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:
  Maintaining current staff with small class sizes
- Priority 2:
  Increased support for social-emotional learning
- Priority 3:
  ELA Curriculum and resources

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:
  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 Strategies, Actions, Timelines, and Assignments:
  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. Collaborative Literacy, the new ELA curriculum will be implemented with fidelity to support students in achieving the outlined goals.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
  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. Two times each year, the counselor will have all students take the FastBridge SEL assessment that will provide ongoing data to the MTSS team. Collaborative Literacy, the new ELA curriculum that also focuses on SEL will be implemented with fidelity to support students in achieving the outlined goals.

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:
  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.
  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.
- ELA Goal:
  With smaller class sizes and continuity of teaching staff, Amsterdam School students will continue to show improvement in reading and writing 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. Amsterdam School will adopt a new, updated ELA curriculum to meet these goals.
  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.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
  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. The updated ELA curriculum has a SEL supports within the curriculum.

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.

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

Q8. What is your school district phone number?

4062827216

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?

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.

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.

- 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.
- 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
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- 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
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Providing safe, healthy, inclusive learning environments
- 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.

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.

1.2

Q15. Describe your 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.

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

- Students with Disabilities

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)

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
- Social emotional learning
- Academic support
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Providing safe, healthy, inclusive learning environments.
- Purchasing supplies to sanitize and clean the facilities
- 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.

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.

1.73

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

- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Class-size reduction
- Staffing additional physical and mental health support staff (counselors, social workers)

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

County	Gallatin
District	Gallatin ~ Amsterdam Elem, LE0376

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

- Public meetings
- Other (please identify in the box below):
  Survey

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

- Yes

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

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. SIPPS, Collaborative Literacy's intervention resources, will be implemented with this group of students to support improvement.

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

x

Q6. Who is submitting this form?

Katherine Dawe

Q9. What is your official school district email address?

kdawe@amsterdamschool.org

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- 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)
- White
- Black or African American
- American Indian or Alaska Native
- Multi-Racial
- Migrant
- Male
- Children with Disabilities
- Female
- English Language Learners

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

- Interim Formative Assessment
- Summative assessments
- Access to technology
- Access to and preparation of high-quality educators
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- 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.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms

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

- None

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

- Students with Disabilities

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.
Amsterdam School Board Meeting on June 9, 2022 in the school's MPR room, regular school board meetings

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"
This submission reflects our second update of our plan in June 2022

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 submission represents a correction to an update we already submitted

Q79. Please Sign Here
[Click here]

Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.
N/A

Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.
N/A

Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.
N/A

Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.
N/A

Embedded Data:

Q_R	R_1rxNfqdfELiSVlc