

## ESSER III School Proposal Template

**Due April 4, 2022**

School: **Deer Park Middle School**

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](mailto: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	<b>X</b>
HIGH-QUALITY TEACHERS/LEADERS	<b>X</b>
WRAP-AROUND SERVICES	<b>X</b>

**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	<b>X</b>
2022-2023	<b>X</b>
2023-2024	<b>X</b>

**Statement of Intended Outcome** – Deer Park Middle School’s ESSER plan will focus on three core areas to increase scholar success: student achievement, teacher quality, and school climate. The ESSER III funding will be used to implement the AVID program school-wide; provide professional development and training designed to improve instructional practices and teacher efficacy; partner with community organizations and offer resources and opportunities to improve scholars’ mental health. By focusing on the whole child, we intend to increase the number of scholars who gain one year’s academic growth in reading and math as measured by NWEA MAP and increase their sense of belonging as measured by Panorama.

**Research –**

**Pillar I: Rigorous Grade Level Instruction**

AVID’s (Advancement Via Individual Determination) mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID aims to create engaging, rigorous, and student-centered learning environments by training teacher to develop critical thinking, literacy, and math skills in students through research-based strategies and curriculum. Huerta, Watt, and Butcher (2013) cite AVID implementation with an increase in rigorous course offerings, and “reaffirm the notion that the longer a student is engaged in college preparation activities and AVID in particular, the more prepared that student is for high school rigor and college readiness.” Further, Wilson, Sulak, and Bagby (2021) maintain, “AVID students improved their behavior skills, cognitive skills, and results on the state assessment as compared to the control group of students participating in the study. The state assessment scores provide possible evidence of academic growth from one year to the next for the intervention group.”

**Pillar II: High-Quality Teachers/Leaders**

“Teachers’ personal experiences of success strongly shape their beliefs in their ability” (Guskey, 2021). Numerous studies cite teacher professional development critically important for improving classroom instruction and student achievement. According to the What Works Clearinghouse (2021), “teachers who receive substantial professional development [...] can boost their students’ achievement by about 21 percentile points.”

**Pillar III: Wrap Around Services**

**Capturing Kids Hearts**

The Capturing Kids’ Hearts Campus by Design model is a school-level intervention that impacts student behavior by enhancing school climate through improved relational and conflict management skills. Using school archival data for discipline referrals, univariate ANOVA analyses demonstrated that schools implementing Capturing Kids’ Hearts Campus by Design experienced on average a 22% decrease in discipline referrals whereas control schools experienced on average an 11% increase in referrals. In addition, students in intervention schools exhibited a 26% increase in prosocial behaviors associated with the training whereas students in control schools exhibited a 15% decrease in these behaviors.

Holtzapple, Carol & Griswold, J & Cirillo, Kathleen & Rosebrock, Jim & Nouza, Noreen & Berry, Cami. (2011)

## Yondr

Yondr creates phone free spaces for schools. Yondr surveyed 900 school partners regarding their experience and noted the following: 65% saw an improvement in academic performance; 74% saw an improvement in student behavior; 83% saw an improvement in engagement in the classroom; and 94% of teachers identified more teaching and learning time in their classrooms.

## Mentoring

According to Mentoring.org, “quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations.” Research suggests that a “mentoring relationship with a caring adult seems to positively impact the academic success of at-risk students” (Johnson & Lampley, 2010). Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class (Public/Private Ventures Study of Big Brothers Big Sisters). Young adults who face an opportunity gap but have a mentor are 55% more likely to be enrolled in college than those who did not have a mentor (The Mentoring Effect, 2014). In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school (The Role of Risk, 2013).

## Sports & Extracurricular Programs

Compared to students of other age groups, middle school students tend to demonstrate a greater attraction to their peers, a strong need to belong, and the need to feel connected to school (Caskeym& Anfara, 2007; Day, Hamm, Lambert, & Farmer, 2014; NASPE, 2008). Participation in intramural sports programs can provide for some of these needs by offering students more opportunities to develop positive peer relationships, enhance self-esteem, create better relationships with teachers, and form a sense of belonging within their teams. Extracurricular activities also provide a safe social setting in which students can develop social skills and establish peer group identification. They provide frequent chances for students to interact informally with peers who have common interests (Daley & Leahy, 2003), which can lead to greater confidence in their ability to interact with peers and make new friends (Daley & Leahy, 2003; Eccles, Barber, Stone, & Hunt, 2003; Eime et al., 2013).

