

## ESSER III School Proposal Template

### Due April 4, 2022

School: \_\_\_\_\_ **Military Magnet 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](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

*Military Magnet Academy serves cadet scholars in grades 6 -12, with the intent to help them achieve academic excellence, to develop citizenship, and to improve their self-awareness and self-discipline in preparation to be successful in their chosen post-secondary pathway. In support of this mission, the requested funding shall be used to address the following.*

- a. Student academic progression gaps for scholars transitioning from district elementary schools to our 6 - 8th grade program, and continuing to the 9-12th high school program*
- b. Improve assessment performance outcomes in all Core Content courses as well as required district, state, and nationally administered exams.*
- c. Address student SEL [social emotional learning and needs] and provide an equivalent interventionist for HS Cadets.*

*The expected outcomes for the Military Magnet Academy would be as follows: an increase in literacy and numeracy proficiency, an increase in student attendance, and additional resources and support for mental and emotional health of MMA cadet scholars.*

**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.

### **Rationale for Math Lab**

A school-wide math lab will provide students with the reinforcement and remediation of concepts in math in a more intimate small learning cohort. Identified activities will be problem based, challenging, and promote student learning and retention. The activities should help students to visualize, manipulate, reason, make conjectures and test them, and to generalize observed patterns.

<https://mathedu.hbcse.tifr.res.in/>

<https://ies.ed.gov/ncee/wwc/>

### **Rationale for English/Language Arts Lab**

A school-wide English/language arts lab focuses on phonics, fluency, grammar, spelling, vocabulary, reading comprehension, writing processes and more. A primary goal would be to improve student performance on both content and standardized assessments. Additionally, this intervention lab should help students develop strategies for active reading and clear writing.

<https://ies.ed.gov/ncee/wwc/>

<https://www.time4learning.com/homeschool-curriculum/middle-school/language-arts-lesson-plans.html>

### **Rationale for Student Behavior Support and Leadership**

For the purpose of consistency and supporting student SEL, school-wide safety, and classroom instruction the request for a full-time HS Tactical Officer is being submitted with the expected outcomes of providing additional

character building, leadership training, and mentorship to HS cadets in our Delta Company cohort each semester. The high school tactical officer will fulfill all job responsibilities and requirements as listed for the MMA MS tactical officer and student interventionist.

**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><i>MMA will create and provide learning environments where students and staff feel reconnected, safe, respected, and inclusive to appropriately communicate and discuss SEL needs that may impact academic achievement 6 - 12.</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1. <i>Design SEL PD for all staff with C&amp;I team input. Activate School Engagement and Wellness Team</i></li> <li>2. <i>Provide additional professional development/training from selected services with the Flippen Group - Capturing Kids Hearts</i></li> <li>3. <i>Faculty Simulation experience - Georgia Southern University Poverty Index Simulation</i></li> </ol>		<p>Progress Monitoring:</p> <ol style="list-style-type: none"> <li>1. <i>Professional Learning plan with PD dates, PD agendas, Staff attendance sign-in, Wellness survey results, Parent, student, and teacher satisfaction surveys.</i></li> <li>2. <i>Scheduled staff CKH sessions</i></li> <li>3. <i>Staff participation and completion of Georgia Southern PIS</i></li> </ol>	<p>Performance Metrics:</p> <ol style="list-style-type: none"> <li>1. <i>Student and Faculty Attendance rate</i></li> <li>2. <i>Referrals (counseling and discipline),</i></li> <li>3. <i>Family and staff satisfaction rate.</i></li> <li>4. <i>Student and Staff Panorama Survey entries</i></li> </ol>
<p>Goal 2:</p>	<p>Strategies:</p>		<p>Progress Monitoring:</p>	<p>Performance</p>

