



Ulm Public School District ARP Updated 3/30/2023

Response Summary:

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:**
District strategies for assessing progress in meeting all Montana content standards includes a schedule of benchmark and progress monitoring assessments.
MAPS and SBAC: Three times a year, in the fall, winter, and spring, students will complete the Measure of Academic Progress (MAP) assessment. MAP assessment correlates with Montana Content Standards (Pre K-12). This data is used to determine Tier I, Tier II, and Tier III students and design appropriate research based individualized interventions for students. This assessment is also aligned with Montana content standards. Once the interventions are in place, we will monitor progress using MAP screening. By reviewing our Smarter Balance and MAP scores, we can determine the greatest needs for professional development. We looked at where our students are performing the lowest and design professional development to provide teachers resources to enhance their instruction. Student achievement data offers invaluable support for making good decisions about instruction. Progress monitoring also creates a baseline and is used to determine needs of students with disabilities.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**
The district strategies for assessing progress for meeting all Montana content standards includes a schedule of benchmark and progress monitoring assessments. Three times a year, in the fall, winter, and spring, students will complete the Measure of Academic Progress (MAP) assessment. MAP assessment correlates with Montana ELA content standards (Pre K-12). Progress monitoring is completed monthly using IStation Indicators of Progress (ISIP) assessment. This data is used to determine Tier I, Tier II, and Tier III students and design appropriate research based individualized interventions for students. This assessment is also aligned with Montana content standards. Once the interventions are in place, we will monitor progress using MAP screening and ISIP assessments. By reviewing our Smarter Balance and MAP scores, we determine the greatest needs for professional development. We look at where our students are performing the lowest and design professional development to provide teachers resources to enhance their instruction. Student achievement data offers invaluable support for making good decisions about instruction. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. Monthly progress monitoring of students drives instruction and the data collected is used to determine needs for professional development. Progress monitoring also creates a baseline and is used to determine needs of students with disabilities. Another districtwide strategy includes administrators using a walk through form to collect instructional data that is then used to improve instruction and learner outcomes.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**
At ULM Schools Title 1 A funds could be used for a number of things to help our low income students. One of the ways is the use of our Chromebooks for Special Education students who have some communication needs. They can be personally programmed based on individual student's needs and used to offer one on

one support for extra practice and skill building. They offer an effective means of communication between staff students and home. The funds can be used for any of the necessary programs/apps that would be beneficial for students. We are currently implementing IXL math and reading. We went 1 to 1 students to computers with all students this year due to Covid. We can also use title funds to get students needing additional support services.

Mental Health: We are currently in search of a school counselor 1. Educate staff, parents, and students on symptoms of and help for mental health problems. 2. Provide professional development to staff to promote social and emotional competency 3. Hire appropriate staff to meet the needs of the students 4. Ensure a positive, safe school environment. 5. Teach and reinforce positive behaviors and decision-making. **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:**
By June 0f 2023, the percentage of students school wide that score benchmark on Math MAP will increase. Our Goal 1 is to increase Tier 2 and Tier 3 students' math ability and provide them with the necessary math skills to succeed in and out of the classroom. Goal 2 is to use progress monitoring and authentic assessment to set and achieve the highest standards possible while using strategic teaching methods. Goal 3 is to provide professional development for curriculum instruction and establishing RTI practices in math. Using state and local assessments, including MAP (Measures of Academic Progress) and SBAC (Smarter Balanced Assessment Consortium), Title 1 staff will provide data from our MT Small School Alliance and our RTI team will design individualized learning plans for each student who is below grade level in math. Once the interventions are in place, we will progress monitor using MAP screening assessments
- **ELA Goal:**
By June of 2023, the percentage of students school wide that score benchmark on ELA MAP will increase. Our Goal 1 is to increase Tier 2 and Tier 3 students reading by one grade level by the end of the year. Goal 2 is to use progress monitoring and authentic assessment to create individualized plans and set and achieve high standards while using strategic teaching methods. Goal 3 is to provide professional development for teaching the curriculum, establishing RTI practices, and teaching literacy across the curriculum. Using state and local assessments including MAP and SBAC we will provide data from our RTI team and design individualized learning plans for each student reading below grade level. We will use Title 1 teachers to work on individualized student plans which will work on deficien skills.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
In reviewing our Smarter Balanced Assessment, MAPs scores and early identification of our Tier 2 and 3 students we can identify students who need to receive specialized interventions. We have looked at where our students are performing the lowest and designed professional development to provide teachers the resources needed to enhance their instruction. Student achievement data offers invaluable support for making good decisions about instruction. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. Monthly progress monitoring of students drives instruction and the data collected is used to determine needs for professional development. Progress monitoring also creates a baseline and is used to determine needs of students with disabilities.

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.

Staff meetings provided input about learning loss in each grade. Social distancing was a challenge with our limited space. Additional funds were used for cleaning and disinfecting. Two small office spaces were converted into one large classroom. Another laarge office space was made into a classroom.

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:
Addressing Learning Loss
- Priority 2:
Providing a clean and healthy learning environment
- Priority 3:
Expanding classroom space

Q8. What is your school district phone number?

4068663313

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 Ulm School District will evaluate the data from SBAC, IXL Math, IXL ELA, Accelerated Reader, classroom assessments and parent/student surveys.

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Evidenced-based curriculum
- 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.
- Access to and effective use of technology
- Providing information and assistance to parents and families on how they can effectively support students
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments
- Purchasing supplies to sanitize and clean the facilities
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Q11. Please indicate your role in the district.

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

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.

3

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

- None

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)

Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Academic support
- Hiring new staff and avoiding layoffs
- Purchasing supplies to sanitize and clean the facilities
- 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

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.

2

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
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards

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

County	Cascade
District	Cascade ~ Ulm Elem, LE0131

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

- Public meetings
- Website
- Social media
- Other (please identify in the box below):
Monthly Newsletters

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- Yes

Q6. Who is the Authorized Representative submitting this form?

Diane Whitmore

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

dwhitmore@ulmschools.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
- Students
- Teachers
- Staff
- Local bargaining units
- Educational advocacy organizations
- 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)
- White

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

- Early Warning System
- Opportunities to Learn surveys
- Summative assessments
- Chronic absenteeism
- Student engagement
- Advanced coursework
- Access to technology
- Educator PD on technology
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Summer, Afterschool, and ESY enrollment

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Access to and effective use of technology
- 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

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- None

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- None

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.

Our website, ulmschools.com, our Facebook Page, monthly newsletters and monthly board meetings

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

First update of our November 2021 plan

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

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

N/A

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

N/A

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

N/A

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 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.

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 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

Q79. Please Sign Here

[\[Click here\]](#)

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