

ESSER III School Proposal Template

Due April 4, 2022

School: Baptist Hill Middle High School

Date: March 28, 2022

Please complete this document for your school's proposal for funding activities under the American Rescue Plan (ESSER III) to achieve the vision that **all students will read on grade level by 5th grade by spring of 2027**. As you are completing this document, please adhere to and consider the following:

1. Completed plans should be emailed to ESSERIIISchoolPlans@charleston.k12.sc.us.
2. As a part of the planning process, there will have to be community/parent engagement. There must be proof of this submitted with your plan.
3. Plans should focus primarily on Pillar III (Wraparound Services). Please refer to the Pillar attachments to see examples of what these are. Pillars I & II, are being supported primarily by the District Office. Items being supported under these umbrellas can be found in the Guardrails attachments as well.
4. This is funding for approximately two years, which means that the final year of funding would be the 2023-2024 school year. Your approved funding amount would be for the two years (22-23 & 23-24) combined.

ESSER III Pillar(s) Addressed:

RIGOROUS GRADE-LEVEL INSTRUCTION	X
HIGH-QUALITY TEACHERS/LEADERS	
WRAP-AROUND SERVICES	X

Year(s) of Implementation: *(Plans can be submitted for the Summer 22 and 22-23 and 23-24 school years. You may have a plan that you would like to implement for consecutive years, but please be advised that data will be utilized before moving forward with an additional year).*

Summer 22	
2022-2023	X
2023-2024	X

Statement of Intended Outcome – State your intended outcome of the your proposal

Baptist Hill Middle High School, as a result of COVID-19, has seen students decline in academics, attendance and on-time graduation. Many of our students come to us in 6th grade reading below a 5th grade level. With the district goal of ensuring that all students read on grade level by 5th grade by 2027 at the forefront of our minds, we know that we need to create a plan that will currently address our students who are not reading on grade level. We provide opportunities for grade level success at both the middle and high school levels; therefore, ultimately, our intended outcome is to combat learning loss by ensuring that students graduate on time and are successful in all of their classes. We will provide supports that focus on the whole child so that students are given the opportunity to successfully transition from middle to high school and from high school to their post-secondary pursuits.

Our plan is intended to provide support to students in three (3) ways:

1. Students will have the opportunity to extend their school day with core teachers and work on credit recovery/initial credit classes to get back on track with regards to graduation. We call this initiative “Evening School”;
2. Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families; and
3. Provide our existing middle school and ELA teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject area.

Research – Please provide research to support your proposal. Place research here that supports the item(s) that you will be focusing on and how they will have a positive impact on scholar outcomes.

Co-teaching Model:

Davis, L. (2020, February 1). *Teacher collaboration: How to approach it in 2020*. Schoology. Retrieved March 30, 2022, from <https://www.schoology.com/blog/teacher-collaboration>

Murawski, W. W. (2010). *Collaborative teaching in elementary schools making the co-teaching marriage work!* Corwin.

SEL Counselor:

Bruce, M., & Bridgeland, J. (2014). *The mentoring effect: The National Mentoring Partnership*. Distributed by ERIC Clearinghouse.

Elias, M. J. (2009, January 22). *The four keys to helping at-risk kids*. Edutopia. Retrieved March 30, 2022, from <https://www.edutopia.org/strategies-help-at-risk-students>

Extended School Day:

Best practices for learning loss recovery - WVDE.US. (n.d.). Retrieved March 30, 2022, from <https://wvde.us/wp-content/uploads/2021/02/Learning-Loss-Recovery-Best-Practices.pdf>

D'Augustino, S. (n.d.). *Providing innovative opportunities and options for credit recovery through afterschool and summer learning programs*. Providing Innovative Opportunities and Options for Credit Recovery Through Afterschool and Summer Learning Programs | The Expanded Learning and Afterschool Project. Retrieved March 30, 2022, from <https://www.expandinglearning.org/expandingminds/article/providing-innovative-opportunities-and-options-credit-recovery-through>

