

ESSER III School Proposal Template

Due April 4, 2022

School: Charleston Progressive Academy

Date: April 4, 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	X
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	X
2022-2023	X
2023-2024	X

Statement of Intended Outcome – This proposal will ensure the implementation of research-based strategies that are beneficial for achieving the vision that all students will read on grade level by 5th grade. We will develop a system for ongoing data analysis, ensure intervention support services for reading, and support students’ social emotional learning. The goal is to increase the percentage of students performing on grade level as determined by our district’s norm-referenced and state’s standardized assessments. Currently, CPA has reduced the number of students scoring “not met” on the SC READY ELA assessment, however, there is a significant number of students “approaching” grade level expectations. *To continue decreasing the number of students in the “approaching” and “not met” categories, the instructional team will incorporate the district’s data protocol during professional learning community meetings. This process will occur weekly using standards-based assessments, the district’s quarterly benchmark, and norm-referenced assessments. Instructional teams will conduct error-analyses and engage in instructional planning to provide remediation and enrichment.* The table below includes CPA’s reading assessment data:

SC READY ELA Trend Data				
	3rd Grade	4th Grade	5th Grade	School Average
2018 *Levels 3&4/2	19/4	27/54	18/35	21/31
2019 Levels 3&4/2	14/49	51/17	23/66	29/44
2021 Levels 3&4/2	20/38	40/20	16/42	25/34

*Levels 3&4 = Met & Exceed/ **2= Approaching**

Research – The activities and strategies listed in this plan will have a positive impact on scholar outcomes. To achieve the vision that all students will read on grade level by 5th grade by spring of 2027, Charleston Progressive Academy will provide reading intervention support, host a primary summer enrichment camp, and provide tier 1 SEL lessons for all students and training for parents of Tier 2 & 3 students in the use of Calming Kits. Our vision is to provide intensive reading intervention support for students in grades 3-5. The Reading First plan (2022) indicates that schools with systematic and explicit classroom instruction must be paired with differentiated instruction delivered individually or in small groups to ensure reading proficiency. Our vision is also to provide intensive instruction to primary students through a summer enrichment program. Research shows that high-quality early learning programs can improve kindergarten readiness, particularly for disadvantaged children (Karoly, 2012). Current research has shown that students that start Pre-K and Kindergarten with limited preschool experience struggle in three academic areas: social emotional development, language and literacy and math skills (Campbell et. al, 2012). Creating family partnerships using SEL curriculum and strategies improves students overall well being socially and emotionally and academically (CASEL 2003). This plan encompasses activities to improve both academic performance and address the social-emotional needs of all students.

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.

<p>Goal 1:</p> <p>By June 2024, we will increase the percentage of students who score meets or exceeds on SC READY ELA from 25% to 29.5% or higher.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Data analysis during PLC meetings • Hire a reading interventionist to provide reading intervention support to students in grades 3-5 using a push-in model • Quarterly data conferences 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • District Benchmarks • Reading MAP Assessment 	<p>Performance Metrics:</p> <p>SC READY</p>
<p>Goal 2:</p> <p>By June 2024, we will increase the percentage of Kindergarten students demonstrating readiness on KRA from 20.0% to 24.8% or higher.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Provide additional instructional support through a Primary Enrichment Camp(CD-1st) • Provide two professional learning sessions for teachers assistants during the first quarter of each school year with a <i>focus on small group instructional strategies that support the district's new EL reading curriculum</i> 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Fastbridge Assessment 	<p>Performance Metrics:</p> <p>KRA Assessment MAP</p>
<p>Goal 3:</p> <p>By June 2024, we will decrease the percentage of teacher-managed referrals in grades K-5 from 87% to 80%.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Provide professional development on classroom management strategies to staff • Implement calming corner in every classroom • Provide ongoing SEL strategies professional development for staff and families using Leader in Me 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Weekly monitoring of Review360 • Check-in with staff by SEL assistant 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> • Review 360 • Intervention Reports • Leader in Me MRA Data

