

Montezuma-Cortez School District

ESSER III Use of Funds Plan

Montezuma-Cortez School District RE-1 (MCSD) has analyzed 2018, 2019 and 2021 Colorado Measures of Academic Success (CMAS) scores in English language arts, math and science for all students, attendance data taken from PowerSchool for all students, district interim tests that are administered 3 times a year grades K-12, DIBELS for our K-3 Language Arts, PSAT/SAT for grades 9-11, as well as various parent, staff, and student surveys. MCSD has determined that, in general, students maintained relatively similar performance in CMAS English language arts from 2019 to 2021 but demonstrated declines in math. These overall trends vary across grade levels and schools. When examining other measures of reading and math administered in Fall 2021 (e.g., interims, DIBELS), students show below benchmark performance. Student performance in science and social studies also indicates low proficiency. We also determined that there is an increased need for mental health services for all students and professional development for teachers and school building administrators.

We disaggregate our analysis of student performance on CMAS and district assessments with a focus on 1) students with free-reduced lunch, 2) students of color, 3) Native American students, and 4) students with disabilities. Overall, these subgroups show declines in both ELA and math from 2019 to 2021. These students score substantially lower than the general population.

In selecting our evidence-based interventions, we will focus on addressing lost instructional time by implementing classroom libraries and afterschool and summer school programs for the 2021-22 and 2022-23 school years. We also identified an increased need for individualized attention to language, math and science instruction and plan to hire additional interventionists for each subject. We also identified the need to provide distance learning devices for each student along with on-line learning platforms and training staff for optimal use of the on-line learning platforms. Another item identified is developing and mentoring effective educators through accredited programs. Lastly, we identified a need for mental health support and training. These interventions will be detailed in our ESSER III budget. MCSD schools will be conducting continuous progress monitoring through the district's interim assessments and annually analyzing beginning- and end-of-year parent, student, and staff mental health surveys in order to ensure that interventions are addressing the identified students' academic, social, and behavioral needs.

Montezuma-Cortez School District will use the other remaining funds for transportation, school restructuring, Heating, Ventilation, and Air Conditioning (HVAC) system

upgrades, additional support system personnel, outdoor learning environments, classroom furnishings, touchless and/or automated equipment, food service delivery equipment, improved on-site communication, upgraded sanitation equipment, and continued cleaning supplies which address Safe In-Person strategies and Maintenance of Equity requirements within our school district.