Creston Elem, LE0316

Plan Submitted
2/24/2022 10:45

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Introduction: Plan Basics

State Date	11/18/2021 7:54
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Response ID	R_3lsLSQwlN0iGOva
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Initial or Revised Plan	Revision

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Section 1 - School District Identified Priorities

Priority 1

Facilities (air, quality, and safety):

Ensure all classrooms have positive cross ventilation and room to social distance

Priority 2

Implement key components of Reading, Language Arts and Math while ensuring all students have access to high quality instruction and materials

Priority 3

Add instructional staff to implement interventions and special education instruction to ensure all students are provided opportunities to learn

Data Points Used to Identify Priorities

A remodel to increase size of a small classroom was completed August 2021 which ensured all classrooms now have positive cross ventilation and room to social distance.

Attendance records, SBAC data for 3rd-6th grade, Benchmark Assessments (DIBELS Reading, DIBELS Easy CBM, Fountas & Pinnell Reading Inventory, ERSI (Early Reading Screening Instrument), and classroom assessments

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)	
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	

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Homeless	
Foster Youth	
Children with Disabilities	Children with Disabilities
Male	
Female	
English Language Learners	
Other (please identify in the box below)	

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Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

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

Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Public meetings
Website	Website
Media	
Social Media	
Email	Email
Other (please identify in the box below)	Other (please identify in the box below)
	Stakeholder ESSER III Survey

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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	Mathematics Improvement Goal: All students will improve in math achievement in the areas of problem solving, concepts and reasoning. Assessments: Teachers and the principal will monitor progress to determine if the goals are met in the areas of problem solving, concepts, and reasoning through EasyCBM Benchmark assessments, EasyCBM progress monitoring, classroom based assessments, and regular teacher/student conferring sessions during math workshop.
ELA Goal	ELA Goal: All students will improve in ELA achievement in the areas of informational reading, listening comprehension, and writing evidence elaboration. Assessments: Teachers and the principal will monitor progress to determine if the goals are met in the area of informational reading, listening comprehension, and writing evidence elaboration through classroom running records, Fountas & Pinnell Comprehensive Reading Assessment, classroom writing rubrics, additional classroom based assessments, and regular teacher/student conferring sessions during reading/writing workshop.
Other Goal	Professional Development: Third-sixth grade classroom teachers will engage and participate in job embedded professional development with an educational consultant in the areas of informational reading, reading strategy instruction, and writing evidence elaboration. Kindergarten through 2nd grade teachers will engage and participate in job embedded professional development with an educational consultant in the areas of phonics instruction, listening comprehension and reading strategy instruction. Assessment: Teachers will be assessed by the principal through multiple daily classroom walkthroughs on the implementation of strategies and instructional moves, as well as the Montana EPAS (Educator Performance Assessment System).

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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	Strategies/action steps: 1. Assessment: Kindergarten-sixth grade students will take EasyCBM benchmark assessments and teachers will administer classroom based assessment the second week of school. 2. Data Analysis: This most recent data set will be compared to spring benchmark assessments and SBAC data. 3. Interventions: Third-sixth grade students with data indicating he/she is at risk of failure in math achievement will participate in math intervention groups 30 minutes per day 4 times per week. Kindergarten-2nd grade students with data indicating he/she is at risk of failure in math achievement will receive additional classroom embedded support through the classroom teacher and/or classroom aides during math workshop. 4. Families and students will be offered and provided IXL passwords, skill plans, and an iPad if needed to provide extra practice time at home. 5. Families and students will be offered and provided materials for math games to support the concrete understanding of math concepts needed for problem solving. Goal Timeline: Goal achievement will be met by spring 2022 as indicated on benchmark assessments and SBAC. Responsibility: The principal is responsible to ensure the strategies/action steps are achieved.
ELA Goal	Strategies/action steps: 1. Assessment: Kindergarten-sixth grade students will be assessed with the Fountas & Pinnell Benchmark Assessment System, DIBELS (dyslexia screener), and classroom based assessment by the end of the fourth week of school. These assessments are comprehensive and are administered one-to-one. 2. Data Analysis: This most recent data set will be compared to spring benchmark assessments and SBAC data. 3. Interventions: Fourth-sixth grade students with data indicating he/she is at risk of failure in reading achievement will participate in reading intervention 30 minutes per day, five times per week using Read Naturally for informational reading, as well as classroom based interventions administered by the teacher or classroom aide. Kindergarten through 3rd grade students with data indicating he/she is at risk of failure in

