



Amsterdam Elem,-LEO376
Initial Plan Submission ARP ESSER Funding 2021
Reviewed March 14, 2024

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Introduction: Plan Basics

State Date	7/29/2021 10:41
End Date	8/21/2021 12:58
Recorded Date	8/21/2021 12:58
Response ID	R_ZCNvHHFb4HWgVq1
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Initial or Revised Plan	Initial Plan Submission

Section 1 - School District Identified Priorities

Priority 1

Maintaining current staff with small class sizes

Priority 2

Increased support for social-emotional learning

Priority 3

Technology- specifically 1-1 devices for staff and students

Data Points Used to Identify Priorities

Survey for parents and staff, public meetings, Staff and student feedback

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

Female	Yes
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	
Educational Advocacy Organizations	
County Health Departments	
Community Members	Yes
Other (please identify in the box below)	

Methods used to seek stakeholder input

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

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	<p>With smaller class sizes and continuity of teaching staff, Amsterdam students will continue to show growth toward mastery of Montana Common Core math standards and mathematical practices. Amsterdam students will demonstrate greater proficiency with modeling and data analysis as well as communicating their reasoning with math concepts.</p> <p>The District will use the aMath in FastBridge and STAR math assessment, end of unit assessments in Eureka Math, and quality formative assessments to guide instruction and support learning. Teachers will collect benchmark data quarterly to guide instruction and intervention. Data will be collected throughout the year on student growth with FastBridge and STAR math. Data on individual students, unique class needs, and grade level curriculum standards are reviewed and considered by the MTSS team to determine if the goals are met.</p>
ELA Goal	<p>With smaller class sizes and continuity of teaching staff, Amsterdam School students will continue to show improvement in reading mastery and continued growth in their reading skills. Specifically, students will increase scores in listening and writing. Amsterdam students will also demonstrate greater proficiency with open-ended questions where they are required to explain their thinking in a written response.</p> <p>Amsterdam School's data team, including classroom teachers and the Title I specialist, will collect and analyze data using program assessments, FastBridge assessments, STAR reading, Fountas and Pinnell, and formative assessments. Teachers will be reviewing and charting growth over the course of the school year to ensure that all students are making academic gains. The Title I teacher provides detailed analysis of progress monitoring regularly. Online programs, such as STAR reading and accelerated reader, provide immediate recorded feedback to teachers on student progress. All data is shared among the team.</p>
Other Goal	<p>Amsterdam School's students will have increased access to social and emotional learning with a school counselor at the school more frequently. (Increase FTE to 0.6 from 0.4). With this increased FTE and schedule for the counselor to teach SEL lessons in each classroom, students will develop self-awareness and self-management skills to achieve school and life success, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. The school counselor will also work with individual and small groups of students who need more specific and intensive supports.</p>

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	The teachers receive training through the teacher learning Hub and MECC to apply class-wide techniques and strategies that develop number sense, mental math, modeling, data analysis, problem-solving skills, and communicating reasoning as it applies to Montana's Common Core Standards. Professional training supports classroom implementation of the practices that were first introduced when teachers participated in the STREAM project. Teachers will work in collaborative teams to focus on developing techniques in best practices to continue to improve math instruction. Students will receive instruction from highly qualified teachers, with small class sizes and daily small group instructional time for those students who need practice with specific concepts. Monthly, teachers will collaborate on teaching strategies and student progress. Three times each year, every classroom teacher will meet with the MTSS team to discuss student progress based on classroom-based data and school-wide progress monitoring data. The MTSS team will meet about each student receiving additional interventions monthly. The MTSS team, comprised of the administrator, title I teacher, special education teacher, 2 classroom teachers, and school counselor will ensure these steps are achieved.
ELA Goal	Amsterdam School's data team, including classroom teachers and the Title I specialist, will collect and analyze data using program assessments, FastBridge assessments, STAR reading, Fountas and Pinnell, and formative assessments. Teachers will be reviewing and charting growth over the course of the school year to ensure that all students are making academic gains. The Title I teacher provides detailed analysis of progress monitoring regularly. Online programs, such as STAR reading and accelerated reader, provide immediate recorded feedback to teachers on student progress. All data is shared among the team. K-2 students will participate in walk-to-read in addition to regular classroom reading instructional time. Students will receive instruction from highly qualified teachers, with small class sizes and daily small group instructional time for those students who need practice with specific concepts. Monthly, teachers will collaborate on teaching strategies and student progress. Three times each year, every classroom teacher will meet with the MTSS team to discuss student progress based on classroom-based data and school-wide progress monitoring data. The MTSS team will meet about each student receiving additional interventions monthly. The MTSS team, comprised of the administrator, title I teacher, special education teacher, 2 classroom teachers, and school counselor will ensure these steps are achieved.
Other Goal	Increased access to SEL learning will occur weekly with the school counselor as she implements classroom lessons from research-based curriculum. The counselor will serve on the MTSS team to work with staff to determine academic, social, and emotional interventions for students. The counselor and administrator will meet weekly to analyze student progress. Monthly, teachers and school counselor will review and respond to the effectiveness of classroom social-emotional learning. <u>Three</u> times each year, the counselor will have all students take the FastBridge SEL assessment that will provide ongoing data to the MTSS team.

Two

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	Yes	Yes	
None			Yes

Math Goal for Each Identified Student Group

Amsterdam's Special Education students have made growth toward mastery of Montana Common Core standards and math practices. Students will continue to increase proficiency with explicit/systematic instruction that is research-based, individually and in small groups from a certified special education teacher.

ELA Goal for Each Identified Student Group

Amsterdam School's special education students have shown improvement in ELA skills. Students will be given explicit and systematic instruction that is research-based, individually and in small groups from a certified special education teacher.

Other Goal for Each Identified Student Group

x

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	
IDEA, Part B (Excess costs of providing FAPE)	
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	

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	
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.	
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	
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	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.	
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	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	
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)	

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	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.	
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	Yes
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	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	
Using data about students opportunity to learn indicators to help target resources and support	Yes

Professional Learning Communities	Yes
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	Yes
Mental health supports	
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	
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.	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.	
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	Yes
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	
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)	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.

1.2

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.

1.75

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 APR ESSER funded interventions and strategies to respond effectively to the academic, social, emotional, and mental needs of all students. Students will access the FastBridge math, ELA, and SEL assessments three times each year so that we can track individual progress in each of these areas while strategies are implemented. Parent, community, teacher, and staff surveys will provide anecdotal evidence of the impact of these funds. Staff retention, both certified and classified, will be reviewed yearly by the school board and administration.

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

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