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: By June 2024, we will increase the percentage of students in grades 3-5, who score meets or exceeds on SC READY ELA from 25% to 29.5%.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Weekly data analysis during PLC meetings	<ul style="list-style-type: none"> Conduct bi-weekly meetings with teachers to analyze reading performance data on assessments using district's data protocol (benchmarks) and iReady data Develop an instructional plan to address areas needing reinforcement and enrichment 	August 2022-May 2024	Principal Instructional Coach Reading Interventionist Lead Teacher Teachers
Strategy 2: Provide reading intervention support to students in grades 3-5 at least three times per week	Implementation Steps: <ul style="list-style-type: none"> Use MAP and SCREADY data to identify students needing additional support in reading Provide intensive instruction at least three times per week in a small group setting targeting the approaching students who are the majority group on all grade levels, except 4th Co-teach reading lessons with general education teacher Monitor students' progress weekly using district provided assessment tool Partner with Emergency Broadband to provide WiFi access and an electronic take home device to extend the use of digital learning tools 	August 2022-May 2024	Principal Reading Interventionist Instructional Coach
Strategy 3: Monthly literacy meetings with grade levels	Implementation Steps: The instructional coach and lead teacher will meet with grade levels to discuss the following: <ul style="list-style-type: none"> Students' academic progress in reading 	August 2022-May 2024	Principal Instructional Coach Lead Teacher

	<ul style="list-style-type: none"> • Instructional strategies • Monitor and set goals for improvement 		
<p>Goal 2: By June 2024, increase the percent of Kindergarten students demonstrating readiness on KRA from 20.0% to 24.8% or higher and 1st graders demonstrating proficiency on MAP reading from 34% to 44% or higher.</p>			
<p>Strategy 1:</p> <p>Provide additional instructional support through a summer Primary Enrichment Camp(CD-1st).</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Students will be selected from the incoming and outgoing CD students and Kindergarten and 1st approaching grade-level expectations (Fastbridge/MAP: 25th to 40th percentile) will be targeted in reading and math • Conduct an pre and post-assessment to measure students growth • Provide intense academic instruction and SEL support to students for four weeks 	<p>Implementation Dates:</p> <p>August 2022 August 2023 August 2024</p>	<p>Person(s) Responsible:</p> <p>Principal Lead Teacher School Counselor Primary Teachers Teacher Assistants</p>
<p>Strategy 2:</p> <p>Provide two 1-hour professional learning sessions for teachers assistants during the first quarter of each school year with a focus on small group instructional strategies that support the district's EL reading curriculum</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Conduct a meeting with principal, lead teacher, instructional coach, and teachers to discuss needs and expectations • Identify professional learning opportunities for assistants • Work with the district's instructional coach to develop a professional development agenda that outline sessions goals and expected outcomes • Host professional learning for conducting small group reading instruction and using EL resources 	<p>Implementation Dates:</p> <p><i>September 23, 2022 (Early Release Day)</i></p> <p><i>October 7, 2022 (Early Release Day)</i></p> <p><i>August 2023- October 2023</i></p>	<p>Person(s) Responsible:</p> <p>Principal Lead Teacher Instructional Coach Primary Teachers Teacher Assistants</p>
<p>Strategy 3:</p> <p>Create instructional bins to house EL materials for each teacher</p>	<ul style="list-style-type: none"> • Purchase supplementary resources to implement EL curriculum 	<p>August 2022 - August 2023</p>	<p>Principal Instructional Coach</p>

Goal 3: By June 2024, we will decrease the percentage of teacher-managed referrals in grades K-5 from 87% to 80% or lower.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Provide professional development on classroom management strategies to staff	<ul style="list-style-type: none"> ● Provide SEL lessons utilizing The Leader in Me(LIM) and Second Steps curriculum ● Analyze Review360 data to identify teachers and students with excessive behavioral concerns ● Provide strategies for improvement ● Track student behavior on behavior log, when needed ● Monitor teacher-managed referrals and develop a plan of action for high-needs areas 	August 2022- June 2024	Principal Lead Teacher Student Concern Specialist Parent Advocate SEL Assistant Teachers
Strategy 2: Implement calming corner in every classroom and a school wide calming room	Implementation Steps: <ul style="list-style-type: none"> ● Provide teachers with kits to create a calming corner in the classroom ● <i>The SEL Assistant will assist the school counselor with distributing, accounting for and providing strategies for effective use of kits</i> ● A calming kit will be provided to families of targeted students 	August 2022- June 2024	School Counselor SEL Assistant Parent Advocate
Strategy 3: Provide ongoing SEL strategies professional development for staff and families using Leader in Me	Implementation Steps: <ul style="list-style-type: none"> ● Staff will engage in the following professional development from Leader in Me resources to include: ● Back to School Booster ● Teacher Wellness ● 7 Habits of Highly Effective Families ● Class Level Proficiency Gaps ● Partner with Emergency 	Implementation Dates: August 2022 - August 2023 Back to School Booster August 10, 2022 7 Habits of Highly Effective Families October 2022 Class Level Proficiency Gaps	Principal Lead Teacher School Counselor LIM Coach

