

## Response Summary:

**Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.**

- **Priority 1:**  
Maintaining current staff is a priority in order to sustain the solid educational foundations established for Charlo K-12 students over the past 100 years of the system. COVID 19 contributed to lower student enrollment as well as the loss of 7 employees at Charlo which we are trying to replace. It is a daunting task for a small school system so keep up with student achievement with lower enrollment which leads to lower ANB funding and finding school employees is challenging any year but since the pandemic it's nearly impossible with a worker shortage not to mention a teacher shortage.
- **Priority 2:**  
Updating the HVAC system is a priority in order to improve a healthy environment for all students and staff. Having proper ventilation improves a healthier learning environment which improves chances for student achievement at all grade levels. It would also encourage students choosing home school due to health concerns to return to full time enrollment which would in turn help with ANB funding.
- **Priority 3:**  
Mental Health Counseling is a priority for all grade levels as students deal with all sorts of issues which have been exacerbated by the COVID 19 pandemic. Students who feel safe and secure do better in school. Having mental health counseling available will make it more likely that students will enjoy higher academic success in all areas.

**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:**  
Continue to determine the level of proficiency of students using SBAC scores, STAR, ISIP, Ed Ready, I-Station, Into Reading, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Fastbridge is also utilized for progress monitoring. 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. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and Steve Love, Administrator, will corroborate that these actions are met.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**  
Continue to determine the level of proficiency of students using SBAC scores, STAR, ISIP, Ed Ready, I-Station, Into Reading, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Fastbridge is also utilized for progress monitoring. 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 to map by grade level. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and Steve Love, Administrator, will corroborate that these actions are met.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**  
We have begun the process of making a healthier campus for student achievement by having an audit done of the current HVAC system. An independent company concluded the 70 year old system is not efficient nor does it create a healthy environment based on recommendations for ventilation to the outside air. We have already approved Energy Performance Contract Resolution and at this month's School Board Meeting Requests for Proposals will be approved. From there the District hopes to get solid estimates from Montana DEQ approved companies in order to start upgrades, improvements, and replacement of the ancient HVAC system in the Summer of 2023. Student success and student achievement will be much more likely with a healthy ventilation system reducing the chance for airborne illness.

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:**  
The Charlo School District goals for Math in the 2022-23 school year is to increase the percentage of students scoring proficient in grades 3-8 by 5% from 49% in 2021-22 to 54% on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2023. The 3-year average is 51.67% proficiency. Our staff will identify students who are failing by the mid term of the 1st quarter. Students will be able to attend Friday school (our normal schedule is Mon-Thu) with teachers providing support to assist with completion of projects, assignments, and assessments. Grades will be monitored throughout the school year on a routine basis for student identification.
- **ELA Goal:**  
The Charlo School District goals for ELA in the 2022-23 school year is to increase the percentage of students scoring proficient in grades 3-8 by 5% from 64% in 2021-22 to 69% on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2023. The 3-year average is 65.33% proficiency. Our staff will identify students who are failing by the mid term of the 1st quarter. Students will be able to attend Friday school (our normal schedule is Mon-Thu) with teachers providing support to assist with completion of projects, assignments, and assessments. Grades will be monitored throughout the school year on a routine basis for student identification.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**  
Our additional goal moving forward is to update and improve our current HVAC system in order to provide a healthy environment for students. A better ventilated HVAC than what we currently have would assist with overall health of students. It would enhance student achievement. It would assure students and parents that the school is committed to taking every step possible to make the buildings as free from virus concerns as possible. Student success and student achievement will be much more likely with a healthy ventilation system reducing the chance for airborne illness.

**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 Attendance, SBAC, ACT, District Progress Monitoring Programs, Teacher Observation, Grades for Semester, GPA's

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

4066442206

**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 will use a variety of assessments including informal, in-program, formative, and summative to address the needs of all students. We will evaluate grades. We will review our progress monitoring with programs such as Fastbridge. We will also count on staff observation.

**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.**

- 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.

**Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.**

- Other (please identify in the box below):  
A healthier HVAC system ensures staff are at work for student achievement

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

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

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

The Math goal is to increase the percentage SPED students scoring proficient by 10% from 10% to 20% on the SBAC in the Spring of 2023. The 3-year average is 12%.

**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
- Tracking student attendance and improving student engagement provided by the school

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

- American Indian or Alaska Native
- Students with Disabilities
- 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.**

- 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

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

- Interim Formative Assessment
- Summative assessments
- Other (please identify in the box below):  
Progress Monitoring Program

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

<b>County</b>	Lake
<b>District</b>	Lake ~ Charlo Elem, LE1205

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

- Public meetings
- Website
- Email

**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.**

For identified sub-groups that district will focus on increasing the proficiency of special education students. The ELA goal is to increase the percentage SPED students scoring proficient by 10% from 10% to 20% on the SBAC in the Spring of 2023.

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

Upgrading the HVAC system reduces the chances of airborne illness and improves the odds for academic success for ALL students including subgroups with minorities as well as students with disabilities.

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

Steve Love

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

slove@charloschools.com

**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
- Teachers
- Staff
- Tribal governments
- Local bargaining units
- County health departments
- 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)
- American Indian or Alaska Native
- Children with Disabilities

**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
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

**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
- Students with Disabilities
- 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.**

Public Meeting on Oct. 18, 2022; <https://charlo.k12.mt.us/>

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

We have updated 1-18-2022, 5-17-2022, 10-18-2022

## **1. School District-Identified Priorities**

## **2. Meaningful Consultation**

## **3. Goals**

**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

## **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.

**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

## 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 instructional 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.

**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

## 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.

**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

## 8. Monitoring and Measuring Impact of ARP ESSER funds

**You have reached the end of the LEA ARP ESSER Plan Update Tool.**

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

**Q77. Please select the statement below that accurately describes your role:**

- I am the Authorized Representative for this district.

**Q78. Please select the statement below that accurately describes this submission:**

- This is the first time we are submitting this plan update

**Q79. Please Sign Here**

[\[Click here\]](#)

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**Embedded Data:**

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