at-risk populations	Activities to address the unique needs of at-risk populations
Developing and implementing procedures and systems to improve the preparedness and response efforts	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	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	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	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.	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.	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.	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.	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)	

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.

None

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	
Cover costs of bonuses for recruiting and retaining educators and support personnel	Cover costs of bonuses for recruiting and retaining educators and support personnel
Additional pay for additional work	Additional pay for additional work
Class-size reduction	
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	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.)	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)	Staffing additional physical and mental health support staff (counselors, social workers)
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.

0.25

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.

0.25

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.

None

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

The district will use a variety of assessments including informal, in-program, formative, and summative to address the needs of all students.

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

Student attendance by Mode of Instruction	Student attendance by Mode of Instruction
Other (please identify in the box below)	

- Reviewed and revised in June, 2024