

ESSER III School Proposal Template

Due April 4, 2022

School: Murray-LaSaine Montessori

Date: March 28, 2022

Total Funds: \$293,989

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:

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| 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).*

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| Summer 22 | x |
| 2022-2023 | x |
| 2023-2024 | x |

Statement of Intended Outcome –

● **TEACHER POSITION**

- Increase the percentage of Murray-LaSaine students reading on grade level from 60% to 100% by working directly with Tier 2 students, providing reading intervention to those not yet reading on-grade level (15th%ile-40th%ile) to address their reading weaknesses and helping students apply reading skills and strategies in the classroom setting
- Support the implementation of Montessori Scope & Sequence and the EL pilot, including EL coaching cycles, in our Primary-Adolescent classrooms
- Guide instruction in both intervention programs and classrooms by utilizing assessment and classroom data
- Reduce teacher workload by assisting with assessment administration (myIGDI, KRA, Fastbridge, MAP, Benchmarks)
- Ensure LETRS training is implemented in classrooms
- Facilitate Reading/Writing PLCs, professional development, and parent education workshops
- Minimize loss of instructional time by covering for a teacher in their absence

● **READING LITERACY ASSISTANT**

- Provide daily reading intervention to students in Tier 2 and Tier 3
- Support students in their classroom with application of reading intervention skills

● **TOUCHSTONES/TOUCHPEBBLES**

- Provide a highly structured program to improve listening, speaking, reasoning, and comprehension skills from primary-source texts.
- Strengthening existing SEL (Second Steps) program with the addition of these texts which are designed to promote discussion, problem solving, shared leadership, and critical thinking.

● **DECODABLES**

- Increase the amount of decodable books available to students learning to read

● **NONFICTION LIBRARY**

- Increase the number of nonfiction texts available in each classroom to enhance student learning.

- Support reading growth in the area of informational texts.
- **SUMMER PLANNING COMPENSATION**
 - Teachers have well-developed plans for instruction consistent across levels and content areas, including integrating the new EL curriculum
- **LETRS TRAINING STIPEND**
 - Compensate teachers for attending LETRS training which will improve content knowledge and reading instruction in the classroom

Research –

Reading Teacher Position

<https://www.edutopia.org/discussion/how-districts-can-use-literacy-coaching-improve-classroom-instruction>
<https://eeducation.org/resources/coaching-cycles>

Reading Intervention Position

[LETRS](#)
<https://www.aft.org/periodical/american-educator/fall-2004/avoiding-devastating-downward-spiral>
[SPIRE](#)
[Heggerty](#)

Touchstones/Touchpebbles

<https://touchstones.org/wp-content/uploads/2018/10/Touchstones-Skills-Indicators-by-Stage.pdf>
<https://touchstones.org/wp-content/uploads/2018/10/Short-Bibliography-of-Selected-Research-in-Educational-and-Child-Development.pdf>

Decodables

<https://iowareadingresearch.org/blog/decodable-readers-phonics-instruction>
<https://readingsimplified.com/decodable-texts/#>
<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/decodable-texts>
<https://thekeep.eiu.edu/cgi/viewcontent.cgi?article=2367&context=theses>

Nonfiction Texts

<https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1577>
<https://www.chalkbeat.org/2019/8/6/21108767/the-case-for-teaching-about-sharks-and-mummies-not-captions-and-the-main-idea>
<https://umaine.edu/edhd/research-outreach/lifespan-literacy-community/programs/correll-book-award/what-is-informational-text/#>
https://pdo.ascd.org/lmscourses/pd110c135/media/literacy_ela_m3_reading_case_for_informational_text.pdf

Goals, Strategies & Performance Measures

| Goal: | Strategies: | Progress Monitoring: | Performance Metrics: |
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| Increase the number of students reading on grade level from 60% | - Utilize reading teacher as stated above -Utilize literacy assistant as stated above -Implement Touchstones | MAP F/W/S Fastbridge F/W/S Quarterly Progress | MAP Fastbridge SC READY |

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| to 100%. | curriculum as stated above -Use decodables in PR/LE classrooms -Increase nonfiction classroom library collection -Execute reading/writing plans written during summer planning -Apply knowledge from LETRS training in the classroom | Monitoring from LETRS training Benchmarks F/W/S for Required Benchmarks Fastbridge Progress Monitoring by Intervention team as required | |
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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:

Increase the number of students reading on grade level from 60% to 100% by Spring of 2027.

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| Strategy 1: Utilize reading teacher as stated above | Implementation Steps: Hire qualified candidate for SY23 Beginning August 2022, design master schedule to optimize time for reading/writing Schedule will provide for small group instruction to Tier 2 students | Implementation Dates: August 2022-July 2024 | Person(s) Responsible: Principal Literacy |
| Strategy 2: Utilize literacy assistant as stated above | Implementation Steps: Hire qualified candidate Deliver reading intervention for SY23 & SY24 | Implementation Dates: August 2022-July 2024 | Person(s) Responsible: Principal Literacy Coach |
| Strategy 3: Implement Touchstones curriculum as stated above | Implementation Steps: Purchase texts August 2022 Teachers plan schedule for lesson implementation | Implementation Dates: August 2022-July 2024 | Person(s) Responsible: Teachers |
| Strategy 4 & 5: Use decodables and increase nonfiction classroom library collection | Implementation Steps: Purchase texts August 2022 | Implementation Dates: August 2022-July 2024 | Person(s) Responsible: Teachers Intervention Teachers Parent Volunteers |
| Strategy 6: | Implementation Steps: | Implementation Dates: | Person(s) Responsible: |