Hill, H. C. (2021, April 29). *Learning recovery: The research on tutoring, extended school year, and other strategies (opinion)*. Education Week. Retrieved March 30, 2022, from <https://www.edweek.org/leadership/opinion-learning-recovery-the-research-on-tutoring-extended-school-year-and-other-strategies/2021/04>

Goals, Strategies & Performance Measures – Please use the area below to add the goals, strategies and performance metrics for your plan. Add as many goals and objectives as necessary. Identify external resources you believe would be effective in accomplishing strategies. A list of organizations that you may use to support your initiatives is listed [here](#). You may use other organizations as well if they align with your plan. [What Works Clearinghouse](#) is a good source to find research-based ideas/strategies as well.

Goal 1:	Strategies:	Progress Monitoring:	Performance Metrics:
<p><i>Baptist Hill Middle High School will increase our on-time graduation rate from 82.5% to 83.2% by the end of the 2023-2024 school year.</i></p>	<p><i>Provide students with a counselor who is dedicated to selected students who are not on track to on-time graduation.</i></p> <p><i>Create an "Evening School" which includes opportunities for students to attend and earn and recover credits.</i></p>	<p><i>The counselor will monitor the selected students' academic performance in each of their classes on a bi-weekly basis.</i></p> <p><i>The counselor will monitor selected students' discipline referrals on a bi-weekly basis.</i></p> <p><i>The counselor will meet with selected students on a weekly basis to provide SEL supports.</i></p> <p><i>The counselor will provide parents and families with providing information and</i></p>	<p><i>PowerSchool Grade Reports</i></p> <p><i>Review360 Data</i></p> <p><i>Parent Contacts</i></p> <p><i>Parent Advocate Records</i></p> <p><i>Attendance Reports</i></p> <p><i>Student Transcript reviews</i></p> <p><i>Student IGPs</i></p> <p><i>Career readiness assessment reports</i></p>

		<p><i>assistance to parents and families on how they can effectively support students.</i></p> <p><i>The counselor will track student attendance on a weekly basis.</i></p> <p><i>Students who need credit recovery to maintain or recover on-time graduation status will be supported to enroll in attending. Students' credit-earning progress toward graduation will be monitored and supported from core teachers to assist students with instructional opportunities that will be provided during "Evening School."</i></p>	
<p>Goal 2:</p> <p><i>By June 2024, the percent of students that are chronically absent will decrease from 19.4% to 18.6%.</i></p>	<p>Strategies:</p> <p><i>Provide students with a counselor who is dedicated to selected students who are not on track to on-time graduation.</i></p> <p><i>Provide our existing middle school and ELA teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p>	<p>Progress Monitoring:</p> <p><i>The counselor will monitor the selected students' academic performance in each of their classes on a bi-weekly basis.</i></p> <p><i>The counselor will monitor selected students' discipline referrals on a bi-weekly basis.</i></p> <p><i>The counselor will meet with selected students on a weekly basis to provide SEL supports.</i></p> <p><i>The counselor will provide parents and families with providing information and assistance to parents and families on how they can effectively support students.</i></p> <p><i>The counselor will track student attendance on a weekly basis.</i></p>	<p>Performance Metrics:</p> <p><i>PowerSchool Grade Reports</i></p> <p><i>Review360 Data</i></p> <p><i>Parent Contacts</i></p> <p><i>Parent Advocate Records</i></p> <p><i>Attendance Reports</i></p>

