

ESSER III School Proposal

Due April 4, 2022

School: Camp Road 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.
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	
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 – Camp Road Middle’s ESSER III proposal aims to recover the loss of learning and social emotional development that our young adolescents experienced as a result of the COVID-19 pandemic. Our students returned to in-person classes, after being separated for an extended length of time, with deficits in interpersonal and self management skills. Our students with the most academic needs returned with even greater grade level skill deficits in reading and math than before the pandemic. The strategies outlined in this proposal are meant to teach skills and remove barriers to our students’ future academic and social success. Specifically, we want to strengthen our wrap around services to work towards the following outcomes:

- Students’ social emotional wellness skills will increase.
- Students requiring Tier 2 (strategic) and Tier 3 (intensive) math intervention will make growth towards grade level goals.

Students requiring Tier 2 and Tier 3 reading intervention will make growth towards grade level goals.

Camp Road Middle ESSER III proposal

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.

The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities.

SEL has a powerful combination of evidence and support. The findings come from multiple fields and sources and include analyses of hundreds of studies that show SEL leads to beneficial outcomes related to: social and emotional skills; attitudes about self, school, and civic engagement; social behaviors; conduct problems; emotional distress; and academic performance.

SEL leads to improved academic outcomes and behaviors.

When students have supportive relationships and opportunities to develop and practice social, emotional, and cognitive skills across many different contexts, academic learning accelerates. Hundreds of studies offer consistent evidence that SEL bolsters academic performance.

Results from a landmark meta-analysis that looked across 213 studies involving more than 270,000 students found that:

- SEL interventions that address the five core competencies increased students’ academic performance by 11 percentile points, compared to students who did not participate.
- Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

- Additional meta-analyses echoed these findings. Consistency across independent research teams offers strong support that well-implemented SEL programs are beneficial.

SEL benefits are long-term and global

Subsequent analyses spoke to the long-term effects of SEL implementation as well as SEL’s effectiveness in diverse cultural contexts.

Long-term effects:

- Measured a positive correlation between strong social emotional assets (measured at the end of intervention) and higher levels of well-being up to 18 years later. (Taylor et al., 2017)

Effectiveness across cultural contexts:

- An SEL approach was consistently effective with all demographic groups both inside and outside the United States. This supports the idea that social and emotional assets promoted in SEL can support the positive development of students from diverse family backgrounds and geographic contexts. (Taylor et al., 2017)

- SEL interventions show the largest effect size when the intervention is designed with a specific context or culture in mind. This supports the idea that SEL is not a ‘one-size-fits-all’ intervention. (Wiglesworth et al., 2016)