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| Execute reading/writing plans written during summer planning | Schedule and conduct summer planning sessions August 2022, August 2023 | August 2022, 2023 | Principal Coaches Teachers |
| Strategy 7: Compensate teachers for attending LETRS training (per module) | Implementation Steps: Attend LETRS training 2022-2027 Apply knowledge from LETRS training to improve content knowledge and reading instruction in the classroom | Implementation Dates: August 2022, 2023 | Person(s) Responsible: Principal Coaches Teachers |

Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

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| Activity 1: SY23/24: Hire one (1) full-time teacher to support teachers through co-teaching, completing required assessments, reading/writing intervention, initiatives, and Montessori + EL integration | Specific Components of Activity: 1 FT Reading Teacher: <i>Preferred Qualifications:</i> <ul style="list-style-type: none"> • Montessori credentialed at multiplied levels, • Teaching experience of 3+ years at multiple levels/grades, • Knowledge of or willingness to learn about EL curriculum and become LETRS trained • Experience delivering CCSD reading intervention programs, • Experience with administering assessments (myIGDI, Fastbridge, MAP, SC READY) and analyzing data from these assessments, • Ability to work with students of all ability levels, • Knowledge of MTSS, PLC, IPS, and IEP process and structure • Assist coaches with plan, developing, and delivering parent and teacher education opportunities based on best practices in reading and writing • Willingness to step in for a teacher in their absence to ensure no lost instructional time for students | Cost: \$178,792 \$89,396 x 2 years |
| Activity 2: SY2/24:Hire one (1) part-time associate reading teacher to support students reading below grade level | Specific Components of Activity: 1 Part-time literacy/numeracy assistant 170 days <ul style="list-style-type: none"> • Provide daily reading intervention to small groups of students (Primary-Adolescents) using CCSD approved programs • Work at MLMS Monday-Friday from 7:30-11:30, during Montessori work cycle • Complete progress monitoring and assessments • Attends IPS meetings as appropriate • LETRS trained, experience and understanding of Montessori philosophy and curriculum | Cost: \$65,879 \$32,939 x 2 years |

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| <p>Activity 3:</p> <p>Purchase Touchstones/Touchpebbles reading texts and implement in classrooms as a complement to reading and SEL instruction August 2022.</p> | <p>Specific Components of Activity:</p> <p>Touchstones discussions are unique. They are part of a highly structured program designed to build fundamental learning skills, including improved listening, speaking, reasoning, comprehension, collaborative problem solving, and shared leadership in students of all ages and backgrounds. These skills emerge from structured activities integrated into our programs.</p> <p>Touchstones programs feature primary-source texts selected and edited from works of philosophy, science, the social sciences, literature, history, mathematics, and art. Every text offers themes to which all participants can relate.</p> | <p>Cost: \$10,800</p> <p>\$2,700 Set 2 Elementary Sets 2 Middle School Sets</p> |
| <p>Activity 4:</p> <p>Purchase additional reading materials such as Junior Great Book Nonfiction Classroom Library sets to complement teachers' current class libraries and additional EL materials August 2022.</p> | <p>Specific Components of Activity:</p> <p>Each classroom teacher receives grade level sets of 30 nonfiction titles to include in their classroom libraries. Lower and Upper Elementary classrooms would receive THREE sets of 30 texts (e.g. Grades 1, 2, 3.)</p> <p>Sets include:</p> <ul style="list-style-type: none"> • 30 high-quality nonfiction texts chosen by Great Books Foundation editors. • Common Core informational text exemplars • A Teacher's Guide with writing prompts and suggestions for incorporating students' learning into whole-class work • Social studies, science, math, and art books at various levels of difficulty • A bin and stickers for each book to keep your library organized | <p>Cost: \$15,000</p> <p>JR Great Books: \$350 Nonfiction Sets Five Sets-K= \$1,750 Six Sets-1/2/3=\$6,3000 Four Sets-4/5/6=\$5,600 One Set7/8= \$700</p> <p>EL Materials Purchase recommended reading materials as necessary to complement the program</p> |
| <p>Activity 5:</p> <p>Decodable Texts for Primary to be purchased August 2022.</p> | <p>Specific Components of Activity:</p> <p>Literacy Coach and Team Leaders to determine vendor(s)</p> | <p>Cost: \$5,397</p> |
| <p>Activity 6:</p> <p>Summer Planning in Summer 2022 and 2023.</p> | <p>Specific Components of Activity:</p> <p>Pay Coaches, Team Leads, Teachers (\$40 hour, confirmed with business manager)</p> | <p>Cost: \$8,121</p> |
| <p>Activity 7:</p> <p>Compensation for attending LETRS and/or Orton-Gillingham training</p> | <p>Specific Components of Activity:</p> <p>Compensation for attending LETRS and/or Orton-Gillingham training (\$40 an hour for up to 15 hours of training)</p> | <p>Cost: \$10,000</p> |
| <p>TOTAL:</p> | | <p>\$293, 989</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.

TEACHER: At the end of the two year ESSER-funded period, the reading teacher position would ideally be absorbed back into the classroom as a Montessori teacher. Our literacy coach would absorb the functions and responsibilities that were previously part of the Reading Teacher position.

LITERACY ASSISTANT: Currently, we split a 1.0 position between two people. ESSER funding would allow one of those people to become full-time for two years and the other to remain part-time. At the end of the two years of ESSER funding, both would revert to part-time literacy assistants.

Sustainability of other proposed items: Summer planning and compensation for training might prove so worthwhile that we seek ways to continue to fund this (e.g. PTO, grants, using other funds to cover the cost.)

| Application Due Date | Approval Status Date |
|----------------------|----------------------|
| April 4, 2022 | |