<p>Goal 3:</p> <p><i>By June 2024, Baptist Hill Middle High School will increase the percent of students who score "meets or exceeds" on SC READY ELA from 14.0% to 27.8%.</i></p>	<p>Strategies:</p> <p><i>Provide our existing middle school and ELA teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p> <p><i>Provide in-class intervention and/or acceleration through a Personalized Learning Model.</i></p>	<p>Progress Monitoring:</p> <p><i>Teachers, administrators will monitor the selected students' academic performance in their ELA classes on a bi-weekly basis.</i></p> <p><i>Monitor students'/classroom academic achievement on ELA assessments.</i></p> <p><i>Teachers will monitor the selected students' academic performance on teacher-made assessments.</i></p>	<p>Performance Metrics:</p> <p><i>Lesson Plans</i></p> <p><i>Classroom observation data</i></p> <p><i>Classroom assessments data</i></p> <p><i>NWEA MAP Reading data</i></p> <p><i>ELA Benchmark data</i></p> <p><i>FastBridge Data</i></p>
<p>Goal 4:</p> <p><i>By June 2024, Baptist Hill Middle High School will increase the percent of students who score "meets or exceeds" on SC READY math from 4.8% to 18.2%.</i></p>	<p>Strategies:</p> <p><i>Provide our existing middle school and math teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in their math classes.</i></p> <p><i>Provide in-class intervention and/or acceleration through a Personalized Learning Model. The co-teachers will enable the class to transition smoothly into a PL Model by providing that extra layer of support for small group and/or individualized instruction.</i></p>	<p>Progress Monitoring:</p> <p><i>Teachers, administrators will monitor the selected students' academic performance in their math classes on a bi-weekly basis.</i></p> <p><i>Monitor students'/classroom academic achievement on math assessments.</i></p> <p><i>Teachers will monitor the selected students' academic performance on teacher-made assessments.</i></p>	<p>Performance Metrics:</p> <p><i>Lesson Plans</i></p> <p><i>Classroom observation data</i></p> <p><i>Classroom assessments data</i></p> <p><i>NWEA MAP Reading data</i></p> <p><i>ELA Benchmark data</i></p> <p><i>FastBridge Data</i></p>
<p>Goal 5:</p> <p><i>By June 2024, Baptist Hill Middle High School will increase the percent of students that are "college ready" from 31.6% to 35.7%.</i></p>	<p>Strategies:</p> <p><i>Provide our existing middle school and ELA teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p> <p><i>Create an "Evening School" which includes opportunities for</i></p>	<p>Progress Monitoring:</p> <p><i>Teachers, administrators will monitor the selected students' academic performance in their core classes on a bi-weekly basis.</i></p> <p><i>Monitor students'/classroom academic achievement on assessments.</i></p>	<p>Performance Metrics:</p> <p><i>Lesson Plans</i></p> <p><i>Classroom observation data</i></p> <p><i>Classroom assessments data</i></p> <p><i>NWEA MAP Reading data</i></p> <p><i>ELA Benchmark data</i></p>

	<p><i>students to attend in order to earn and recover credits.</i></p> <p><i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i></p>	<p><i>Teachers will monitor the selected students' academic performance on teacher-made assessments.</i></p> <p><i>The counselor will monitor the selected students' academic performance in each of their classes on a bi-weekly basis.</i></p> <p><i>The counselor will monitor selected students' discipline referrals on a bi-weekly basis.</i></p> <p><i>The counselor will meet with selected students on a weekly basis to provide SEL supports.</i></p> <p><i>The counselor will provide parents and families with providing information and assistance to parents and families on how they can effectively support students.</i></p> <p><i>The counselor will track student attendance on a weekly basis.</i></p>	<p><i>PowerSchool Grade Reports</i></p> <p><i>Review360 Data</i></p> <p><i>Parent Contacts</i></p> <p><i>Parent Advocate Records</i></p> <p><i>Attendance Reports</i></p> <p><i>Student Transcript reviews</i></p> <p><i>Student IGPs</i></p> <p><i>Career readiness assessment reports</i></p>
<p>Goal 6:</p> <p><i>By June 2024, Baptist Hill Middle High School will increase the percent of students that are "career ready" from 66.7% to 83.2%.</i></p>	<p>Strategies:</p> <p><i>Provide our existing middle school and math teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p> <p><i>Create an "Evening School" which includes opportunities for students to attend and earn and recover credits.</i></p> <p><i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily</i></p>	<p>Progress Monitoring:</p> <p><i>Teachers, administrators will monitor the selected students' academic performance in their core classes on a bi-weekly basis.</i></p> <p><i>Monitor students'/classroom academic achievement on assessments.</i></p> <p><i>Teachers will monitor the selected students' academic performance on teacher-made assessments.</i></p> <p><i>The counselor will monitor</i></p>	<p>Performance Metrics:</p> <p><i>Lesson Plans</i></p> <p><i>Classroom observation data</i></p> <p><i>Learning walk data</i></p> <p><i>Classroom assessments data</i></p> <p><i>NWEA MAP Reading data</i></p> <p><i>ELA Benchmark data</i></p> <p><i>PowerSchool Grade Reports</i></p> <p><i>Review360 Data</i></p> <p><i>Parent Contacts</i></p> <p><i>Parent Advocate Records</i></p> <p><i>Attendance Reports</i></p>