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: By Spring 2024 increase the percentage of students' self reported “sense of belonging” and “self management” five percentage points. Source: Panorama Student Survey</p>	<p>Strategies: SEL Counselor will: 1. Provide continuous SEL professional development to teachers and staff to include research based instructional support strategies (PBIS, Super 6 trauma informed and restorative practices.) 2. Support Second Step implementation and fidelity of initial lessons. Homeroom</p>	<p>Progress Monitoring: 1. School PD Calendar 2.. Fidelity of Second Step lessons facilitated: observation walk-throughs 3.Tier 2/3 team data meetings 4.SEL formative assessments/observations anchored to SEL objectives in small</p>	<p>Performance Metrics: 1. Student Panorama Data from Spring 2022 to Spring 2024 2. Second Step student Performance Task (end of each unit) 3. Second Step “Lesson Progress Report” on dashboard 4. MTSS integrated data sheet</p>
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	<p>teachers will teach the initial Second Step weekly lesson as prescribed with the pacing guide along with layering SEL resources (class meetings, class challenges, and service learning projects.)</p> <p>3. Support all three tiers of SEL implementation to include</p> <ol style="list-style-type: none"> co-teaching Second Step lessons, class meetings and supporting student service learning projects Tier 2 SEL small groups, Student Check In Check Outs school-wide PBIS/SEL acknowledgements Develop and support the CRMS Wellness Room 	<p>groups</p> <ol style="list-style-type: none"> Wellness Room documentation PBIS whole group contingency goals 	<ol style="list-style-type: none"> Student CICO data point sheets PLC meeting focus with Frontline documentation Grade-level Town Hall goal setting and data tracking
<p>Goal 2.</p> <p>By Spring 2024, All CRMS students receiving Tier 2 and Tier 3 reading intervention will meet their year end grade level goals.</p> <p>(CCSD Literacy intervention guide defines Tier 2 as: MAP Reading 11-25th%ile; FastBridge CBMr and Comp Efficiency: 11-25th% and Tier 3 as MAP Reading <10th%ile, FastBridge CBMr and Comp Efficiency <10th%ile).</p> <p>Goals by Grade Level:</p>	<p>Strategies:</p> <ol style="list-style-type: none"> The highly qualified and certified reading intervention teacher will attend all district provided Literacy Intervention PD. As outlined in the CCSD Literacy Intervention guide, the reading intervention teacher will: <ul style="list-style-type: none"> provide direct instruction using evidenced based programs such as Language Live!, Six Minute Fluency, and/or Rewards) serve students in small groups for 45 minutes a day, 5 days a week For the 2023-24 school year, after ESSER II funding ends, ESSER III funds will be used to retain the .80 certified reading intervention teacher. 	<p>Progress Monitoring:</p> <p>As outlined in the CCSD Literacy Intervention guide, the reading intervention teacher will use FastBridge curriculum based measures to monitor reading fluency and comprehension (FastBridge CBMr and Comp Efficiency) weekly for Tier 3 and 2x month for Tier 2.</p> <p>Monthly Intervention progress reviews will be conducted by the MTSS team.</p>	<p>Performance Metrics:</p> <p>Mastery will be determined based on Spring FastBridge and MAP Reading Scores.</p>

Goals for Middle		
<i>Based on Spring Some Risk Status (40%ile)</i>		
Goal for RCBM		
6th	171	If above goal, +25
7th	187	If above goal, +22
8th	177	If above goal, +23
Goals for Comp Efficiency (% Accuracy)		
6th	83	Use FB realistic goal if screener is above 83
7th	64	Use FB realistic goal if screener is above 64
8th	68	Use FB realistic goal if screener is above 68

Goal 3:

By Spring 2023, All CRMS students receiving Tier 2 and Tier 3 math intervention will meet their year end grade level goals.

(CCSD Math Intervention guide defines Tier 2 as: MAP Math 11-25th%ile; FastBridge CBM Automaticity and CBM Math CAP : 11-25th% and Tier 3 as MAP Math <10th%ile, FastBridge CBM Automaticity and CBM Math CAP <10th%ile).

Goals by Grade Level:

FastBridge Automaticity Goal Setting-

	<i>Growth Rate 75th percentile</i>	<i>Low Risk Benchmark</i>
4th	1.21	42
5th	1.43	62
6th	1.42	76
7th	1.42	76
8th	1.42	76

Strategies:

1. The highly qualified and certified math intervention teacher will attend all district provided Math Intervention PD.
2. As outlined in the CCSD Math Intervention guide, the math intervention teacher will:
 - provide direct instruction using evidenced based programs such as Bridges and supplemental digital programs such as OnRamp)
 - serve students in small groups for 45 minutes a day, rotating between the Bridges Kit and Digital Co teaching with OnRamp, 5 days a week
3. For the 2022-23 school year continue to fund the 1.0 certified teacher as a math interventionist.

Progress Monitoring:

As outlined in the CCSD Math Intervention guide, the math intervention teacher will use FastBridge curriculum based measures to monitor automaticity and concepts & applications (FastBridge Automaticity and CAP), weekly for Tier 3 and 2x month for Tier 2.

Monthly Intervention progress reviews will be conducted by the MTSS team.

Performance Metrics:

Mastery will be determined based on Spring FastBridge and MAP Math Scores.

