

Changes for this update are highlighted in yellow!!

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:**
Many of the students served by MSDB have little understanding of how to control their emotions and more importantly, how to function in the society we live in. Our students have little access to peers and even family members that know how to communicate with them. Many students have low expectations of them placed by others in unfair manners. This affects their overall ability within our educational setting. We find that many students do not possess the necessary attitudes, the can do attitude, that will help them overcome challenges with reading, writing etc. This became even more evident with COVID.
- Therefore, MSDB has a desire to implement Social Emotional Learning (SEL) into all aspects of our school system. According to CASEL, “SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”
- **Priority 2:**
MSDB has many employees that have minimal leave available for a variety of reasons. Money from this grant will help provide leave to staff that come into contact with COVID. This is and will be important as various waves continue to work itself throughout our state.

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.

- ELA Goal Strategies, Actions, Timelines, and Assignments:
Adopt, provide PD, and implement diagnostic assessments (October 1, 2021)
Adopt, provide PD, and implement high quality core reading program (October 1, 2021)
Develop instructional practices, provide PD on research on evidence-based lesson design (October 1, 2021)
Implement writing program (January 1, 2022)
Implement Social Emotional Strategies within reading program (November 1, 2021)
Research and purchase supplemental online resources and digital materials (October 1, 2021)
- **Sept 2022 Update**
MTSS model of literacy instruction developing utilizing the EasyCBM and StudySync

Benchmark assessments to help identify students. All literacy classes have been blocked in 90 minutes periods with team teachers in each classroom. The block and team approach allows for the Tier I and Tier II structures to be implemented. The school employed a Tier III instructor for those needing intense interventions. A workstation implementation plan has been created and implemented to begin on October 2022.

All of these strategies will be monitored using the ELA action plan. The Literacy Team will be responsible for seeing that these strategies are implemented correctly.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
Create a team to oversee the implementation of a SEL program (September 17, 2021 / Furthmyre).

Identify and develop contract with professional SEL representative to help guide dialogue to include in continuous school improvement plan (November 1, 2021)

Adopt, provide PD, an effective SEL program for use in the class (February 1, 2022)

Include SEL components into the Envisioning and Planning phase of CSIP (July 1, 2022)

Sept 2022 Update

MSDB continues to work towards a full implementation of a SEL model. As a result of lack of staff knowledge regarding SEL; we are using ESSER funds to work with Melissa Tovvass from the School Services of Montana. This will help our staff pick the most efficient tool to use with our students. Trainings include:

Aug 16 -- Strengthening Foundations for Social Emotional Learning: Creating a Vision

Sept 16 -- Best Practices for Integrating SEL with Academics: Setting Shared Agreements

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.

- ELA Goal:
During the pandemic, it became clear that MSDB needed to align its ELA program to better meet the needs of the students. It became clear that we had large gaps in our scope and sequence as evidenced by the MAP scores we received. MSDB then began to develop a strong evidenced based program in collaboration with the MCLSDP Grant provided by OPI. We have completely changed and updated our materials to include programs that will develop students abilities from Preschool to High School. The materials were selected based on feedback from other Deaf and Blind Schools and What Works Clearinghouse.
With that being said, MSDB has set the following goals with regards to ELA instruction for the current school year:
Utilizing the EasyCBM assessment as the measurement tool, we will decrease the percentage of students in Tier 3 by 10% by May 2022, and increase the percentage of students in Tier 1 and/or Tier 2 by 10% by May 2022.

By Fall 2022, establish an intervention model that provides targeted instruction based on a student's assessment data for literacy skills.

Increase family engagement, including cottage staff, with a variety of different avenues with regards to ELA.

Sept 2022 Update

MTSS model of literacy instruction developing utilizing the EasyCBM and StudySync Benchmark assessments to help identify students. All literacy classes have been blocked in 90 minutes periods with team teachers in each classroom. The block and team approach allows for the Tier I and Tier II structures to be implemented. The school employed a Tier III instructor for those needing intense interventions. A workstation implementation plan has been created and implemented to begin on October 2022.

- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):

MSDB provided a 6-hour general overview of the five domains of SEL. At the end of the training, all staff were surveyed about whether we should begin implementing a SEL program and 88% stated yes. Staff were then asked as to what strategy they would like to see the implementation take place, teaching an explicit SEL Skills instruction and implementing organizational, culture, and climate strategies were the two highest approaches selected by the staff. Staff were told this would be a great investment to use the 20% set-aside with and most agreed. In addition, while selecting new ELA resources to address literacy; the team has made sure that aspects of SEL are included into the materials. Therefore, MSDB will naturally start using an approach to integrate SEL in the academic curriculum.

With that being said, MSDB has set the following goals with regards to ELA instruction for the current school year:

Utilizing the What Works Clearinghouse and Regional Learning labs, MSDB will use ESSER funds to purchase an explicit SEL skills curriculum and professional development by July 1, 2022.

Utilizing the Cognia professional services contract to incorporate SEL as a main focus at MSDBs continuous improvement cycle by July 1, 2023.

Sept 2022 Update

MSDB continues to work towards a full implementation of a SEL model. As a result of lack of staff knowledge regarding SEL; we are using ESSER funds to work with Melissa Tovvass from the School Services of Montana. This will help our staff pick the most efficient tool to use with our students. Trainings include:

Aug 16 -- Strengthening Foundations for Social Emotional Learning: Creating a Vision

Sept 16 -- Best Practices for Integrating SEL with Academics: Setting Shared Agreements

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.

MAP Academic Assessment, Cognia Climate Culture Surveys, Cognia School Improvement Surveys, Property Management Documents, Bandwidth Reports

Q8. What is your school district phone number?

4067716000

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 school will use identified assessments with regards to ELA instruction bi-weekly to monitor all students progress. The school will work with a professional SEL consultant and develop and then implement an assessment that will be used to indicate SEL affect on culture and climate.

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.

- Providing safe, healthy, inclusive learning environments

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.

0

Q15. Describe your Math goal for each identified student group.

NA

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

- None

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.

- Social emotional learning
- Academic support
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.

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.

0

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

- Other (please identify in the box below):
Provide Leave for staff that come into contact with COVID. This will assist in staff members not coming to school because they have little to no pay.

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

County Cascade

District Cascade ~ Mont Sch for Deaf Blind, LE9258

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

- Website
- Social media
- Email
- Other (please identify in the box below):
Personal Conversations

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.

As our school is a special needs school for students with disabilities, hearing and vision specific; our ELA goal is the same for all students at MSDB.

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

As our school is a special needs school for students with disabilities, hearing and vision specific; our SEL goal is the same for all students at MSDB.

Q6. Who is submitting this form?

Paul Furthmyre

Q9. What is your official school district email address?

pfurthmyre@msdb.k12.mt.us

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
- Teachers
- Staff
- Local bargaining units
- Educational advocacy organizations
- 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.

- Children with Disabilities

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

- Interim Formative Assessment
- Summative assessments
- Student engagement

- Access to technology
- Student, parent, or educator surveys
- Health protocols

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
- 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

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

- Students with Disabilities

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.

Website Materials up-to-date. BOPE meetings in which ESSER updates given in reports (January 2022, March 2022, May 2022, July 2022, September 2022). Interim Education Budget Committee Updates (December 2021, March 2022, June 2022, September 2022). Staff Union Updates (January 2022, February 2022, March 2022, April 2022, May 2022, September 2022)

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

No major changes took place to our place during this reporting period. No changes to policies.

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.

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

N/A

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 instructional 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 is the first time we are submitting this plan update

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