

Shepherd Schools Updated ARP ESSER PLANS



Updated December 2023

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:
Improve learning loss within our district.
Dec. 2023 - Supporting Emotional and Mental Wellbeing of students
- Priority 2:
Improve in-person attendance.
Dec. 2023 - Improving Safety and Security of our Schools
- Priority 3:
Improve mental health and well being of our students and staff
Dec. 2023 - Addressing Vaping/Drug Use of students

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:
Elementary District: In math we are in the fourth year of GoMath. We are continuing to add online resources from GoMath. We have also added EdReady for 4th through 8th grade. Several teachers have added fact fluency practice as a whole class depending on their data. We are also using Edgenuity as an intervention. It gives each student a learning path based on their MAP data in ELA and in math. All students work on their learning path for at least 30 each day. We have added a Title position to the elementary school to support below benchmark students. We will implement an after school program for those who are behind in classes to address both learning loss. High School: We have been utilizing the ICU system for a few years. This allows students to continue to work on missing assignments in all areas and still receive credit. This system also allows for all students the opportunity to access their teachers during a specified time of day in order to receive extra help. The math department has also incorporated the use of EdReady Math to fill in gaps that may be present for some students. We can also utilize our Acellus program to catch students up on math skills as well. We will implement an after school program for those who are behind in classes to address both learning loss.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
Elementary District: This is our third year in the new ELA programs. We have added one day of PD with the ARC trainers as well as Edgenuity training. The PD trainings will focus on helping our students with learning loss. Each student has a Power Goal to work on at school and at home. Skills cards and books are sent home with students so they know what to work on. We have added a Title position to the elementary school to support below benchmark students. We will implement an after school program for those who are behind in classes to address both learning loss. High School District: In the area of ELA, we have introduced a Read 180 program into the high school. This will continue the efforts that began in earlier years for some students whose reading levels were below standard. Finally, teachers continue to meet during PLC release time. Depending on the day, they may be working on pacing guides, standards and/or assessments to improve the curriculum and education for all students. We will implement an after school program for those who are behind in classes to address both learning loss.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
Elementary District: In order to increase attendance, we will be implementing a credit recovery program for those with attendance issues. We will use frequent check in and check out for those students with attendance issues. We will monitor attendance and use incentives for improved attendance. We will implement an after school program for those who are behind in classes to address both learning loss. High School District: We will utilize the ICU program to help students with attendance issues get caught back up. We will implement an after school program for those who are behind in classes to address both learning loss and as a credit recovery to help with graduation rates.

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:**
Elementary District: Increase in the amount of students making personal growth on our MAPs assessments or meeting proficiency by reaching the 60%ile in MAPs. High School District: Increase in the amount of students making personal growth on our MAPs assessments or meeting proficiency by reaching the 60%ile in MAPs. Increase the number of students meeting college benchmarks for ACT.
- **ELA Goal:**
Elementary District: Increase in the amount of students making personal growth on our MAPs assessments or meeting proficiency by reaching the 60%ile in MAPs. High School District: Increase in the amount of students making personal growth on our MAPs assessments or meeting proficiency by reaching the 60%ile in MAPs. Increase the number of students meeting college benchmarks for ACT.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
Elementary District: Increase in-person attendance from the previous two years in order to address learning loss and mental health issues. High School District: Increase in-person attendance from the previous two years in order to address learning loss, graduation rates and mental health issues.

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.

stakeholder meeting, attendance records, MAPS and ACT data, parent survey, board meeting, Youth-risk survey, check-in and check-out data

Q8. What is your school district phone number?

4063735461

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?

We will use our district data with attendance records, MAPS and ACT data, teacher classroom grades/assessment data, check-in and check-out data.

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.

- Extended learning time
- Evidenced-based curriculum
- 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: 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
- 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
- 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
- Mental health supports
- Hiring new staff and avoiding layoffs
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- 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.

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

Each individual student has their own Math and ELA goal based off MAPs scores to meet personal growth.

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

- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

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.

- Mental health supports
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments.
- 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.

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

- 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
- Additional pay for additional work
- 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.)

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 will be implementing an after school program to help with learning loss across all grade levels. We will pay our teachers for planning and teaching these programs in the areas of math and reading.

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

County	Yellowstone
District	Yellowstone ~ Shepherd Elem, LE0985

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

- Public meetings
- Social media
- Email

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

- No

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

Each individual student has their own Math and ELA goal based off MAPs scores to meet personal growth.

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

Students have IEP goals in areas such as social and emotional if needed.

Q6. Who is the Authorized Representative submitting this form?

Drea O'Donnell

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

d-odonnell@shepherd.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.

- Students
- Teachers
- Staff
- 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)
- Foster Youth
- 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
- Advanced coursework
- Access to technology
- Educator PD on technology
- 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
- 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

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- Students with Disabilities

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- American Indian or Alaska Native
- Hispanic
- Students with Disabilities
- Free and Reduced Lunch
- Homeless
- Black or African American
- White
- MultiRacial

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.

We have, as part of the organization of the School District's plan for purposes of the ARP Act, revised the School District's plan through a stakeholder survey that was sent out in November 2022 which included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from: 1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions.

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

December 2023

The School District's plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District's plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District's plan for purposes of the ARP Act, revised the School District's plan through a stakeholder survey to students and staff that was given in November and December of 2023 which included specific meaningful consultation with and input from:

1. Students; school and district administrators (including special education administrators); principals, school leaders, other educators.

The following were determined:

- a. The top two priorities we, as a school district, consider the most pressing needs for students and schools as we continue the current year are Supporting the Emotional and Mental Well-being of students and Improving the Safety and Security of our Schools.
- b. The top two priorities we, as a school district, consider while determining how to use the remaining ARP ESSER Funds are Academic support and Mental health support for our students.

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

[\[Click here\]](#)

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.

none at this time

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.

none at this 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.

none at this time

Embedded Data:

<i>Q_R</i>	R_3l5hsQHeccvN5Se
<i>Recipient</i>	d-odonnell@shepherd.k12.mt.us