	<p><i>progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i></p>	<p><i>the selected students' academic performance in each of their classes on a bi-weekly basis.</i></p> <p><i>The counselor will monitor selected students' discipline referrals on a bi-weekly basis.</i></p> <p><i>The counselor will meet with selected students on a weekly basis to provide SEL supports.</i></p> <p><i>The counselor will provide parents and families with providing information and assistance to parents and families on how they can effectively support students.</i></p> <p><i>The counselor will track student attendance on a weekly basis.</i></p>	<p><i>Student Transcript reviews</i></p> <p><i>Student IGPs</i></p> <p><i>Career readiness assessment reports</i></p>
<p>Goal 7:</p> <p><i>By June 2024, Baptist Hill Middle High School will identify and reduce the impact of social-emotional barriers to learning as measured by SEL survey data and discipline referral reports.</i></p>	<p>Strategies:</p> <p><i>Create an "Evening School" which includes opportunities for students to attend and earn and recover credits.</i></p> <p><i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i></p> <p><i>Provide our existing middle school and ELA teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p>	<p>Progress Monitoring:</p> <p><i>Teachers and counselors will create anecdotal records for selected students who demonstrate need based on observational and academic data.</i></p> <p><i>Teachers, administrators will monitor the selected students' academic performance in their core classes on a bi-weekly basis.</i></p> <p><i>Monitor students'/classroom academic achievement on assessments.</i></p> <p><i>Teachers will monitor the selected students' academic performance on teacher-made</i></p>	<p>Performance Metrics:</p> <p><i>Discipline data</i></p> <p><i>MTSS Agenda and Enrich Data</i></p> <p><i>SEL survey</i></p> <p><i>Attendance reports</i></p>

		<p>assessments.</p> <p><i>The counselor will monitor the selected students' academic performance in each of their classes on a bi-weekly basis.</i></p> <p><i>The counselor will monitor selected students' discipline referrals on a bi-weekly basis.</i></p> <p><i>The counselor will meet with selected students on a weekly basis to provide SEL supports.</i></p> <p><i>The counselor will provide parents and families with providing information and assistance to parents and families on how they can effectively support students.</i></p> <p><i>The counselor will track student attendance on a weekly basis.</i></p>	
--	--	---	--



Management Plan w/ Major Project Activities – The management plan should be realistic and achievable. Detail activities, responsibilities, and timelines as related to project goals, strategies, and performance measures listed above. Add additional goals and strategies as necessary.

Goal 1:
Baptist Hill Middle High School will increase our on-time graduation rate from 82.5% to 83.2% by the end of the 2023-2024 school year.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Students will have the opportunity to extend their school day with core teachers and work on credit recovery/initial credit classes to get back on track with regards to graduation. We call this initiative "Evening School."</i></p>	<ol style="list-style-type: none"> <i>1. Identify students who are not on track for on-time graduation.</i> <i>2. Designate an extended day coordinator.</i> <i>3. Employ four core teachers to stay after school for the designated</i> 	<p><i>August 2022-June 2024</i></p>	<p><i>Administrators Teachers Instructional Coaches</i></p>