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9	reading achievement will receive one-to-one instruction through our Title I interventionist using the Reading Recovery model. Students will also receive interventions in the classroom such as Sound Partners, repeated reading, listening to reading, and additional teacher/student conferences during reading/writing workshop. 4. Families and students will be offered and provided RazKids and Read Naturally passwords, and an iPad if needed, to provide extra reading practice at home. Families will also be offered and provided leveled readers upon request. Goal Timeline: We will observe and document weekly progress for our students who are at greatest risk failure in ELA through running records and formative assessments in DIBELS, Reading Recovery and Read Naturally. Our goal is that all students would demonstrate improvement by spring 2022 as indicated on benchmark assessments and SBAC. Responsibility: The principal is responsible to ensure the strategies/action steps are achieved.
Other Goal	Professional Development in Reading Strategies/Action Steps: An instructional consultant will spend two day per trimester providing embedded professional development in reading/writing instruction. The consultant will provide background and strategies (theory), model strategies with our students, support teachers as they implement a strategy lesson with students, and support teacher lessons planning to implement strategies. The consultant will also provide videos of model lessons for teachers to reference as they practice strategy lessons. Individual coaching will also be available by the consultant through video conferencing, email or telephone. Teachers will also be provided books written by the consultant as a resource. Timeline: 1. Teachers will participate three times per year, once per trimester. 2. The principal will perform daily classroom walkthroughs 3-4 times per day with written feedback provided once per week. 3. Montana Teacher EPAS will be used once/year for tenured teachers and twice/year for non-tenured teachers. 4. By the spring of 2022 classroom teachers will demonstrate proficiency in delivering reading/writing instruction to include information reading, listening, and writing evidence elaboration. Responsibility: The principal is responsible to ensure the strategies/action steps are achieved.

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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	Students with Disabilities	Students with Disabilities	Students with Disabilities
None			

Math Goal for Each Identified Student Group

Students with learning disabilities will increase achievement in number sense and math vocabulary to increase ability to effectively and accurately solve problems.

ELA Goal for Each Identified Student Group

Students with learning disabilities will increase reading Lexile level, fluency, and comprehension to increase ability to read and understand informational text.

Other Goal for Each Identified Student Group

Students with disabilities will Increase school attendance during the 2021/2022 school year.

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.

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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)	Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
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)	
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)	
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	
IDEA, Part B (Excess costs of providing FAPE)	IDEA, Part B (Excess costs of providing FAPE)
IDEA, Part B (Coordinated Early Intervening Services)	
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	Mental health supports
Social emotional learning	Social emotional learning
Academic support	Academic support
Extended learning/enrichment	Extended learning/enrichment
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students.	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments.	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	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	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	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.	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	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
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.

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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	
Tribal/community engagement	
Wraparound academic/health/social services	
SEL learning supports	
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: 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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that

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	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	
Engaging families in digital learning training and effectively using technology and platforms	
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	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	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	
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	
Other (please identify in the box below)	

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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	
Tribal/community engagement	
Wraparound academic/health/social services	
SEL learning supports	
Evidenced-based curriculum	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: 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 instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	
Access to and effective use of technology	Access to and effective use of technology
Engaging families in digital learning training and effectively using technology and platforms	

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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	Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting studentsâ€™ academic needs, including through differentiating instruction
Providing information and assistance to parents and families on how they can effectively support students	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	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	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	
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	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

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	platforms/learning management systems, other distance/remote learning costs
Mental health supports	Mental health supports
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	
Locating absent students and re-engaging disconnected youth	
Providing safe, healthy, inclusive learning environments	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	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	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	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.	Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and

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	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.	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.	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.
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.

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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	
Cover costs of bonuses for recruiting and retaining educators and support personnel	
Additional pay for additional work	Additional pay for additional work
Class-size reduction	Class-size reduction
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	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.)	Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
Staffing additional physical and mental health support staff (counselors, social workers)	
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.

1

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.

15

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

The District will monitor the impact of the ARP ESSER funded interventions through formative classroom and summative benchmark assessment data, parent/student surveys, and frequent review of attendance data for all students, as well as students disproportionately impacted. The administrator will monitor students/teachers 3-4 times per day via classroom walkthroughs to ensure classrooms are emotionally supportive and conducive to on-task, appropriate, and effective learning targets, instructional strategies, and activities.

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

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Summer, Afterschool, and ESY enrollment	
Health protocols	Health protocols
Student enrollment by Mode of instruction	
Student attendance by Mode of Instruction	Student attendance by Mode of Instruction
Other (please identify in the box below)	

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