



Date of Adoption: June 23, 2021

Revision Date: December 14, 2021

Revision Date: June 20, 2022

Revision Date: December 16, 2022

Revision Date: June 20, 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:**
To Ensure mathematical literacy, the teacher works closely throughout the year to monitor progress. The Park County Special Education Cooperative screens the students each fall using AIMSWEB. Montana State testing is also used to track progress. Along with standard curricula tests for math, students are monitored daily with small group instruction and one-on-one instruction. The students use manipulatives and skill games to promote practice. Some of the interventions in place are Freckle & Zearn and ED Ready Math. For student acceleration, Engage New York is used.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**
The teacher and instructional coach will work closely throughout the year to monitor progress. The instructional coach will meet with the staff and students four times during the year to assess students and to work with the staff to ensure academic outcomes. Along with literacy instruction, several interventions will be used. Language! Live, has formative and summative assessment and pre-assessment and post-assessment tests. Daily formative reading assessments with Read Naturally will also be used. Due to the small student population, the teacher will use modeling, small group, and one-on-one instruction, guided and independent practice, and several computer-generated activities to assess and document student progress. For students at grade level or achieving higher than grade level, opportunities for growth will be provided through a mixture of online resources (Scholastic, Mystery Science), and in-class resources (STEAM projects, real-life performance tasks, magazines).
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**
To ensure social-emotional well-being, a behavior analyst works closely with at-risk students and their families as needed. This is done through the PR 360 Behavioral Health Grant through the Park County Special Education Cooperative. The behavior analyst works with the Cooke City teacher with strategies and suggestions for everyday use. Character Strong, a social-emotional curriculum, is being implemented a on daily basis. Interpersonal skills are taught throughout the day in an authentic manner. Families are included in many activities and field trips throughout the year to support the best possible home-school connection. The family dynamics of the community lend themselves well to a farm-to-school environment. The Cooke City's school farm-to-school greenhouse is utilized to encourage healthy lifestyle habits, an understanding of food sources, to promote a strong work ethic, job satisfaction, and caring for our planet as well as others. To monitor progress in the school, the staff, and the behavior analyst, will document interactions with students during the year.

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:**
Students will achieve grade-level expectations or above in mathematics as measured on curriculum-based tests and on the Montana State Assessment. All students will be assessed with typical curricula tests for Go Math and Engage New York Math to monitor the goals' progress and to determine if goals are met. Due to the school's small population, the teacher will use modeling, small group, and one-on-one instruction, guided and independent practice, and several computer-generated activities to assess and document student progress. Weekly monitoring of student progress/growth will help the staff determine areas of necessary additional instruction to improve individual student achievement.
- **ELA Goal:**
Cooke City School District is committed to improving literacy outcomes. The staff will meet four times during the year with an instructional coach and literacy specialist. The school's literacy specialist will work collaboratively with the staff to implement strategies for academic growth. All students will read with sufficient accuracy and fluency to support comprehension. Achievement for all students will improve in ELA. Students will achieve grade-level expectations or above as measured on curriculum-based tests and on the Montana state assessment. To monitor the goal's progress and to determine if the goals are met, all students will be assessed with DIBELS and MAZE to measure literacy gains. Due to our small student population, one-on-one instruction takes place daily. Our teacher will continually evaluate and document student progress using formative reading assessments.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
Social-emotional learning and wellness is another area Cooke City is committed to providing for students. The staff will provide a positive and safe school climate. Student wellness is essential to a whole-student health approach within an isolated community. To combat student stress associated with increased isolation of the pandemic, the LEA will provide opportunities for students' physical and mental well-being. Swimming lessons, hiking, horseback riding, and Ski P.E. days are planned. The school has adopted the social-emotional learning curriculum of Character Strong. This is a robust curriculum designed to enhance what the school already has in place.

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.

DIBELS and MAZE are used to measure literacy gains for all students. A few students also receive PAST testing at the beginning of each year to direct phonemic manipulation instruction. Spelling inventories are completed for the older students. Monthly DIBELS are completed for students at risk. The Park County Special Education Cooperative screens for literacy and math each fall using AIMSWEB. Attendance was also taken into consideration along with the stakeholder survey.

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.

- **Other (please identify in the box below):**
Given the small school population, no group was more adversely affected than another.

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:

Cooke City School District is located 4 miles from the Northeast Entrance to Yellowstone National Park. The LEA serves the K-8 school-aged children who reside within this remote mountain community. Currently, Cooke City School District services just six students from four separate families. The Cooke City community is a tiny island of development amongst millions of acres of Wilderness, National Forest, and National Parkland. Because Cooke City is so isolated, it was able to have face-to-face instruction during the pandemic and post pandemic without ever closing its doors. Through consultation with families, it was decided that literacy remains the top priority. With the survey input from stakeholders to guide them, the staff and school board have decided to spend the \$10,000 available through ESSER III funds on learning loss intervention programs and inviting the literacy specialist to come to Cooke city again for four visits in the upcoming year.

- Priority 2:

Another priority is the need for SEL supports. The team decided to enhance learning at the same time that social emotional learning is addressed by obtaining STEM problem solving games and planning more outdoor activities to allow students to get out of their zipcode. Part of the STEM problem solving games requires the school to purchase a microscope and to update some of the classroom furniture. These resources and activities will help combat the social emotional issues that impacted students due to further isolation during the pandemic. Additionally they will help to accelerate learning through more hands on activities.

Q8. What is your school district phone number?

406-838-2285

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 monitor the impact of the ARP ESSER funds by documenting academic and social-emotional gains made by increased small group and one-on-one instruction. The teacher, behavior analyst, and literacy coach will document gains.

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.

- SEL learning supports
- 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
- Mental health supports
- Providing safe, healthy, inclusive learning environments
- Purchasing supplies to sanitize and clean the facilities

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

- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)

Q11. Please indicate your role in the district.

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

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

- 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.
- 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

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

- None

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
- Providing safe, healthy, inclusive learning environments.
- Purchasing supplies to sanitize and clean the facilities
- 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

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

County	Park
District	Park ~ Cooke City Elem, LE0617

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

- Public meetings
- Email

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

- No

Q6. Who is the Authorized Representative submitting this form?

Lisa Rosberg

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

lrosberg@parkcounty.org

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
- Other (please identify in the box below):
Special Education Cooperative and County Superintendent
- County health departments
- Community members

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

- Interim Formative Assessment
- Summative assessments
- Student engagement
- Advanced coursework
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Health protocols

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.

In preparation to update Cooke City's ARP ESSER Plan, Cooke City staff sent home a survey to stakeholders on 4/23/23 through email correspondence and received them back by April 30, 2023. Then results were discussed at the May 8, 2023 school board meeting.

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 the update of our plan in June 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.

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.

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 submission represents a correction to an update we already submitted

Q79. Please Sign Here

[\[Click here\]](#)

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

Because the student population is so small and there are no students with cognitive disabilities the general math goals are the same for all students.

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

Because the student population is so small and there are no students with cognitive disabilities the general ELA goals are the same for all students.

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

Because the student population is so small and there are no students with cognitive disabilities the general SEL goals are the same for all students.

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.

We are not planning a novel approach to achieve our goals.

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.

We are not planning a novel approach prevention and mitigation.

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.

We are not planning a novel approach to address lost instructional time.

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.

We are not planning a novel approach to support and stabilize educator workforce.

Embedded Data:

Q_R	R_1eyn0N6Xt37wb1q
Recipient	MWaldum@parkcounty.org