Goals for CAP			
<i>Growth Rate 75th Percentile</i>			
1st	.14		
2nd	.12		
3rd	.14		
4th	.12		
5th	.08		
6th	.08		
7th	.05		
8th	.05		

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

<p>Strategy 1: Work with admin and teacher teams to create school-wide PD calendar (as prescribed in the SAM)</p>	<p>Implementation Steps: Planning will begin in Spring 2022 and continue with the MTSS/PBIS/Leadership summer planning team. Determine specific dates for schoolwide PD along with PLCs.</p>	<p>Implementation Dates: June 2022 MTSS/PBIS summer planning Ongoing PD throughout the school-year</p>	<p>Person(s) Responsible: MTSS Leadership Team to include administration and SEL Counselor</p>
<p>Strategy 2: SEL Counselor will lead and support continuous SEL strategic plan at all tiers to include target audiences of teachers/staff, students and parents anchored to CCSD’s vision/mission and SEL data, research.</p>	<p>Implementation Steps: <u>Tier 1</u> support to include: schoolwide PD, Leading monthly PLCs, Second Step curriculum support, PBIS school-wide systems and acknowledgements, SEL semester newsletters, Wellness Room, Continued pilot program: SELA (SEL for Adults), Panorama school coordinator <u>Tier 2</u> support to include: SEL lab for small groups (Donors Choose grant), SEL small groups, Social Emotional Behavior Tier 2/3 monthly meeting,</p>	<p>Implementation Dates: Spring 2022-Spring 2024</p>	<p>Person(s) Responsible: MTSS & PBIS Leadership Team SEL Counselor</p>

<p>Strategy 3: For the 2023-24 school year, after the end of ESSER II funding, the 1.0 certified Social, Emotional Learning Counselor will be retained and funded with ESSER III funds.</p>	<p>Implementation Steps Complete the ESSER III funding document to support continuation of the position as the wraparound services.</p>	<p>Implementation Dates: April 2022</p>	<p>Person Responsible Interim Principal, David Parler</p>
Goal 2			
<p>Strategy 1: The highly qualified and certified reading intervention teacher will attend all district provided Literacy Intervention PD.</p>	<p>Implementation Steps: Consult with Kate Levesque for PD dates</p>	<p>Implementation Dates: August 2023-May 2024</p>	<p>Person(s) Responsible: MTSS Literacy Team</p>
<p>Strategy 2: As outlined in the CCSD Literacy Intervention guide, the reading intervention teacher will: - provide direct instruction using evidenced based programs such as Language Live!, Six Minute Fluency, and/or Rewards) -serve students in small groups for 45 minutes a day, 5 days a week</p>	<p>Implementation Steps: Identify students who need Tier 2 and Tier 3 Reading Intervention by triangulation of Fall, Winter, and Spring screening scores (MAP Reading, FastBridge) Schedule students by skill into small groups in lieu of a related arts class Create and Maintain Literacy Intervention Plans in Enrich Conduct Intervention Wellness Check monthly</p>	<p>Implementation Dates: Fall, Winter, Spring Benchmarking window</p>	<p>Person(s) Responsible: MTSS Literacy Team Reading Interventionist MTSS Literacy Team</p>
<p>Strategy 3: For the 2023-24 school year, after ESSER II funding ends, ESSER III funds will be used to retain the .80 certified reading intervention teacher</p>	<p>Implementation Steps: Work with HR to continue position</p>	<p>Implementation Dates: Spring and Summer 2022</p>	<p>Person(s) Responsible: Administrative Team</p>

