

PRYOR PUBLIC SCHOOLS ARP PLAN:

12/24/2023

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:

Facility improvement replacement and repair to mitigate the spread of Covid due to poor ventilation, antiquated HVAC systems, mold, delapidated leaking roof.

Priority 2:

Technology upgrade. Provide accessibility to students, staff, and community during a pandemic. Data collection, data assessment, data interpretation and how to use data for improvement efforts during a pandemic.

Priority 3:

Transportation. Need for social distancing during student transportation.

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:

In order to address loss of learning due to the Pandemic, Into Math Implementation fall 2023 Elementary K 6, Ath180 (7/8) and Reveal Math (9-12) Implementation SY2023-24. Use of Interim Assessments progress monitoring and resources. Into Math PD provided 2 times a school year. Math consultant will be contracted for Elementary School SY2023-2024.

ELA Goal Strategies, Actions, Timelines, and Assignments:

In order to address loss of learning due to the Pandemic, Targeted Reading Intervention scheduled on Fridays throughout the 2023-24 school year for elementary, junior high and high school students. Intervention Fridays reteach standards and use of Interim Assessments progress monitoring and resources. ELA PD provided for both reading and writing strategies and support provided by Educational Consultant SY 2023-24. Reading intervention class provided by reading teacher 5 periods per day to improve literacy practices.

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

In order to address loss of learning due to absences related to the Pandemic, a resource officer was contracted for two years to address the high absentee rate. The resource officer will provide parental contact and student oversight to bridge the gap between parents, students and teachers. The resource office will ensure that screening, phone communication and home/tele visits occur.

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:

Increase individual student math proficiency by 5% among students in the Native American subgroup on the SBAC/NWEA-MAPS.

ELA Goal:

Increase individual student ELA proficiency by 5% among students in the Native American subgroup on the SBAC/NWEA-MAPS.

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

Increase the percentage of K-12 students in attendance, within the American Indian subgroup, by 5% by the end of the school year.

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.

Facilities: Engineering and environmental assessments. Inspections by insurance agents. Fire and safety inspections. Technology and data collection: student access to technology surveys. Network performance. Low

test scores. Low student outcomes. Lack of data collection tools and knowledge of data interpretation.
Transportation: Not able to social distance using current bus fleet.

Q8. What is your school district phone number?

4062597329

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?

Pryor School will monitor progress on academic social emotional and mental health based on the 5% growth goals for Reading and Math on the current action plan. Pryor School will monitor progress on attendance of those students who were disproportionately impacted by the Pandemic and who need to be reconnected to school through the GEMS report. Pryor School will implement interim assessments to monitor student progress with academic growth. Pryor School will report progress/milestones and completion dates of construction and remodel project to OPI via E grants.

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.

Other (please identify in the box below):

New construction and repair of elementary school building
Purchasing supplies to sanitize and clean the facilities
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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
Additional pay for additional work
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.)
Other (please identify in the box below):
Hiring a resource officer

Q11. Please indicate your role in the district.

District-level Administrator

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

Parents
Students
Teachers
Staff
Tribal governments
Other (please identify in the box below):
Educational consultant
County health departments
Community members

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.

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.

No

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

In order to address loss of learning with the American Indian sub group as a result of the Pandemic, Into Math Implementation fall 2023 Elementary K-6, Illustrative Math (7/8) and Reveal Math (9-12) Implementation SY2023-24. Intervention Fridays reteach standards and use of Interim Assessments progress monitoring and resources. Into Math PD provided 2 times a school year. Targeted Math Intervention scheduled on Fridays throughout the 2023-24 school year for elementary students.

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.

Indoor/Outdoor classrooms are being designed and will be constructed to provide social distancing and air quality for staff and students.

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
- Homeless
- MultiRacial

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. Social emotional learning

- Academic support
- Extended learning/enrichment
- Meeting the nutritional needs of underserved students.
- Other (please identify in the box below):
 - Replacing cloth seating and desks for social distancing
 - Locating absent students and re-engaging disconnected youth
 - Providing safe, healthy, inclusive learning environments.
 - Activities to address the unique needs of at-risk populations.
 - Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
 - Purchasing supplies to sanitize and clean the facilities
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
 - Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

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.

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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.

Intervention strategies and PD that will be implemented are considered novel to the District with the newly implemented curriculum and intervention plan. We would be willing to share our approaches with state and federal entities.

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

County	Big Horn
District	Big Horn ~ Pryor Elem, LE0021

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

- Public meetings
- Website
- Social media
- Email
- Other (please identify in the box below):
home visits

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

Yes

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

In order to address loss of learning with the American Indian sub group as a result of the Pandemic, Targeted Reading Intervention scheduled on Fridays throughout the 2023-24 school year for elementary, junior high and high school students. Intervention Fridays reteach standards and use of Interim Assessments progress monitoring and resources. ELA PD provided for both reading and writing strategies and support provided by Educational Consultant SY 2023-24. Reading intervention class provided by reading teacher 5 periods per day to improve literacy practices.

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

In order to address loss of learning with the American Indian subgroup as a result of absences related to the Pandemic, a resource officer will be contracted for two years to address the high absentee rate. The resource officer will provide parental contact and student oversight to bridge the gap between parents, students and teachers. The resource office will ensure that screening, phone communication and home/tele visits occur.

Q6. Who is the Authorized Representative submitting this form?

Eric Terrill

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

ericterrill@pryorstaff.org

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
- Multi-Racial
- Homeless
- Foster Youth
- Male
- Children with Disabilities
- Female
- English Language Learners

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

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

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

Extended learning time

Tribal/community engagement

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

Using data about students opportunity to learn indicators to help target resources and support

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

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

Students with Disabilities

Free and Reduced Lunch

Homeless

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

Homeless

MultiRacial

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.

Community meeting on April 4th 2023 in the school cafeteria.

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

This submission reflects our first update of our plan in April of 2023.

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

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)

Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)

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 V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)

Carl D. Perkins Act Career and Technical Education Act

IDEA, Part B (Coordinated Early Intervening Services)

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.

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.

NA

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.

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
[\[Click here\]](#)

Embedded Data:

Q_R	R_dnevYofh7RCCxAa
Recipient	victoria.FD@pryorstaff.org