**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:
<i>By Spring of 2024 Deer Park Middle School will increase the percentage of students who score meets/exceeds on ELA SC Ready from 23.1% to 40% and</i>	<ul style="list-style-type: none"><li>• Ensure that all teachers are trained in AVID methodology</li><li>• Implement AVID strategies school wide</li></ul>	<ul style="list-style-type: none"><li>• MAP</li><li>• Achieve 3000</li><li>• ALEKS</li><li>• MyPath</li><li>• Edugenuity</li></ul>	<ul style="list-style-type: none"><li>• SC Ready ELA</li><li>• SC Ready Math</li></ul>

<p><i>the percentage of students who score meets/exceeds on Math SC Ready from 11% to 31%.</i></p>	<ul style="list-style-type: none"> <li>● Increase the number of students in the AVID Elective class</li> </ul>	<p>Reports</p> <ul style="list-style-type: none"> <li>● Weekly classroom observations</li> <li>● Weekly lesson plans demonstrating the inclusion of AVID strategies</li> <li>● PLC agendas and minutes</li> <li>● AVID CCI</li> </ul>	
<p>Goal 2:</p> <p><i>By Spring of 2024, DPMS teachers will agree or mostly agree "there are relevant professional opportunities offered to teachers at my school" increasing from 96.3% to 100%.</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>● Provide professional development monthly to all teachers</li> <li>● Create a comprehensive personalized professional development plan with input from teachers tied to school wide goals</li> <li>● Provide teachers with access to all district, state, and national professional development opportunities tied to school wide goals</li> <li>● Implement and train teachers in AVID methodology</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>● Panorama School Climate Survey</li> <li>● Monthly teachers feedback forms</li> </ul>	<p>Performance Metrics:</p> <ul style="list-style-type: none"> <li>● School Climate Survey</li> <li>● Bi-Annual Panorama Survey</li> </ul>
<p>Goal 3:</p> <p><i>By Spring of 2024, DPMS students will agree or mostly agree "I am satisfied with the learning environment in my school" increasing from 72.7% to 90%; (2) "I am satisfied with the social and physical environment in my school" increasing from 75.5% to 90%; (3) "Students from different backgrounds get along well at my school" increasing from 72.6% to 90%.</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>● Offer mentoring services</li> <li>● Provide opportunities for after school sports programs and enrichment activities</li> <li>● Purchase Yondr pouches to increase student engagement and decrease discipline</li> <li>● Implement Campus By Design to elevate the academic and behavioral standards of scholars and staff</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>● Panorama School Climate Survey</li> <li>● Review 360 Data</li> <li>● Pre and Post Surveys from mentoring organizations</li> <li>● Attendance Records</li> </ul>	<p>Performance Metrics:</p> <ul style="list-style-type: none"> <li>● Review 360 Reports</li> <li>● School Climate Survey</li> </ul>



**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 Spring of 2024 Deer Park Middle School will increase the percentage of students who score meets/exceeds on ELA SC Ready from 23.1% to 40% and the percentage of students who score meets/exceeds on Math SC Ready from 11% to 31%.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p>Provide training for all teachers in AVID methodology.</p>	<ul style="list-style-type: none"> <li>● Provide opportunities for teachers to attend the AVID Summer Institute and subsequent training</li> <li>● Set AVID Site Team annual goals</li> <li>● Host AVID Site Team meetings monthly</li> <li>● Provide monthly professional development focusing on AVID WICOR strategies across all content areas during weekly PLC meetings</li> <li>● Conduct weekly walkthrough observations to provide feedback and support classroom teachers implementing AVID strategies</li> <li>● Provide opportunities for peer observations and walkthroughs focusing on best practices in AVID implementation</li> </ul>	<p>June 2022-June 2024</p>	<p>Principal AVID Coordinator Assistant Principals Instructional Coach</p>
<p><i>Provide training for all ELA teachers and support the implementation of the EL curriculum.</i></p>	<ul style="list-style-type: none"> <li>● Provide opportunities for teachers to attend the EL and and subsequent training</li> <li>● Set ELA Department annual goals aligned to school renewal plans and readiness matrices</li> <li>● Provide monthly professional development focusing on curriculum unpacking, best practices, and strategies across all content areas during</li> </ul>	<p>June 2022-June 2024</p>	<p>Principal Assistant Principals Instructional Coach ELA Teachers Master Reading Teacher EC Teachers</p>

