

## ESSER III School Proposal Template

### Due April 4, 2022

School: Montessori Community School

Date: April 4, 2022

Total Funds: \$133,095

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	x
2022-2023	x
2023-2024	x

## Statement of Intended Outcome

This proposal is in support of Montessori Community School students achieving the Charleston County School District vision that all students will read on or above grade level by 5th grade by spring of 2027 and the Montessori Community School vision that students in the 6<sup>th</sup> through 8<sup>th</sup> grades will read on or above grade level grade by spring 2027. The measure used to determine grade level reading will be SC READY ELA.

In Spring 2021 SC READY ELA Montessori Community School students scored Meets or Exceeds as follows:

5<sup>th</sup> Grade – 78.6%

6<sup>th</sup> Grade – 76.9%

7<sup>th</sup> Grade – 90.9%

8<sup>th</sup> Grade – 66.7%

At the conclusion of the 23-24 school year, we intend to have increased the percentage of students scoring Meets or Exceed on SC READY ELA to the following:

5<sup>th</sup> Grade – 85%

6<sup>th</sup> Grade – 83%

7<sup>th</sup> Grade – 93.5%

8<sup>th</sup> grade – 79%

## Research

### Disciplinary Literacy Reading Instruction

- [Teaching Content-Area Literacy and Disciplinary Literacy](#)
- [Disciplinary Literacy in Primary School](#)
- [Content Area and Disciplinary Literacy Strategies and Frameworks](#)
- [Teaching Disciplinary Literacy to Adolescents: Rethinking Content Area Literacy](#)

### Reading for Pleasure and Sustained Reading

- [Stolen Focus by Johann Hari](#) (everyone should read this book)
- [Promoting the Pleasures of Reading: Why it Matters to Kids and to Country](#)
- [Reading for Pleasure- A Door to Success](#)
- [Benefits of Reading for Pleasure](#)
- [The Power of Reading Choice, Time, and Pleasure](#)
- [Library Lifeline Part 3: Developing Reading for Pleasure in Schools](#)

### Book Clubs

- [One Story Creates Another: Using Book Clubs to Promote Inquiry in Content Areas](#)
- [Book Clubs: Conversations Inspiring Community](#)

### Intervention

- [SPIRE](#)
- [Sound Sensible](#)

### Student Research

- [Framework for 21st Century Learning Definitions](#)

- [Why Research is Important for Students, Humans, Education](#)
- [How Free Choice Independent Reading Can Benefit Students](#)
- [The Importance of Student Choice Across All Grade Levels](#)

Effective Teacher Planning Teams

[Time for Teacher learning, planning critical for school reform](#)

**Goals, Strategies & Performance Measures**

<p>Goal 1:</p> <p>As measured by SC READY ELA Reading, all students will read on or above grade level by 5th grade by spring of 2027 and all students in 6<sup>th</sup> through 8<sup>th</sup> grades will read on grade level by spring of 2027.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Improve instruction by providing staff professional development aligned to Montessori multi-grade classrooms.</li> <li>2. Increase student access to all content areas by integrating reading instruction through a disciplinary literacy model.</li> <li>3. Actively support reading for pleasure and sustained reading.</li> <li>4. Provide high quality intervention support for students reading below grade level.</li> </ol>	<p>Progress Monitoring:</p> <p>Fastbridge 3x/year</p> <p>MAP 3x/year</p> <p>Intervention CBMs weekly</p> <p>Annual Professional Development Calendar</p> <p>Annual School Events Calendar</p> <p>Teacher Summer Development Calendar</p> <p>Materials/Books Orders</p>	<p>Performance Metrics:</p> <p>SC READY ELA Spring 2023 and Spring 2024</p> <p>MAP 3 x/year</p> <p>Fastbridge 3x/year</p>
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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.

