Laurel Public School

Laurel Elem, LE0970

**Initial Plan Submission ARP ESSER Funding
2021
Plan Update ARP ESSER Funding
2024**

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Introduction: Plan Basics

State Date	7/13/2021 10:03
End Date	8/17/2021 12:08
Recorded Date	8/23/2021 12:00
Response ID	R_3iO5eoYMrx7er0L
County	Yellowstone
District	Laurel Elem, LE0970
Submitter Name	Dr. Linda Filpula
Submitter Role	District-level Administrator
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Initial or Revised Plan	Initial Plan Submission
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Section 1 - School District Identified Priorities

Priority 1

Mental Health

Priority 2

Learning Loss

Priority 3

Social Emotional Learning

Data Points Used to Identify Priorities

NWEA, Fastbridge, ACT, SBAC, classroom based assessment, CORE and Diagnostic Decoding Screener, DIAL, attendance, and behavior.

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)	Yes
White	
Black or African American	
American Indian or Alaska Native	Yes
Multi-Racial	
Migrant	
Homeless	Yes
Foster Youth	Yes
Children with Disabilities	Yes
Male	
Female	

English Language Learners	Yes
Other (please identify in the box below)	

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Yes
Students	Yes
Teachers	Yes
Staff	Yes
Tribal Governments	
Local Bargaining Units	Yes
Educational Advocacy Organizations	Yes
County Health Departments	Yes
Community Members	Yes
Other (please identify in the box below)	

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Yes
Website	Yes
Media	
Social Media	Yes
Email	Yes
Other (please identify in the box below)	

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	85% of all students will be on grade level or above in math as measured by district assessments including Northwest Evaluation Association, (NWEA MAP), Fastbridge, Smarter Balanced Assessment Consortium (SBAC) and classroom based assessments.
ELA Goal	85% of all students will be on grade level or above in English/Language Arts as measured by district assessments including Northwest Evaluation Association, (NWEA MAP), Fastbridge, Smarter Balanced Assessment Consortium (SBAC) and classroom based assessments.
Other Goal	The district will address student social emotional and mental health needs by providing additional staff,(social worker),professional development, training, and other supports as needed.

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	Instructional content and materials are aligned to the Montana Mathematics Content Standards and includes developmentally appropriate, contextually explicit, and systematic instruction delivery. Curriculum and instruction are designed to meet the learning needs of all students including all subgroups. An Early Warning System has been developed and implemented to identify students in need of extra academic or other support. Instructional leaders ensure valid and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instructions. Collaborative teams use data analysis discussions for examining student data and making instructional and intervention decisions for increased student achievement. A school-level collection system is in place and technology support is available for continuous access to the data system. The district is implementing Professional Learning Communities (PLC) in all schools. We are reviewing and refining our multi tiered systems of support to better respond to student needs. District and building level administrators work with teachers and staff to implement these strategies, interventions to improve student achievement. This is a continuous and ongoing process.
ELA Goal	Instructional content and materials are aligned to the Montana Content Standards ELA and Literacy Standards and includes developmentally appropriate, contextually explicit, and systematic instruction delivery. Curriculum and instruction are designed to meet the learning needs of all students including all subgroups. An Early Warning System has been developed and implemented to identify students in need of extra academic or other support. Instructional leaders ensure valid and reliable screening assessments, diagnostic assessments, formative

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	assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instructions. Collaborative teams use data analysis discussions for examining student data and making instructional and intervention decisions for increased student achievement. A school-level collection system is in place and technology support is available for continuous access to the data system. The district is implementing Professional Learning Communities (PLC) in all schools. We are reviewing and refining our multi tiered systems of support to better respond to student needs. District and building level administrators work with teachers and staff to implement these strategies, interventions to improve student achievement. This is a continuous and ongoing process.The district is involved with the Montana Comprehensive Literacy State Development Program to improve Literacy across the district. We will continue to utilize and expand professional development training and resources to improve literacy for ALL students.
Other Goal	An additional Social Worker is needed to provide support to students and their families throughout the school year. Additional professional development for teachers, administrators, aides and other interested staff will focus on Social Emotional Learning. A yearlong series on Trauma to Resiliency will provide monthly training and support for staff. Staff training on de-escalation strategies through the Violence Prevention Program. Development of risk/threat assessment process for use district wide.