	<p><i>time frame and days of the extended day.</i></p> <ol style="list-style-type: none"> 4. <i>Train the four teachers in Edgenuity.</i> 5. <i>Inform parents/families of the extended day opportunity.</i> 6. <i>Secure food service for selected students.</i> 7. <i>Ensure method of transportation for students attending the extended day opportunity.</i> 8. <i>By September 2022, begin "Evening School" twice a week.</i> 		
<p>Strategy 2:</p> <p><i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. <i>Create a job description.</i> 2. <i>Advertise the position.</i> 3. <i>Hire a counselor.</i> 4. <i>Provide the counselor with the parameters of the position and job description.</i> 5. <i>Provide SEL and restorative practices training for the hired counselor.</i> 6. <i>By September 2022, identify students who are considered "at-risk."</i> 7. <i>The counselor will begin initial meetings with selected students.</i> 8. <i>The counselor will monitor student progress and provide services to each student based on student needs.</i> 9. <i>The counselor will collaborate with the Parent Advocate, School Psychologist, and other outside agencies to ensure students are receiving services to meet their particular needs.</i> 	<p>Implementation Dates:</p> <p><i>August 2022-June 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration Guidance At-risk Counselor</i></p>

Goal 2: *By June 2024, the percent of students that are chronically absent will decrease from 19.4% to 18.6%.*

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i></p>	<ol style="list-style-type: none"> 1. <i>Create a job description.</i> 2. <i>Advertise the position.</i> 3. <i>Hire a counselor.</i> 4. <i>Provide the counselor with the parameters of the position and job description.</i> 5. <i>Provide SEL and restorative practices training for the hired counselor.</i> 6. <i>By September 2022, identify students who are considered "at-risk."</i> 7. <i>The counselor will begin initial meetings with selected students.</i> 8. <i>The counselor will monitor student progress and provide services to each student based on student needs.</i> 9. <i>The counselor will collaborate with the Parent Advocate, School Psychologist, and other outside agencies to ensure students are receiving services to meet their particular needs.</i> 	<p><i>August 2022-June 2024</i></p>	<p><i>Administration Guidance At-risk Counselor</i></p>

Goal 3: *By June 2024, Baptist Hill Middle High School will increase the percentage of students who score "meets or exceeds" on SC READY ELA from 14.0% to 27.8%.*

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Provide our existing middle school and ELA teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p>	<ol style="list-style-type: none"> 1. <i>Create a job description.</i> 2. <i>Advertise the positions.</i> 3. <i>Hire the educator.</i> 4. <i>The educator will work closely with the instructional coach for familiarization with the district required curriculum, pacing, and</i> 	<p><i>August 2022-June 2024</i></p>	<p><i>Administration Teachers Instructional Coaches</i></p>

	<p><i>standards.</i></p> <ol style="list-style-type: none"> 5. <i>The educator will initially meet with co-teachers to plan instruction.</i> 6. <i>The educator will work with the co-teachers and instructional coaches to analyze beginning of the year data to determine initial needs.</i> 7. <i>Create a rotating co-teaching and co-planning schedule.</i> 8. <i>By September 2022, the educator will be in the classes according to the schedule.</i> 9. <i>Once co-teaching begins, teachers will meet consistently and regularly to plan instruction and analyze various data points.</i> 10. <i>The teachers and co-teachers will progress monitor students on a regular and consistent basis using various measures of assessment.</i> 11. <i>Co-teachers will ensure that anecdotal records are utilized to determine academic and SEL needs of students.</i> 		
<p>Strategy 2:</p> <p><i>Provide in-class intervention and/or acceleration through a Personalized Learning Model. The co-teachers will enable the class to transition smoothly into a PL Model by providing that extra layer of support for small group and/or individualized instruction.</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. <i>Ensure teachers and co-teachers are confident in facilitating the various Personalized Learning Models by providing job-embedded PD opportunities.</i> 2. <i>The educator will initially meet with co-teachers to plan instruction.</i> 3. <i>The educator will work with the co-teachers and instructional coaches to analyze beginning of the year data to determine initial needs.</i> 	<p>Implementation Dates:</p> <p><i>August 2022-July 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration Teachers Instructional Coaches</i></p>

