



LaMotte Elem, LE0367

**Plan Submitted
12/9/2021 12:31**

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Introduction: Plan Basics

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County	Gallatin
District	LaMotte Elem, LE0367
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Initial or Revised Plan	Revision

Section 1 - School District Identified Priorities

Priority 1

Student mental health.

Priority 2

Academic loss

Priority 3

Parent engagement

Data Points Used to Identify Priorities

Counselor referrals, Benchmark assessments, parent concerns

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)	Economically Disadvantaged (Free and Reduced Lunch)
White	
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	
Foster Youth	
Children with Disabilities	Children with Disabilities
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	Parents
Students	Students
Teachers	Teachers
Staff	Staff
Tribal Governments	
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)	

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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	Using SBAC, STAR, district created assessments, and curriculum based assessments, the number of students needing intervention will decrease each year. Each grade level teacher will monitor the percentage of students requiring intense, strategic, and core interventions in math. The team will meet three times yearly to determine if the students identified have scores that are improving and are more successful in the classroom. The goal is to move the intensive students to the strategic or core levels and the strategic level learners to core. We will use our Title I teacher and paraprofessionals to support these students.
ELA Goal	Using SBAC, STAR, district created assessments, and curriculum based assessments, the number of students needing intervention will decrease each year. Each grade level teacher will monitor the percentage of students requiring intense, strategic, and core interventions in reading. The team will meet three times yearly to determine if the students identified have scores that are improving and are more successful in the classroom. The goal is to move the intensive students to the strategic or core levels and the strategic level learners to core. We will use our Title I teacher and paraprofessionals to support these students.
Student Mental Health	We have increased the time our counselor is on site to .3 FTE to allow for more contact time with students. We have also instituted Mindfulness lessons in all grade levels through the Montana Mindfulness Project.

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 district has purchased a new math curriculum. With implementation occurring the 2021-2022 school year, we anticipate we will see an improvement in overall proficiency by the end of the 2022-2023 school year. The principal will monitor growth and levels of achievement.
ELA Goal	Any student that is identified as not meeting grade level proficiency, will receive targeted

	<p>intervention either in the classroom or with a paraprofessional. Student growth will be monitored 3 times a year and more often for students that receive individual intervention assistance.</p> <p>Each student has a team of classroom teacher, paraprofessional, special ed/Title I teacher, and administrator that monitors progress 3 times a year.</p>
Other Goal	

Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native			
Black or African American			
Hispanic			
Multi-Racial			
White			
Free and Reduced Lunch			
Homeless			
Students with Disabilities			
None	None	None	None

Math Goal for Each Identified Student Group

ELA Goal for Each Identified Student Group

Other Goal for Each Identified Student Group

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?

No

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-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 (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	Mental health supports
Social emotional learning	Social emotional learning
Academic support	Academic support
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.	
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.	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.	
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.

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	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: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	
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	
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	
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: 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	
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	
Mental health supports	
Hiring new staff and avoiding layoffs	Hiring new staff and avoiding layoffs
Meeting the nutritional needs of underserved students	Meeting the nutritional needs of underserved students
Locating absent students and re-engaging disconnected youth	
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	
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 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.	
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.

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	
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.)	
Staffing additional physical and mental health support staff (counselors, social workers)	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.

0.2

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.

0.2

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 priority for our small school will be to make sure that each child's needs are monitored and addressed through small team meetings, monitoring progress academically, and check ins with the counselor. Each student that is identified needing intervention at the beginning of the year through benchmark assessments, teacher recommendation or parent referral will be put on a watch list. This list of students will be discussed during a bi-weekly meeting with counseling staff, special ed and Title staff and the administrator.

Type of Data	Planning to Use
Early Warning System	
Interim Formative Assessment	
Opportunities to Learn surveys	Opportunities to Learn surveys
Summative assessments	Summative assessments
Chronic absenteeism	
Student engagement	
Use of exclusionary discipline	
Advanced coursework	
Access to technology	Access to technology
Educator PD on technology	
Access to and preparation of high-quality educators	
Access to mental health and nursing staff	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)	
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)	