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	Yes	Yes	Yes

Math Goal for Each Identified Student Group

85% of all students will be on grade level or above in math as measured by district assessments including Northwest Evaluation Association, (NWEA MAP), Fastbridge, Smarter Balanced Assessment Consortium (SBAC) and classroom based assessments.

ELA Goal for Each Identified Student Group

85% of all students will be on grade level or above in ELA as measured by district assessments including Northwest Evaluation Association, (NWEA MAP), Fastbridge, Smarter Balanced Assessment Consortium (SBAC) and classroom based assessments.

Other Goal for Each Identified Student Group

All students will receive support in the development of the Social Emotional Learning, self-regulation and other strategies to improve their overall mental health and well-being.

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
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	Yes
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)	Yes
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)	Yes
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	Yes
IDEA, Part B (Excess costs of providing FAPE)	Yes
IDEA, Part B (Coordinated Early Intervening Services)	Yes
Workforce Innovation and Opportunity Act	

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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	Yes
Social emotional learning	Yes
Academic support	Yes
Extended learning/enrichment	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students.	Yes
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	Yes
Activities to address the unique needs of at-risk populations.	Yes
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	Yes
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.	Yes
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.	Yes
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	Yes

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	Yes
Tribal/community engagement	Yes
Wraparound academic/health/social services	Yes
SEL learning supports	Yes
Evidenced-based curriculum	Yes
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.	Yes
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.	Yes
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.	Yes
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.	Yes
Access to and effective use of technology	Yes
Engaging families in digital learning training and effectively using technology and platforms	Yes
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	Yes
Providing information and assistance to parents and families on how they can effectively support students	Yes
Tracking student attendance and improving student engagement provided by the school	Yes
Using data about students opportunity to learn indicators to help target resources and	Yes

support	
Professional Learning Communities	Yes
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
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	Yes
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	Yes
Tribal/community engagement	
Wraparound academic/health/social services	Yes
SEL learning supports	Yes
Evidenced-based curriculum	Yes
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.	Yes
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.	Yes
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.	Yes
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.	Yes
Access to and effective use of technology	Yes
Engaging families in digital learning training and effectively using technology and platforms	Yes
Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Yes
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	Yes
Using data about students opportunity to learn indicators to help target resources and support	
Professional Learning Communities	Yes

Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
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	Yes
Mental health supports	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students	Yes
Locating absent students and re-engaging disconnected youth	Yes
Providing safe, healthy, inclusive learning environments	Yes
Activities to address the unique needs of at-risk populations	Yes
Developing and implementing procedures and systems to improve the preparedness and response efforts	Yes
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Yes
Purchasing supplies to sanitize and clean the facilities	Yes
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.	Yes
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.	Yes
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.	Yes
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.	Yes
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	Yes
Cover costs of bonuses for recruiting and retaining educators and support personnel	
Additional pay for additional work	Yes
Class-size reduction	Yes
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	Yes
Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)	Yes
Staffing additional physical and mental health support staff (counselors, social workers)	Yes
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.

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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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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

All schools have an identification process established to identify student academic needs. Multiple evaluation and assessment strategies are used to monitor and modify instruction in order to meet student needs. Pre-assessments are used to determine what students already know and can do. An Early Warning System from OPI is used for students in grades 7-12 to identify students in need of extra academic or other support. Collaborative teams use data analysis discussions for examining student data and making instructional and intervention decisions for increased student achievement. Data is disaggregated by subgroups and provided to educators for instructional decision-making for the monthly data meetings. The district is implementing Professional Learning Communities (PLC) in all schools. We are reviewing and refining our multi tiered systems of support to better respond to student needs.

Type of Data	Planning to Use
Early Warning System	Yes
Interim Formative Assessment	Yes
Opportunities to Learn surveys	
Summative assessments	Yes
Chronic absenteeism	Yes
Student engagement	Yes
Use of exclusionary discipline	
Advanced coursework	Yes
Access to technology	Yes
Educator PD on technology	Yes
Access to and preparation of high-quality educators	Yes
Access to mental health and nursing staff	Yes
Student, parent, or educator surveys	Yes
Per-pupil expenditures	Yes
Classified and certified staff (numbers of positions or people)	Yes
Summer, Afterschool, and ESY enrollment	Yes

Health protocols	Yes
Student enrollment by Mode of instruction	
Student attendance by Mode of Instruction	
Other (please identify in the box below)	