	<ol style="list-style-type: none"> 4. <i>Create a rotating co-teaching and co-planning schedule.</i> 5. <i>By September 2022, the educator will be in the classes according to the schedule.</i> 6. <i>Once co-teaching begins, teachers will meet consistently and regularly to plan instruction and analyze various data points.</i> 7. <i>The teachers and co-teachers will progress monitor students on a regular and consistent basis using various measures of assessment.</i> 		
--	--	--	--

Goal 4: *By June 2024, Baptist Hill Middle High School will increase the percentage of students who score "meets or exceeds" on SC READY math from 4.8% to 18.2%.*

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Provide our existing middle school and math teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction in the subject areas.</i></p>	<ol style="list-style-type: none"> 1. <i>Create a job description.</i> 2. <i>Advertise the positions.</i> 3. <i>Hire the educator.</i> 4. <i>The educator will work closely with the instructional coach for familiarization with the district required curriculum, pacing, and standards.</i> 5. <i>The educator will initially meet with co-teachers to plan instruction.</i> 6. <i>The educator will work with the co-teachers and instructional coaches to analyze beginning of the year data to determine initial needs.</i> 7. <i>Create a rotating co-teaching and co-planning schedule.</i> 8. <i>By September 2022, the educator will be in the classes according to the schedule.</i> 	<p><i>August 2022-June 2024</i></p>	<p><i>Administration Teachers Instructional Coaches</i></p>

	<ol style="list-style-type: none"> 9. <i>Once co-teaching begins, teachers will meet consistently and regularly to plan instruction and analyze various data points.</i> 10. <i>The teachers and co-teachers will progress monitor students on a regular and consistent basis using various measures of assessment.</i> 11. <i>Co-teachers will ensure that anecdotal records are utilized to determine academic and SEL needs of students.</i> 		
<p style="text-align: center;">Strategy 2:</p> <p><i>Provide in-class intervention and/or acceleration through a Personalized Learning Model. The co-teachers will enable the class to transition smoothly into a PL Model by providing that extra layer of support for small group and/or individualized instruction.</i></p>	<p style="text-align: center;">Implementation Steps:</p> <ol style="list-style-type: none"> 1. <i>Ensure teachers and co-teachers are confident in facilitating the various Personalized Learning Models by providing job-embedded PD opportunities.</i> 2. <i>The educator will initially meet with co-teachers to plan instruction.</i> 3. <i>The educator will work with the co-teachers and instructional coaches to analyze beginning of the year data to determine initial needs.</i> 4. <i>Create a rotating co-teaching and co-planning schedule.</i> 5. <i>By September 2022, the educator will be in the classes according to the schedule.</i> 6. <i>Once co-teaching begins, teachers will meet consistently and regularly to plan instruction and analyze various data points.</i> 7. <i>The teachers and co-teachers will progress monitor students on a regular and consistent</i> 	<p style="text-align: center;">Implementation Dates:</p> <p style="text-align: center;"><i>August 2022-July 2024</i></p>	<p style="text-align: center;">Person(s) Responsible:</p> <p style="text-align: center;"><i>Administration Teachers Instructional Coaches</i></p>

	<i>basis using various measures of assessment.</i>		
--	--	--	--

Goal 5: *By June 2024, Baptist Hill Middle High School will increase the percent of students that are “college ready” from 31.6% to 35.7%.*

