

10245 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

Funding Opportunity:	9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III
Program Area:	CARES-CRRSA-ARP
Status:	Approved
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Status Report Type:	Application
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Initially Submitted By:	Michael Bradner
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Last Submitted By:	Michael Bradner
Approved Date:	Sep 20, 2021 12:21 PM
Approved By:	Valerie Willis

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Primary Contact Information

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Comments:	

Organization Information

Status*:	Approved
Name*:	May-Port CG School District - DPI
Organization Type*:	Public LEA
Tax Id:	

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Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008531

Comments:

Location Code: SCHOOL DIS

SAM.gov Entity ID: MF31UEN3BZV5

SAM.gov Name: MayPort CG School District 14

SAM.gov Entity ID Expiration Date: 12/30/2021

State Issued ID: 49-014

Category #: 1097

Year Begin: 1999

Year Closed:

NCES#: 3800041

Restricted Indirect Cost Rate: 0.0%

Unrestricted Indirect Cost Rate: 0.0%

Document Approval

Level	Approved By	Approved Date	Approval	Comments
1	Valerie Willis	Sep 20, 2021 12:21 PM	Approved	

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

The MIPCG School District understands the importance of including all stakeholders in the planning process for the funding opportunities that are provided through the ESSER III funds. We began by sending out information to all stakeholders regarding the ESSER funds and the allowable expenditures. We sent surveys to all families including students and parents; all staff members including teachers, support staff and administration. These stakeholders provided us with valuable feedback and assisted in setting the priorities for our funds. We also plan to meet with our MS/HS student councils to provide them with updates and receive their feedback throughout the timeframe of the grant. Student feedback indicated a need for mental health supports, keeping class sizes small and providing supports with completion of their work.

Tribes (if applicable)-MUST write NA if not applicable*:

Civil rights organizations (including disability rights organizations)*:

The MPCG School District understands the importance of including all stakeholders in the planning process for the funding opportunities that are provided through the ESSER III funds. We began by sending out information to all stakeholders regarding the ESSER funds and the allowable expenditures. We sent surveys to all families including students and parents; all staff members including teachers, support staff and administration. These stakeholders provided us with valuable feedback and assisted in setting the priorities for our funds. We also plan to meet with our MS/HS student councils to provide them with updates and receive their feedback throughout the timeframe of the grant. Student feedback indicated a need for mental health supports, keeping class sizes small and providing supports with completion of their work. District Principals serve as our Civil Rights coordinators. They ensured that surveys were sent out to all segments of our district populations and encouraged participation from all stakeholders. They also consulted with our Title 1 coordinator and families to ensure that we received their feedback. The district also shared information during regarding our plans during public forums with community groups including our Title 1 families.

Superintendents*:

The MPCG School District understands the importance of including all stakeholders in the planning process for the funding opportunities that are provided through the ESSER III funds. We began by sending out information to all stakeholders regarding the ESSER funds and the allowable expenditures. We sent surveys to all families including students and parents; all staff members including teachers, support staff and administration. These stakeholders provided us with valuable feedback and assisted in setting the priorities for our funds. The superintendent has been part of all of the planning and prioritizing by all groups. Superintendent also actively participated in professional organizations and consulted with other superintendents to discuss ideas for the use of these funds. Superintendent also lead community forums and provided information to school board and other community groups regarding our ESSER plans. Superintendent and business manager attended state lead planning meeting with superintendents and business managers to review ideas for ESSER plans.

Teachers, principals, school leaders, other educators, school staff, and their unions*:

The MPCG School District understands the importance of including all stakeholders in the planning process for the funding opportunities that are provided through the ESSER III funds. We began by sending out information to all stakeholders regarding the ESSER funds and the allowable expenditures. We sent surveys to all families including students and parents; all staff members including teachers, support staff and administration. These stakeholders provided us with valuable feedback and assisted in setting the priorities for our funds. Teacher meetings were also held in order to allow them to provide feedback. Priorities for teachers were for resources, technology for classrooms and providing for mental health supports for students and teachers.

Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students*:

The MPCG School District understands the importance of including all stakeholders in the planning process for the funding opportunities that are provided through the ESSER III funds. We began by sending out information to all stakeholders regarding the ESSER funds and the allowable expenditures. We sent surveys to all families including students and parents; all staff members including teachers, support staff and administration. These stakeholders provided us with valuable feedback and assisted in setting the priorities for our funds. We also discussed all of the ESSER funding with our Title I families at our Spring meeting and the indicated providing continues supports for struggling students and offering more Title I type supports. They also indicated after school supports for children. All guardians and school liaisons were also active participants in our planning. Each had the opportunity to provide feedback through electronic surveys and were invited to participate in community discussions.

ESSER III Approved Applications

District confirms the approved ESSER III application will be posted to their website for public access.*: Yes

ESSER III Application

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*:

<https://www.mayportcg.com/>

LEA Website Link (copy from browser-must include http)

District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan.*:

Yes

Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.*:

ESSER III funds will be used to meet several priorities that have been indicated by or stakeholders. One of our top priorities includes class size reduction. By providing smaller class sizes we will be better prepared to provide social distance as recommended by the CDC. We have identified our kindergarten class and our second grade class as the priorities for class size reduction. Funds will pay for two additional teachers. ESSER funds will pay for the salary and benefits for an additional teacher in kindergarten and second grade. This was the top priority indicated on our surveys and feedback received from our stakeholders. We will also invest in technology that will provided the ability to provided for individual needs and communication with families. These technology supports will also provide the ability to deliver instruction from nontraditional methods if needed. We plan to upgrade Promethean Boards in all instructional classrooms. We will also use funds to ensure the ability for a 1to1 technology device for all students in our district. (K-12) This could include distance learning or independent learning if that becomes necessary for individuals or the entire school. Technology funds will also be used for software and hardware supports identified as necessary to execute individualized learning.

Learning Loss

Describe how the district will use the mandatory 20% set-aside to address the academic impact of learning loss through the implementation of evidence-based interventions.*:

May-Port CG Public School recognizes ESSER funding as an opportunity to address struggling students within our school district. We have identified three specific areas that will help to support students who have experienced the greatest difficulties as identified through the NDSA, NWEA, Fountas and Pinnell reading levels and additional informal assessments administered by our teachers. We plan to hire instructional strategists to support individualized/targeted instruction through a push-in support model at the elementary and middle school. We are hiring highly qualified and highly trained teachers to provide these push-in services. These extra supports will allow students more individualize attention that is focused on their individual needs. It is widely recognized that targeted and timely interventions that are based on an individual's educational needs is very effective. We will utilize Fontus and Pinnell reading levels to identify reading fluency and comprehension. (Tier 1) <https://www.fountasandpinnell.com/research/lli/#research> Our teachers will then use interventions that are research based to support student learning.

We will be hiring additional teachers in both second grade and kindergarten for the upcoming year. Research indicates keeping student to teacher ratios low in primary elementary classes is essential for learning foundational skills that will prepare them for their future learning. These classrooms were adversely effected by COVID-19. The second grade class was in the final part of kindergarten at the beginning of the pandemic and spent their entire first grade year in an unusual learning environment. At PBJ elementary, classes that contained 16 students or less were considered 50-67% proficient while classes that had 19 or more students scored only 38% proficient on the NDSA assessment. Classes that contained 16 students or less outperformed classes with a higher student to teacher ratio by 10% to obtain a score that was above the 40th percentile on the NWEA test. These are strong indicators to support class size reduction for these two classes for the next two years. Research studies compiled in an article in Harvard Magazine demonstrate that keeping class sizes low makes a difference. It may not be the most cost effective approach, but research demonstrates that it works!
<https://www.harvardmagazine.com/2019/08/case-for-smaller-classes>

We will also use a Tier 4 approach. This is providing an after school or extended day program for our elementary and middle school. We will use classroom teachers to provide this small group intervention that will focus on building remedial skills through drill and practice. We will also provide homework support that will develop strong work habits and will help students to gain confidence.

