

**Ramsay Elem, LE0842**

**Initial Plan Submission ARP ESSER Funding**

**2021**

**Revised October 24, 2022**

**Revised July 19, 2023**

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# Introduction: Plan Basics

|  |  |
| --- | --- |
| State Date | 8/23/2021 10:00 |
| Initial Date | 8/23/2021 |
| Revised Date | 10/26/2022; 07/19/2023 |
| Response ID | R\_3NzkGr81fkORb4t |
| County | Silver Bow |
| District | Ramsay Elem, LE0842 |
| Submitter Name | Cassandra Biggers |
| Submitter Role | Other (Please identify your role in the box below.) |
| Business Manager/District Clerk |
| Submitter Official Email | biggersc@ramsay.k12.mt.us |
| Submitter Phone |  |
| Initial or Revised Plan | Revised Plan Submission |

# Section 1 - School District Identified Priorities

## Priority 1

|  |
| --- |
| Community and family engagement |

## Priority 2

|  |
| --- |
| Social-emotional support for staff and students |

## Priority 3

|  |
| --- |
| Professional Development |

## Data Points Used to Identify Priorities

|  |
| --- |
| Attendance, Aimsweb, Parent meetings, Surveys |

## 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 |  |
| Multi-Racial |  |
| Migrant |  |
| Homeless |  |
| Foster Youth |  |
| Children with Disabilities | Yes |
| Male |  |
| Female |  |
| English Language Learners |  |
| Other (please identify in the box below) |  |
|  |

# Section 2 - Meaningful Consultation

## Stakeholders Consulted in Development of Plan

|  |  |
| --- | --- |
| **Stakeholder Group** | **Consulted?** |
| Parents | Yes |
| Students |  |
| Teachers | Yes |
| Staff | Yes |
| Tribal Governments |  |
| Local Bargaining Units |  |
| Educational Advocacy Organizations |  |
| 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 |  |
| Email |  |
| Other (please identify in the box below) | Surveys |
|  |

# 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 | \* The Ramsay School Math Goal is for 72% of students to score proficient. \* The methods used to monitor progress will be AimsWeb+ and in class grading.  \* In order to determine if goals are being met fall, winter and spring benchmarks will be used. |
| ELA Goal | \* The Ramsay School ELA Goal is for 74% of students to score proficient.  \* The methods used to monitor progress will be AimsWeb+ and in class grading.  \* In order to determine if goals are being met fall, winter and spring benchmarks will be used. |
| Other Goal | \*An Additional goal will be for increasing student attendance.  \* The methods used for monitoring progress will be through the use of Infinite Campus as well as individual recognition through the schoolwide attendance campaign. |

## 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 will be In-Class/Title interventions including IXL, Rocket Math & Extra Math.  \*Timeline will be based around benchmark testing.  \*The Principal and the Title Teacher will be responsible for ensuring the strategies/action steps are achieved. |
| ELA Goal | \*Strategies will be In-Class/Title interventions including fluency, Easy CBM, Read Naturally, and the Rewards Program Phonic for Reading.  \*Timeline will be based around benchmark testing.  \*The Principal and the Title Teacher will be responsible for ensuring the strategies/action steps are achieved. |
| Other Goal | \*Strategies will include school-wide promotion and recognition through the School Attendance Campaign.  \*Timeline will be monitored by quarterly assemblies & bi-weekly updates through the Attendance Campaign. |

## 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 | Yes | Yes | Yes |
| Black or African American | Yes | Yes | Yes |
| Hispanic | Yes | Yes | Yes |
| Multi-Racial | Yes | Yes | Yes |
| White | Yes | Yes | Yes |
| Free and Reduced Lunch | Yes | Yes | Yes |
| Homeless | Yes | Yes | Yes |
| Students with Disabilities | Yes | Yes | Yes |
| None |  |  |  |

Math Goal for Each Identified Student Group

|  |
| --- |
| All student groups have the 72% proficiency goal. |

ELA Goal for Each Identified Student Group

|  |
| --- |
| All student groups have the 74% proficiency goal. |

Other Goal for Each Identified Student Group

|  |
| --- |
| All student groups will be monitored the same way in the attendance campaign. |

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) | Yes |
| 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 | Yes |
| Hiring new staff and avoiding layoffs | Yes |
| Meeting the nutritional needs of underserved students. |  |
| 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 | Yes |
| 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. | 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. |  |
| 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.

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| --- | --- |
| **Evidence Based Practice** | **Planning to Use** |
| Extended learning time | Yes |
| Tribal/community engagement |  |
| Wraparound academic/health/social services |  |
| SEL learning supports |  |
| 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. |  |
| 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. | 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. |  |
| 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 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 |  |
| 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) | Yes |
| Additional support personnel in the classrooms |

## 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 | 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. |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| Meeting the nutritional needs of underserved students |  |
| 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 | Yes |
| 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) | Yes |
| Additional support personnel in the classrooms |

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 |  |
| Cover costs of bonuses for recruiting and retaining educators and support personnel |  |
| Additional pay for additional work | Yes |
| Class-size reduction |  |
| 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.) | Yes |
| 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.

|  |
| --- |
| 1.5 |

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.

|  |
| --- |
| 0 |

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

|  |
| --- |
| Academic progress will be monitored using fall, winter and spring benchmarks and in class grading. Attendance will be monitored on an ongoing basis through the use of Infinite Campus. |

|  |  |
| --- | --- |
| **Type of Data** | **Planning to Use** |
| Early Warning System |  |
| Interim Formative Assessment |  |
| Opportunities to Learn surveys |  |
| Summative assessments |  |
| 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 |  |
| Per-pupil expenditures |  |
| Classified and certified staff (numbers of positions or people) |  |
| 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) |  |
|  |