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Provide our teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction.</i></p>	<ol style="list-style-type: none"> <i>1. Create a job description.</i> <i>2. Advertise the positions.</i> <i>3. Hire the educator.</i> <i>4. The educator will work closely with the instructional coach for familiarization with the district required curriculum, pacing, and standards.</i> <i>5. The educator will initially meet with co-teachers to plan instruction.</i> <i>6. The educator will work with the co-teachers and instructional coaches to analyze beginning of the year data to determine initial needs.</i> <i>7. Create a rotating co-teaching and co-planning schedule.</i> <i>8. By September 2022, the educator will be in the classes according to the schedule.</i> <i>9. Once co-teaching begins, teachers will meet consistently and regularly to plan instruction and analyze various data points.</i> <i>10. The teachers and co-teachers will progress monitor students on a regular and consistent basis using various measures of assessment.</i> <i>11. Co-teachers will ensure that anecdotal records are utilized to determine academic and SEL</i> 	<p><i>August 2022-June 2024</i></p>	<p><i>Administration Teachers Instructional Coaches</i></p>

	<i>needs of students.</i>		
<p>Strategy 2:</p> <p><i>Provide in-class intervention and/or acceleration through a Personalized Learning Model. The co-teachers will enable the class to transition smoothly into a PL Model by providing that extra layer of support for small group and/or individualized instruction.</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> <i>1. Ensure teachers and co-teachers are confident in facilitating the various Personalized Learning Models by providing job-embedded PD opportunities.</i> <i>2. The educator will initially meet with co-teachers to plan instruction.</i> <i>3. The educator will work with the co-teachers and instructional coaches to analyze beginning of the year data to determine initial needs.</i> <i>4. Create a rotating co-teaching and co-planning schedule.</i> <i>5. By September 2022, the educator will be in the classes according to the schedule.</i> <i>6. Once co-teaching begins, teachers will meet consistently and regularly to plan instruction and analyze various data points.</i> <i>7. The teachers and co-teachers will progress monitor students on a regular and consistent basis using various measures of assessment.</i> 	<p>Implementation Dates:</p> <p><i>August 2022-July 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration Teachers Instructional Coaches</i></p>

Goal 6: *By June 2024, Baptist Hill Middle High School will increase the percent of students that are “career ready” from 66.7% to 83.2%.*

<p>Strategy 1:</p> <p><i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> <i>1. Create a job description.</i> <i>2. Advertise the position.</i> <i>3. Hire a counselor.</i> <i>4. Provide the counselor with the parameters of</i> 	<p>Implementation Dates:</p> <p><i>August 2022-June 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration Teachers Instructional Coaches Guidance</i></p>
--	---	---	---

<p><i>field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i></p>	<p><i>the position and job description.</i></p> <ol style="list-style-type: none"> 5. <i>Provide SEL and restorative practices training for the hired counselor.</i> 6. <i>By September 2022, identify students who are considered "at-risk."</i> 7. <i>The counselor will begin initial meetings with selected students.</i> 8. <i>The counselor will monitor student progress and provide services to each student based on student needs.</i> 9. <i>The counselor will collaborate with the Parent Advocate, School Psychologist, and other outside agencies to ensure students are receiving services to meet their particular needs.</i> 		
<p>Strategy 2:</p> <p><i>Students will have the opportunity to extend their school day with core teachers and work on credit recovery/initial credit classes to get back on track with regards to graduation. We call this initiative "Evening School."</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. <i>Identify students who are not on track for on-time graduation and/or who are not career ready.</i> 2. <i>Designate an extended day coordinator.</i> 3. <i>Employ four core teachers to stay after school for the designated time frame and days of the extended day.</i> 4. <i>Train the four teachers in Edgenuity.</i> 5. <i>Inform parents/families of the extended day opportunity.</i> 6. <i>Secure food service for selected students.</i> 7. <i>Ensure method of transportation for students attending the extended day opportunity.</i> 8. <i>By September 2022,</i> 	<p>Implementation Dates:</p> <p><i>August 2022-July 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration Teachers Instructional Coaches</i></p>