Needs of Students Disproportionately Impacted

**Describe how the district will respond to the needs of students disproportionately impacted by the COVID-19 pandemic.
Address each stakeholder group.*:**

May-Port CG Public School recognizes ESSER funding as an opportunity to address struggling students within our school district. Students that have been disproportionately impacted by the COVID-19 pandemic will be the priority when identifying students for our interventions. We have identified three specific

areas that will help to support students who have experienced the greatest difficulties as identified through the NDSA, NWEA, Fountas and Pinnell reading levels and additional informal assessments administered by our teachers. We plan to hire instructional strategists to support individualized/targeted instruction through a push-in support model at the elementary and middle school. We are hiring highly qualified and highly trained teachers to provide these push-in services. These extra supports will allow students more individualize attention that is focused on their individual needs. It is widely recognized that targeted and timely interventions that are based on an individual's educational needs is very effective. We will utilize Fontus and Pinnell reading levels to identify reading fluency and comprehension. (Tier 1) <https://www.fountasandpinnell.com/research/lli/#research> Our teachers will then use interventions that are research based to support student learning.

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All of the previously mentioned strategies will be implemented by prioritizing the needs of students that have been impacted by the loss of direct instruction due to the pandemic. We also plan to fund and continue several areas that we have identified as essential to support struggling students. We will use ESSER funds to continue the much needed support that our counselors provide. We will fund two full time counselors for our district. We will will also use ESSER funds to fund a half time nurse to implement a safe return to school plan to support face to face instruction. This will also include rapid testing as a strategy to ensure that staff and students exhibiting symptoms will be able to stay in school or return to school as soon as possible in order to prevent further loss of valuable instruction time. Finally we will use funds to support push in services and library supports. These supports will be provided by two school district librarians. These teachers will use data to ensure they are focusing on students that are struggling to keep up with their work and turn in assignments. They will also focus on targeting their support and aligning students needs with teachers or tutors that can support student learning.

Estimated Use of Funds Plan

<i>Allowable Use of Funds</i>		
Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss under this Use of Funds (20%of Budget Total MUST be spent on Learning Loss)
ESSA(New fed law replacing NCLB)	\$207,142.00	\$207,142.00
Mental health supports	\$30,000.00	\$0.00
Educational Technology	\$25,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$518,167.00	\$0.00
	\$780,309.00	\$207,142.00

Compliance with General Education Provisions Act Section 427

Compliance with General Education Provisions Act Section 427 (GEPA)

What barriers exist in your community that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application?*

May-Port CG has several families that choose to home-school their children. This could cause a communication barrier and lead to those students being unserved or underserved. We will make efforts to correspond with these families and call them to ensure that they are aware of our federal programs and how they can participate. If any students are identified as being homeless, we will use general funds dollars to support items that would create a financial burden

related to transportation or materials needed in order to participate in classes or supports provided to students. We will also make efforts to identify students who are experiencing difficulties due to disabilities or socioeconomic issues. Students who are identified as disadvantaged will automatically qualify for all programs offered with federal dollars. We will also use our federal programs to support any students who are identified with having language barriers. We will partner with specialists from area schools to help us if this need arises. We will make efforts to ensure that all MPCG students have opportunities to benefit from the programs and supports funded by these opportunities.

What steps are being taken to address or overcome these barriers?*

Refer to MPCG District Policy (MPCG assures that all students will have equal opportunity to receive services. Those that qualify under our assessment will be served. We do not discriminate as outlined in our district policy. We will make all efforts to ensure that all students get the support they need.) Parents, students, and staff are notified of all federal education programs available to support student learning needs and staff development opportunities. Through individual, education teams, and initiatives at both the elementary and high school, student diversity issues will be addressed at all ability levels. School board policy, F-FD addresses equality issues - education of home-schooled students, homeless students, migrant students, pregnant and parenting students, special education/disabled students, and exchange and non-exchange foreign students.