	Broadband so families will be able to participate in the online lessons and seminars on The Leader in Me website	January 2023 Teacher Wellness March 2023	
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Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

<p>Activity 1:</p> <p>Hire an interventionist to provide reading intervention support to students in grades 3-5</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Provides enhanced small group and one-on-one instruction on targeted reading skills for students of the targeted group • Supports teachers by providing resources to effectively teach literacy • Serves as a co-teacher in the general education classroom • Collects and analyzes performance data for reading intervention • Aligns instructional practices with school’s academic goals • Supports the implementation of state standards and the district’s ELA curriculum (EL) • Participates in weekly grade-level planning for reading in grades 3-5 	<p>Cost: Per Year</p> <p>\$101, 316 (S&B) \$8,979 (EL Instructions Bins)</p>
<p>Activity 2:</p> <p>Provide additional instructional support through a Primary Enrichment Camp (CD - 1st)</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Hire 4 teachers and 2 teacher assistants for 1 CD, 1 Kindergarten, 1 first, and 1 multi-level class • Camp will serve 8 students per class with a possibly of 10 in the 1st grade class • <i>Kindergarten and 1st grade students who are approaching grade-level expectations (Fastbridge/MAP: 25th to 40th percentile) will be targeted.</i> • <i>CD Students that score Tier II/ Tier III on two or more literacy and/or math subtests of the spring Myigdi’s assessment period will qualify for camp. By the end camp students should be able to improve by 3 pts.</i> • Conduct a Primary School Camp four weeks prior to the opening of school (July 11 – August 5th), Monday - Thursday for a total of 16 days instruction and 2 days planning for teachers and assistants • Provide intense reading and math instruction 4 days a week for 5 hours a day • Create daily lesson plans in the area of language and literacy, social emotional development, math skills, and enrichment activities, such as art and crafts and field trips • Facilitate instruction based on pre-assessment data • Assemble a literacy & math kit to be used for home 	<p>Cost: Per Year</p> <p>\$30,458 (S&B) \$1,200 (Transportation) \$3,000 (Materials) \$2000 (Snacks)</p>

	learning <ul style="list-style-type: none"> • Camp hours – 7:30am – 1:30pm (students needing full day will transition into Kaleidoscope Program until 6pm) 	
Activity 3: Hire an SEL assistant	Specific Components of Activity: <ul style="list-style-type: none"> • Support SEL initiatives (Leader in Me, Second Steps) • <i>Assist the guidance counselor</i> to provide best practices to school staff around promoting students' social-emotional development and well-being (for example: effective use of the calming room) • Supervise/monitor students in the school's calming room • <i>Assist the counselor to provide small group and one-on-one SEL(2nd Steps) lessons for students</i> • Work with the school counselor to develop a plan of action for SEL high-needs areas • <i>Assist the Parent Advocate</i> to provide quarterly SEL learning opportunities for parents 	Cost: Per Year \$51,797 (S & B) 15,000 (PD)
TOTAL: 427,500		\$213, 750(Yr 1)

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.

The two proposed staff will be absorbed into Title I and EIA funds contingent upon success of their implementation of the proposed goals. The Primary Enrichment Camp will be scaled down to 10 days, 3 teachers, and 1 TA to be absorbed in the extended day/summer program in the Title I Plan. Materials and supplies for summer programs will come from EIA.

Application Due Date	Approval Status Date
April 4, 2022	