

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:
Shelby Elementary School's Priority 1 includes purchasing materials and equipment to enhance student safety and health. Those items include supplies to clean and sanitize our facility, and mechanical and non-mechanical systems to improve facilities (i.e.: HVAC).
- Priority 2:
Shelby Elementary School's Priority 2 includes purchasing educational technology and curricula to enhance student learning and achievement in all areas of the curriculum. Math, ELA, Science, and CTE are major components of the school's academic achievement focus.
- Priority 3:
Shelby Elementary School's Priority 3 includes addressing the academic impact of lost instructional time.

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:
Shelby Elementary School will continue to monitor the proficiency level of students using SBAC scores, I-Ready, classroom assessments, and other District assessment tools. After analyzing assessments, Shelby Elementary School will utilize targeted and strategic interventions and supports to improve student achievement. The Intervention Assistance Team (IAT) reviews academic and behavior data on a monthly basis and assists in determining the areas of highest need for the School. Classroom teachers will receive the necessary PD to effectively utilize interventions and supports. Principals will ensure supports and interventions are being administered with fidelity. The goals will be re-evaluated on a trimesterly basis, while SBAC scores will be evaluated each spring. All Shelby Elementary assignments align to the curriculum map of the Golden Triangle Curriculum Consortium (GTCC) which Shelby School District is affiliated with. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and building principals corroborate that these actions are met.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
Shelby Elementary School will continue to monitor the proficiency level of students using SBAC scores, DIBELS results, classroom assessments, and other school assessments. After analyzing assessments, Shelby Elementary School will utilize targeted and strategic interventions and supports to improve student achievement. The Intervention Assistance Team (IAT) reviews academic and behavior data on a monthly basis and assists in determining the areas of highest need for the School. Classroom teachers will receive the necessary PD to effectively utilize interventions and supports. Principals will ensure supports and interventions are being administered with fidelity. The goals will be re-evaluated on a trimesterly basis, while SBAC scores will be evaluated each spring. All Shelby Elementary assignments align to the curriculum map of the Golden Triangle Curriculum Consortium (GTCC) which Shelby School District is affiliated with. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and building principals corroborate that these actions are met.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
To achieve 100% in-school participation the Shelby Elementary School will monitor daily attendance for students. Those students that struggle to attend regularly will receive regular communication from school personnel. The school will also work with the school counselor and community liaisons to reduce and or remove any barriers to learning or attending school. We will review all data on a weekly basis to gauge trends and possible issues. By Spring of 2022, the district is planning for 100% in-school learning for all students.

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:**
Shelby Elementary students will demonstrate greater proficiency with "open-ended" questions where they are required to explain their thinking. All students will improve in math achievement. Our economically disadvantaged students will achieve at the average rate for the entire student body population. GOAL 1: All student groups will achieve 100% proficiency in Mathematics as measured by the SBAC. GOAL 2: All student groups will be proficient, at grade level, on each mathematical core curriculum standard.
- **ELA Goal:**
Shelby Elementary students will work towards the following goals: GOAL 1: Our economically disadvantaged students will achieve at the same rate as all other student populations. GOAL 2: All student groups will Achieve 100% proficiency in Reading as measured by the State's Standardized Testing mechanism. GOAL 3: All student groups will be proficient, at grade level, on each Reading core curriculum standard.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
Shelby Elementary School will strive to achieve 100% in-school learning. The administration and teaching staff will work collaboratively to support and monitor the implementation of evidence-based interventions to identify the most effective interventions employed. Weekly student attendance rates will be checked and interventions will be implemented for students that have chronic absenteeism.

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.

Student attendance; summative assessment data; staff, parent, and community meetings/forums.

Q8. What is your school district phone number?

4064248910

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?

Shelby Elementary School will use a variety of assessments including informal, classroom assessments, and formative assessments. Assessments from SBAC will be analyzed and reviewed. These funds will also be used to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as those with low-attendance rates or who have missed the majority of in-person instruction during the 2020-21 school year. Students most at risk of dropping out will also be monitored and the use of these funds will help mitigate that risk. Evidence-based interventions include small group and individualized instruction, differentiation, and tutoring.

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.

- Providing safe, healthy, inclusive learning environments
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- 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.

Q11. Please indicate your role in the district.

- District-level Administrator

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.

6

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.

N/A

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

GOAL 1: To achieve 100% proficiency in Mathematics as measured by the SBAC of Economically Disadvantaged students in grades 3-8 by the Spring of 2022 / To achieve 100% proficiency in Mathematics as measured by the SBAC of students with special needs in grades 3-8 by the Spring of 2022 based on the proficiency goals in the student's IEP.

GOAL 2: All Economically Disadvantaged students in grades 3-8 will be proficient, at grade level, on each mathematical core curriculum standard. / All students with special needs in grades 3-8 will be proficient, at grade level, on each mathematical core curriculum standard based on the proficiency goals in the student's IEP.

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.

N/A

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

- Students with Disabilities
- Free and Reduced Lunch

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 II, Part A of the ESEA (Supporting Effective Instruction)
- Carl D. Perkins Act Career and Technical Education Act

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.

- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- 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 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.

0

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 pay for additional work
- Class-size reduction
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)

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.

N/A

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

County	Toole
District	Toole ~ Shelby Elem, LE0910

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

- Public meetings
- Website
- Social media
- Other (please identify in the box below):
Virtual Public Forums

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.

GOAL 1: Our Economically Disadvantaged students will achieve at the same rate as all other student populations.
GOAL 2: To achieve 100% proficiency in ELA as measured by the SBAC of Economically Disadvantaged students in grades 3-8 by the Spring of 2022 / To achieve 100% proficiency in ELA as measured by the SBAC of students with special needs in grades 3-8 by the Spring of 2022 based on the proficiency goals in the student's IEP.
GOAL 3: All Economically Disadvantaged students in grades 3-8 will be proficient, at grade level, on each ELA core curriculum standard. / All students with special needs in grades 3-8 will be proficient, at grade level, on each ELA core curriculum standard based on the proficiency goals in the student's IEP.

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

None

Q6. Who is submitting this form?

Elliott Crump

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.

N/A

Q9. What is your official school district email address?

elliott.crump@shelby.k12.mt.us

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
- Teachers
- Staff
- Local bargaining units
- County health departments
- Community members

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)
- Children with Disabilities

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

- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student engagement
- Access to technology
- Access to and preparation of high-quality educators
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment

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
- 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: 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 instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Using data about students opportunity to learn indicators to help target resources and support
- 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

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.

- Students with Disabilities
- Free and Reduced Lunch

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.

Tuesday, December 14, 2021 / Shelby District Office / <http://www.shelbypublicschools.org/index.php/district/13-school-board/476-december-14-2021-board-meeting-at-7-00-pm>

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 updates follow our stakeholder discussion on December 14, 2021

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 is the first time we are submitting this plan update

Q79. Please Sign Here

[\[Click here\]](#)

Embedded Data:

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