Drummond Elem, LE0419

Updated:
11/30/2022,06/10/2023

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Introduction: Plan Basics

State Date	11/30/2022,06/10/23
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District	Drummond Elem, LE0419
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Initial or Revised Plan	Revision

Section 1 - School District Identified Priorities

Priority 1

As a direct result from teaching and learning practices during the pandemic, families have become disengaged from school communications and school programs. Priority 1 for the district will be strategies and techniques as well as programs to re-engage families with our school system.

Priority 2

Updating school equipment to support teachers who may be once again teaching remotely and to ensure our students and staff are able to follow protocols to allow for social distancing and student and staff safety.

Priority 3

Data Points Used to Identify Priorities

Our family engagement data comes from attendance at programs and events, responses to our communication system, and family surveys that have been sent, both electronic and physical.

Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Economically Disadvantaged (Free and Reduced Lunch)
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	
Foster Youth	
Children with Disabilities	
Male	
Female	
English Language Learners	
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Parents

Students	
Teachers	Teachers
Staff	Staff
Tribal Governments	
Local Bargaining Units	
Educational Advocacy Organizations	
County Health Departments	
Community Members	Community members
Other (please identify in the box below)	

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Public meetings
Website	
Media	
Social Media	

Email	Email
Other (please identify in the box below)	Other (please identify in the box below)
	Direct conversations had specifically for fact finding.

Section 3: Goals
Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

Math Goal	Improve individual math proficiency in middle grades, (6-8). Due to our small class size we will be tracking individual growth vs. group performance.
ELA Goal	Improve writing proficiency in grades 9-12 to be in the proficient or higher range as measured by MAP district assessment.
Other Goal	Teacher recruitment and retention continues to be a challenge in our district and we foresee this to become an even larger challenge in the very near future. Due to our location we will continue to compete with larger districts to hire and retain highly qualified teachers.

Goals

For each goal find the following below:
   • Identify what strategies/action steps will be used to support the achievement of the goals. • Describe a realistic and achievable timeline to achieve the goals.
   • Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and provide the text response for each applicable box.

Math Goal	Improvement of our middle school math scores as measured by MAP math assessments at least twice yearly. Due to our smaller class sizes, math goals will be set on an individual basis and measured by individual growth rather than a group percentage. We will be setting individual growth goals that are attainable for each student, and closely monitor each student.
ELA Goal	Writing proficiency continues to be a targeted goal in our district. We have had a high rate of turnover in our ELA staff which has contributed to a decrease in student writing skills and strategies, along with remote learning. We continue to strive to reach proficiency in ELA and writing in our high school grades, 9-12 as measured by ESBAC testing.

	We will continue to work on the culture of our school to improve the overall morale of the teachers through professional development opportunities. Communication and sharing positive information with our families and communities is a priority to improve the public perception of our school which in turn will help our staff feel appreciated for what they do.
Other Goal	

Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native			

Black or African American			
Hispanic			
Multi-Racial			
White			
Free and Reduced Lunch			
Homeless			
Students with Disabilities			
None	None	None	None

Math Goal for Each Identified Student Group

Currently, due to our small class sizes and lack of diversity, no student group stands out more than any other. Our math goal will target all students in the identified classes by setting individual goals.

ELA Goal for Each Identified Student Group

Currently, due to our small class sizes and lack of diversity, no student group stands out more than any other. Our ELA goal will target all students in the identified classes by setting individual goals.

Other Goal for Each Identified Student Group

> Currently, due to our small class sizes and lack of diversity, no student group stands out more than any other. Our teacher retention goal will target all non-tenured teachers.

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

> Yes

Funding Source	Plan to Coordinate with ARP-ESSER Funds

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	
Title II, Part A of the ESEA (Supporting Effective Instruction)	Title II, Part A of the ESEA (Supporting Effective Instruction)
Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	

Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
Title IV, Part B of the ESEA (21st Century Community Learning Centers)	Title IV, Part B of the ESEA (21st Century Community Learning Centers)
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	
Carl D. Perkins Act Career and Technical Education Act	Carl D. Perkins Act Career and Technical Education Act
IDEA, Part B (Excess costs of providing FAPE)	
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	

Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

Evidence Based Practice	Planning to Use
Mental health supports	
Social emotional learning	
Academic support	Academic support
Extended learning/enrichment	
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students.	

Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	
Activities to address the unique needs of at-risk populations.	
Developing and implementing procedures and systems to improve the preparedness and response efforts	
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	
Purchasing supplies to sanitize and clean the facilities	Purchasing supplies to sanitize and clean the facilities
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their

including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

Section 6: Addressing Lost Instructional Time

20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

Evidence Based Practice	Planning to Use
Extended learning time	
Tribal/community engagement	
Wraparound academic/health/social services	
SEL learning supports	

Evidenced-based curriculum	
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high quality instructional materials, instructional strategies, and formative assessments.
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	
Accelerating learning through instructional approaches: Out-of-school time programs Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	
Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	
Access to and effective use of technology	Access to and effective use of technology
Engaging families in digital learning training and effectively using technology and platforms	
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	
Providing information and assistance to parents and families on how they can effectively support students	

Tracking student attendance and improving student engagement provided by the school	

Using data about students' opportunity to learn indicators to help target resources and support	
Professional Learning Communities	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
Other (please identify in the box below)	

80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III. See page 5 of the ARP ESSER Fact Sheet for more information.

Evidence Based Practice	Planning to Use
Extended learning time	
Tribal/community engagement	

Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and	Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students

grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	
Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	
Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	
Access to and effective use of technology	Access to and effective use of technology
Engaging families in digital learning training and effectively using technology and platforms	

Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	
Providing information and assistance to parents and families on how they can effectively support students	
Tracking student attendance and improving student engagement provided by the school	
Using data about students' opportunity to learn indicators to help target resources and support	
Professional Learning Communities	
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	

Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	
Mental health supports	
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	
Locating absent students and re-engaging disconnected youth	

Providing safe, healthy, inclusive learning environments	
Activities to address the unique needs of at-risk populations	
Developing and implementing procedures and systems to improve the preparedness and response efforts	
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	
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	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and

between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

Option	Planning to Use
Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff	
Cover costs of bonuses for recruiting and retaining educators and support personnel	Cover costs of bonuses for recruiting and retaining educators and support personnel
Additional pay for additional work	

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

Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)	Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
Staffing additional physical and mental health support staff (counselors, social workers)	
Other (please identify in the box below)	

The estimated number of jobs (FTEs) that have been or will be created by the school district through the district's planned use of ESSER III Funds.

2.5

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.

2.5

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

Description of Monitoring Plan

The district will use, but not limited to, the MAP assessment tools in both reading and math, use funding to keep the 2.5 additional staff, use surveys and other data collection methods to survey teachers, parents and staff to be sure these strategies are implemented effectively.

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