Goal 3

<p>Strategy 1:</p> <p>The highly qualified and certified math intervention teacher will attend all district provided Math Intervention PD.</p>	<p>Implementation Steps:</p> <p>Consult with Jennifer Seals for PD dates</p>	<p>Implementation Dates:</p> <p>August 2022-May 2023</p>	<p>Persons Responsible:</p> <p>MTSS Math Team</p>
<p>Strategy 2:</p> <p>. As outlined in the CCSD Math Intervention guide, the math intervention teacher will:</p> <ul style="list-style-type: none"> - provide direct instruction using evidenced based programs such as Bridges and supplemental digital programs such as OnRamp) -serve students in small groups for 45 minutes a day, rotating between the Bridges Kit and Digital Co teaching with OnRamp, 5 days a week 	<p>Implementation Steps:</p> <p>Identify students who need Tier 2 and Tier 3 Math Intervention by triangulation of Fall, Winter, and Spring screening scores (MAP Math, FastBridge)</p> <p>Schedule students by skill into small groups in lieu of a related arts class</p> <p>Create and Maintain Math Intervention Plans in Enrich</p> <p>Conduct Intervention Wellness Check monthly</p>	<p>Implementation Dates:</p> <p>Fall, Winter, Spring Benchmarking window</p>	<p>Persons Responsible:</p> <p>MTSS Math Team</p> <p>Math Interventionist</p> <p>MTSS Math Team</p>
<p>Strategy 3:</p> <p>For the 2022-23 school year continue to fund the 1.0 certified teacher as a math interventionist.</p>	<p>Implementation Steps:</p> <p>Work with HR to continue position</p>	<p>Implementation Dates:</p> <p>Spring and Summer 2022</p>	<p>Persons Responsible:</p> <p>Administrative Team</p>

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

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<p>Activity 1: Hire a 1.0 certified Social Emotional Learning Counselor for the 2023-24 year implementation of ESSER III Funds</p>	<p>Specific Components of Activity:</p> <p>Social emotional learning is helpful to both students and adults increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Having a full time SEL school counselor helps support:</p> <p>Students:</p> <ul style="list-style-type: none"> ● Tier 1 support with SEL to include co-teaching SEL lessons ● Co-facilitating SEL Class Meetings/Circles ● Supporting student service learning projects ● Tier 2 SEL lunch club groups ● Tier 3 individual counseling <p>Faculty/Staff</p> <ul style="list-style-type: none"> ● Ongoing PD in monthly PLCs and full staff meetings to include PBIS, Super 6, Social Emotional Learning for Adults ● MTSS team member ● Tier 2/3 team member (counselors, school psychologist, department of mental health) <p>School-wide:</p> <ul style="list-style-type: none"> ● Panorama Coordinator ● MUSC/Boeing Grant support <p>District:</p> <ul style="list-style-type: none"> ● District Crisis Team: geographical lead ● PREPaRE (NASP) Train the Trainer facilitator 	<p>Cost:</p> <p>\$86,804.62 (salary and benefits)</p>
<p>Activity 2: Hire a .80 certified reading interventionist for the 2023-24 year implementation of ESSER III Funds</p>	<p>Specific Components of Activity:</p> <p>CRM has traditionally had a 1.0 allocation for a classified reading interventionist. For the 20-21 school year, CRMS hired a .80 certified teacher to teach reading to all students identified below the 25% on MAP. The school will continue to receive funding for this position with ESSER II funds for the 2022-23 school year but proposes using ESSER III funds to support this position for the 2023-24 school year.</p>	<p>Cost:</p> <p>\$69,443.69 (salary and benefit)</p>
<p>Activity 3: Hire a 1.0 certified math interventionist for the 2022-23 year implementation of ESSER III Funds</p>	<p>Specific Components of Activity:</p> <p>CCSD does not fund math intervention positions. CRMS feels that it is important for those students who struggle with basic skills and prerequisites needed to meet grade level standards receive a period of math intervention. For the 2021-22 school year, CRMS funded a certified math interventionist with ESSER II funds and is proposing to continue to fund it for the 2022-2023 school year.</p>	<p>Cost:</p> <p>\$107,889.00 (salary and benefits)</p>
<p>TOTAL:</p>		<p>\$ 264,137.31</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.

After the 2023-24 school year, the goal is to have sustainable SEL systems in place at all tiers for the three full-time school counselors to continue the work.

After the 2023-24 school year, if we still have students (non IEP) who require supplemental and intensive reading intervention, we will look at continuing our efforts with the district's allocated 1.0 classified reading interventionist position that is currently on our allocation sheet.

After the 2023-24 school year, if we still have students (non IEP) who require supplemental and intensive math intervention, we will look at more efforts from our math teachers and Bishop Gadsden volunteers with offering before and after school tutoring.

Application Due Date	Approval Status Date
April 4, 2022	