	<i>begin "Evening School" twice a week.</i>		
Goal 7: <i>By June 2024, Baptist Hill Middle High School will identify and reduce the impact of social-emotional barriers to learning and increase students' self management skills from 63% to 75% as measured by the Panorama survey.</i>			
Strategy 1: <i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i>	Implementation Steps: <ol style="list-style-type: none"><i>1. Create a job description.</i><i>2. Advertise the position.</i><i>3. Hire a counselor.</i><i>4. Provide the counselor with the parameters of the position and job description.</i><i>5. Provide SEL and restorative practices training for the hired counselor.</i><i>6. By September 2022, identify students who are considered "at-risk."</i><i>7. The counselor will begin initial meetings with selected students.</i><i>8. The counselor will monitor student progress and provide services to each student based on student needs.</i><i>9. The counselor will collaborate with the Parent Advocate, School Psychologist, and other outside agencies to ensure students are receiving services to meet their particular needs.</i>	Implementation Dates: <i>August 2022-June 2024</i>	Person(s) Responsible: <i>Administration Guidance</i>
Activity 1: <i>Closely monitor students who have been identified as At-Risk by employing an additional school counselor to monitor daily progress, provide motivational field studies to re-engage students, and engage in frequent home communication with parents and/or families.</i>	Specific Components of Activity: <i>Hire a counselor dedicated to students who meet agreed upon criteria based on their behavior, attendance, and academic data (FTE 1.0).</i> <i>The counselor will conduct weekly check-ins with students identified as At-Risk.</i> <i>Collaboration with outside agencies to aid in motivating students to include speakers and field studies.</i>		Cost: <i>Salary + Benefits: \$87,330/year</i> <i>Two-year Total: \$174,660</i>

<p>Activity 2:</p> <p><i>Students will have the opportunity to extend their school day with core teachers and work on credit recovery/initial credit classes to get back on track with regards to graduation. We call this initiative “Evening School.”</i></p>	<p>Specific Components of Activity:</p> <p><i>Hire a program coordinator/administrator for “Evening School” (hourly rate). Will monitor student’s progress and communicate with parents and school administration.</i></p> <p><i>Hire a math teacher (hourly rate + benefits).</i></p> <p><i>Hire an English teacher (hourly rate + benefits).</i></p> <p><i>Hire a science teacher (hourly rate + benefits).</i></p> <p><i>Hire a social studies teacher (hourly rate + benefits).</i></p> <p><i>Provide dinner services for students who stay during “Evening School.”</i></p> <p><i>Ensure staff is trained in the recovery credit curriculum (e.g., Edgenuity/Virtual SC).</i></p> <p><i>Program will operate for 2 days per week for 2 hours each day Starting September 6, 2022. Program will run for a total of 26 weeks (52 days)</i></p>	<p>Cost:</p> <p><i>Salary + Benefits:</i></p> <p><i>\$18,200 + \$6,188 = \$24,388/ yr.</i></p> <p><i>Two-year Total: \$48,776</i></p>
<p>Activity 3:</p> <p><i>Provide our teachers with extra support by employing one additional educator. This educator will be tasked to co-teach within critical classes so students will receive more small group and individualized instruction.</i></p> <p><i>The extra support staff will support the implementation of in-class intervention and/or acceleration through a Personalized Learning Model.</i></p>	<p>Specific Components of Activity:</p> <p><i>Hire teaching assistant for ELA/Math (FTE 1.0).</i></p> <p><i>Personalized Learning Model Professional Development</i></p> <p><i>Co-teaching Models Professional Development</i></p>	<p>Cost:</p> <p><i>Salary + Benefits:</i></p> <p><i>\$46,554 x 2</i></p> <p><i>Two-year total = \$139,662</i></p>
<p>TOTAL: \$ 399,400</p>		<p>\$ 363,098</p>

Sustainability – What will you do to sustain your plan? For instance, if you are hiring staff, what will you do at the end of two years when ESSER funding has been exhausted? Please be specific.

If the plan is successful and produces desired results, the administration at BHMHS will look to seek assistance from CCSD, grants and exhausting other funding sources such as EIA and Title I funding to continue the plan. The administration will closely monitor data points related to each individual activity and make adjustments to ensure the overall success of the activity and achieve the desired outcomes.

Application Due Date	Approval Status Date
April 4, 2022	