<p><b>Strategy 1:</b></p> <p>Improve instruction by providing staff professional development aligned to Montessori</p>	<p><b>Implementation Steps:</b></p> <p>Create PD calendar</p> <p>Contract with PD providers</p>	<p><b>Implementation Dates:</b></p> <p>Fall 2022-Spring 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal, Instructional Coach, Classroom Teachers</p>
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<p>multi-grade classrooms.</p>	<p>Include training in PLC meetings</p> <p>Use classroom observations and lesson plans to evaluate implementation progress</p>		
<p><b>Strategy 2:</b></p> <p>Increase student access to all content areas by integrating reading instruction through a disciplinary literacy model.</p>	<p><b>Implementation Steps:</b></p> <p>Increase the quantity, quality and diversity of reading resources and Montessori reading materials across the curriculum.</p> <p>Provide staff development on integrating reading instruction in all content areas with a disciplinary literacy model.</p> <p>Implement Teacher Curriculum Integration Teams to plan lessons and projects during the summer.</p> <p>Focus on student research in science, social studies and math to build informational text reading skills.</p>	<p><b>Implementation Dates:</b></p> <p>Summer 2022-Summer 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal, Instructional Coach, Classroom Teachers</p>
<p><b>Strategy 3:</b></p> <p>Actively support reading for pleasure and sustained reading.</p> <p><i>“We are convinced that pleasure reading is not only a civil right, it is a social necessity of democracy.”</i></p> <p><i>Jeffrey Wilhelm</i> <i>Reading Unbound: Why Kids Need to Read What They Want and Why We Should Let Them</i></p>	<p><b>Implementation Steps:</b></p> <p>With feedback from student interest surveys (student choice), increase the library of book sets, research reading materials, low level/high interest books, wide range of lexile level materials, periodicals, and diversity.</p> <p>With professional development for staff, create high quality book clubs in elementary and middle school grades.</p> <p>Build a school schedule to include time for daily independent reading/read-alouds/sustained reading.</p> <p>Plan events to celebrate and positively promote reading for pleasure.</p>	<p><b>Implementation Dates:</b></p> <p>Summer 2022-Summer 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal, Instructional Coach, Teacher Librarian, Classroom Teachers</p>

<p><b>Strategy 4:</b></p> <p>Provide high quality Tier 2 and Tier 3 intervention support for students reading below grade level.</p>	<p><b>Implementation Steps:</b></p> <p>Increase existing .5 intervention position to .8 for SY 22-23 and SY 23-24 (.3 Interventionist increase)</p> <p>Use CCSD approved assessments to identify students reading below grade level</p> <p>Use CCSD approved intervention curriculum to address student needs</p> <p>Progress monitor weekly; adjust supports as needed</p> <p>Communicate student progress to parents quarterly or more often as needed</p>	<p><b>Implementation Dates:</b></p> <p>Fall 2022-Spring 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal, Instructional Coach, MTSS Team, Interventionist, Classroom Teachers</p>
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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><b>Activity 1:</b></p> <p>.3 Interventionist Position for SY 22-23 and SY 23-24</p>	<p><b>Specific Components of Activity:</b></p> <p>.3 will be added to existing .5 position to create a .8 position</p>	<p><b>Cost:</b></p> <p>\$49,176</p>
<p><b>Activity 2:</b></p> <p>Teacher Planning and Development Supplement for SY 22-23 and SY 23-24</p>	<p><b>Specific Components of Activity:</b></p> <p>SY 22-23 Summer Training and Planning (\$40/hr) SY 23-24 Summer Training and Planning (\$40/hr)</p>	<p><b>Cost:</b></p> <p>\$36,000</p>
<p><b>Activity 3:</b></p> <p>Materials Capital Assets</p>	<p><b>Specific Components of Activity:</b></p> <p>Book sets, Montessori informational text reading and student research materials, trade books, low level/high interest books, decodables, periodicals to increase quantity, quality and diversity of resources</p>	<p><b>Cost:</b></p> <p>\$30,419</p>
<p><b>Activity 4:</b></p>	<p><b>Specific Components of Activity:</b></p>	<p><b>Cost:</b></p>

Professional Development aligned to Montessori multi-grade classrooms SY 22-23	Linda S. Zankowsky, Ed.D. Director, UD Montessori Teacher Residency  Teri Marsh Core Curriculum Coaching	\$17,500
<b>TOTAL:</b>		\$133,095

**Sustainability –**

To maximize the impact of the funding, the MCS team proposes investing predominantly in our teachers and materials - areas which can provide long lasting positive results for our students. \$83,919 or 63.1% of the funding has been allocated to student materials/resources and to teacher development. \$49,176 or 36.9% of the funding MCS has been allocated to increase staffing. This increase in the Interventionist position is directly aligned to the goal of Charleston County School District and this proposal. At the conclusion of funding, the Interventionist position will revert to .5. However, the expectation is that teacher development completed through this proposal and increased resources available to students will offset the loss of the .3 Interventionist.

Application Due Date	Approval Status Date
April 4, 2022	