	<ul style="list-style-type: none"> <li>weekly PLC meetings</li> <li>• Conduct weekly walkthrough observations to provide feedback and support classroom teachers implementing the EL curriculum with fidelity</li> <li>• Provide opportunities for peer observations and walkthroughs focusing on best practices in implementation</li> </ul>		
<p><b>Strategy 3:</b></p> <p><i>Provide training for all Math teachers and support the implementation of the Illustrative curriculum.</i></p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to attend the Illustrative, OGAP, and subsequent training</li> <li>• Set Math Department annual goals aligned to school renewal plans and readiness matrices</li> <li>• Provide monthly professional development focusing on curriculum unpacking, best practices, and strategies across all content areas during weekly PLC meetings</li> <li>• Conduct weekly walkthrough observations to provide feedback and support classroom teachers implementing the Illustrative curriculum with fidelity</li> <li>• Provide opportunities for peer observations and walkthroughs focusing on best practices in implementation</li> </ul>	<p><b>Implementation Dates:</b></p> <p>June 2022-June 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Assistant Principals Instructional Coach ELA Teachers Master Reading Teacher EC Teachers</p>
<p><b>Goal 2</b></p> <p>By Spring of 2024, DPMS teachers will agree or mostly agree “there are relevant professional opportunities offered to teachers at my school” increasing from 96.3% to 100%.</p>			
<p><b>Strategy 1:</b></p> <p>Create a data driven school wide professional development plan</p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Analyze school wide data to determine needs</li> </ul>	<p><b>Implementation Dates:</b></p> <p>Summer 2022, Summer 2023</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal MTSS Leadership Team</p>

<p>with an emphasis teachers' needs and interest</p>	<ul style="list-style-type: none"> <li>• Survey teachers regarding professional development interests</li> <li>• Create a yearly professional development plan based on teacher interest and school wide goals</li> </ul>		<p>Instructional Coach</p>
<p><b>Strategy 2:</b></p> <p>Provide opportunities to attend district, state, and national professional development sessions based on school needs</p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Provide monthly schedule of professional development offerings</li> <li>• Assign teachers professional development opportunities based on interest and needs</li> <li>• Teachers will present and share strategies learned at outside professional development in PLCs and at faculty meetings</li> <li>• Create a "pineapple chart" to promote peer observations</li> </ul>	<p><b>Implementation Dates:</b></p> <p>Summer 2022- Summer 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Instructional Coach Assistant Principals Teachers</p>
<p><b>Strategy 3:</b></p> <p>Host monthly meetings to provide teachers with the skills to implement AVID strategies and best practices across the curriculum school wide</p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Designate monthly meeting for sharing and showcasing best practices and learning</li> <li>• Provide instruction to testing on WICOR, AVID, and best practices</li> <li>• Instructional coach, principal, assistant principals, AVID coordinator and department chairs will model, co teach, and assist teachers weekly in implementation of strategies</li> <li>• Administrative team will conduct weekly walkthroughs to observe evidence of strategy implementation and to provide feedback</li> </ul>	<p><b>Implementation Dates:</b></p> <p>August 2022-June 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Instructional Coach AVID Coordinator Assistant Principals Department Chairs Teachers</p>

**Goal 3**

By Spring of 2024, DPMS students will agree or mostly agree "I am satisfied with the learning environment in my school" increasing from 72.7% to 90%; (2) "I am satisfied with the social and physical environment in my school" increasing from 75.5% to 90%; (3) "Students from different backgrounds get along well at my school" increasing from 72.6% to 90%.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p>Contract with the Flippen Group to provide Campus by Design training for all faculty and staff</p>	<ul style="list-style-type: none"> <li>● Host Capturing Kids Hearts training for all faculty and staff</li> <li>● Implement the use of social contracts, the EXCEL model, greeting students at the door and the 4 Questions in all classrooms</li> <li>● Host Process Champions Training and Campus Traction</li> <li>● Conduct walkthroughs to ensure that the framework is utilized school wide with fidelity</li> </ul>	<p>August 2022-June 2024</p>	<p>Principal Bookkeeper</p>
<p><b>Strategy 2:</b></p> <p>Purchase Yondr pouches to decrease discipline and increase student engagement</p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>● Contract with Yondr</li> <li>● Create a plan for school wide use to include incentives</li> <li>● Provide training for scholars, faculty and staff</li> <li>● Conduct classroom walkthroughs to ensure implementation and obtain evidence for analysis</li> </ul>	<p><b>Implementation Dates:</b></p> <p>August 2022</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Bookkeeper Assistant Principals Teachers</p>
<p><b>Strategy 3:</b></p> <p>Contract with community organizations for mentoring</p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>● Partner with YES Council and Young Men Rise to provide mentoring services to scholars</li> <li>● Select scholars to participate in mentoring programs</li> <li>● Progress monitor scholars throughout the program</li> <li>● Meet with facilitators to conduct a SWOT analysis after each</li> </ul>	<p><b>Implementation Dates:</b></p> <p>August 2022-June 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Bookkeeper School Counselors</p>



	session		
<p><b>Strategy 4:</b></p> <p>Provide students with free extracurricular programs to promote sense of belonging and healthy connections with peers</p>	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Create an intramural sports program to include: Pickleball, Basketball, Volleyball, Soccer, Track, and Cheerleading</li> <li>• Create a club offering 2 days per week as an extension</li> <li>• Students will sign up and register for clubs</li> <li>• Teachers, coaches and facilitators will create hands on activities and lessons for clubs</li> </ul>	<p><b>Implementation Dates:</b></p> <p>August 2022-June 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Bookkeeper Teachers</p>

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

<p><b>Activity 1:</b></p> <p>Implement Campus by Design school wide</p>	<p><b>Specific Components of Activity:</b></p> <p><a href="#">Campus By Design Contract</a></p>	<p><b>Cost:</b></p> <p>\$50,500</p>
<p><b>Activity 2:</b></p> <p>Provide mentoring services to students</p>	<p><b>Specific Components of Activity:</b></p> <ul style="list-style-type: none"> <li>• Cultivate a social environment that effectively competes with risk-taking norms and better meets the needs of their most critical needs for belonging, self-worth, competency, acceptance, purpose, and meaningful identities</li> <li>• Provide an inclusive environment that honors cultural, family, and spiritual beliefs and incorporates aspects of cultural practices in the program</li> <li>• Engage scholars in stimulating activities and discussions utilizing motivational interviewing practices that increase motivation to act in healthy ways toward a purposeful, pro-social life</li> <li>• Develop a safer, more sustainable identity by connecting scholars to supportive peers and caring adults; establishing high expectations</li> <li>• uncover confidence and understand the importance of physical and emotional health</li> </ul>	<p><b>Cost:</b></p> <p>\$38,400</p>
<p><b>Activity 3:</b></p>	<p><b>Specific Components of Activity:</b></p>	<p><b>Cost:</b></p>

Purchase Yonder Pouches	<ul style="list-style-type: none"> <li>• The Yondr Program utilizes a simple, secure pouch that stores a phone.</li> <li>• Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school.</li> <li>• Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day.</li> <li>• Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.</li> </ul>	\$12, 945
<p><b>Activity 4:</b></p> <p>Provide students with free extracurricular programs and experiences during and after school</p>	<p><b>Specific Components of Activity:</b></p> <ul style="list-style-type: none"> <li>• Salaries for teachers two days a week at \$35 an hour for 30 weeks (\$21,913.65)</li> <li>• Supplies for activities and uniforms (\$7,000)</li> <li>• Contract with Pickleball U (\$15,000)</li> <li>• Expenses to provide extracurricular programs for students to include field trips, guest speakers, recognition, celebrations (\$8,000)</li> </ul>	<p><b>Cost:</b></p> <p>\$51,913.65</p>
<p><b>Activity 5:</b></p> <p>Provide opportunities to attend district, state, and national professional development sessions based on school needs</p>	<p><b>Specific Components of Activity:</b></p> <ul style="list-style-type: none"> <li>• Provide registration, fees, travel costs for teachers to attend professional development, training, conferences</li> <li>• Purchase supplies for implementation and sharing sessions</li> </ul>	<p><b>Cost:</b></p> <p>\$60,070</p>
<b>TOTAL:</b>		<b>\$213,820</b>

**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.

This plan will be sustained through the use of CTE funds to continue to support AVID implementation. We will utilize Title I funds and GOF to sustain professional development and well as provide supplies for extracurricular programs and activities. Additionally, we will work with CTE to secure funding for career related fields trips and experiences. We are hoping to secure grant funding with the Boys and Girls club to continue to provide funding for extracurricular activities once ESSER III funds have been depleted.

<b>Application Due Date</b>	<b>Approval Status Date</b>
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April 4, 2022	
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