<p><i>Increase in the overall grades of students in enrolled in MS Math and HS core math class will improve significantly along with the number of students with proficiency and growth scores on the MAP math assessment will increase by 10 -15 points and/or 1-2 readiness ban by May 2024</i></p>	<ol style="list-style-type: none"> <li>1. Implement a foundational skills math lab</li> <li>2. Use Mastery connect to create formative, summative, common assessments, and check for understanding samples to improve discussion</li> <li>3. Bilingual teacher assistant (TA) for MS Math and ELA courses.</li> </ol>		<ol style="list-style-type: none"> <li>1. Performance data tables (record baseline MAP data, mastery connect assessment data, instructor-made assessment data).</li> <li>2. Teacher assistant's log and student tracker</li> </ol>	<p>Metrics:</p> <ol style="list-style-type: none"> <li>1. Lab usage rate</li> <li>2. Course grades</li> <li>3. Assessment grades (Formative, Summative, Common)</li> <li>4. District benchmark results</li> <li>5. MMA Interim Reports</li> <li>6. Quarterly MMA report cards</li> </ol>
<p>Goal 3:</p> <p><i>Increase in the overall grades of students enrolled in MS ELA and all HS core English courses will improve significantly along with all students improving their Rasch unit (RIT) score between 10 - 15 points and/or 1 -2 readiness ban in reading and show growth in writing based on state standard rubric by May 2024</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Implement a school wide writing rubric for all departments</li> <li>2. Use Mastery connect to create formative, summative, common assessments, and check for understanding samples to improve discussion</li> <li>3. Implement</li> </ol>		<p>Progress Monitoring:</p> <ol style="list-style-type: none"> <li>1. Bi-weekly: writing activity – supporting details (Review of lesson plans, grade level meeting notes, collaboration conferences with MMA instructional coaches)</li> </ol>	<p>Performance Metrics:</p> <ol style="list-style-type: none"> <li>1. MAP performance data/results</li> <li>2. Pre/Post Writing samples</li> <li>3. Vocabulary log/ table</li> <li>4. Assessment grades (F - Formative, S - Summative)</li> </ol>

	<p>vocabulary association and word choice strategies in all content areas.</p> <p>4. Teacher assistant (TA) for MS Math and ELA courses.</p>		<p>2. Graphic organizers for prewriting/ notetaking</p> <p>3. All content areas: Using Semantic Maps, Frayer Model, or Marzano's Six Step vocab process</p> <p>4. Monitoring Map - Assessment performance tracker</p>	<p>, C - Common)</p> <p>5. MMA Interim Reports</p> <p>6. Quarterly MMA report card</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.

**Goal 1**

<b>Strategy 1:</b>	<b>Implementation Steps:</b>		<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<i>Design SEL PD for all staff with C&amp;I team input. Activate School Engagement and Wellness Team</i>	<i>1. Planning - Establish PD dates, generate topic list, determine audience focus, secure learning</i>		<i>Bi-weekly August 2022 - May 2024 (SEL PD)</i>	<i>Perrineau, Jr. R. Oliver, M. Ancrum, S. White, O. MMA SRO Taylor, N.</i>

	<p><i>materials and/ or supplementary facilitator, conduct sessions, collect session feedback for review and session amendments and adjustments.</i></p> <p><i>2. Assign staff members to collaborate with admin, attendance clerk and MTSS team, identify elevated risk scholars for attendance, grades, and emotional monitoring, establish home-visit and community visit schedule, administer monthly wellness surveys, conduct celebrations recognitions, and meetings in conjunction with the MMA MTSS, PBIS, and Truancy Clerk</i></p>		<p><i>Monthly August 2022- June 2024</i></p> <p><i>(MMA Engagement Team)</i></p>	<p><i>Turner, L.</i></p> <p><i>Volunteer MMA Instructors</i></p> <p><i>MMA Tactical Officers</i></p> <p><i>Yeadon, R.</i></p> <p><i>MMA Bilingual Staff Personnel</i></p>
<p><b>Strategy 2:</b></p> <p><i>Provide additional professional development/ training from selected services with the Flippen Group - Capturing Kids Hearts</i></p>	<p><b>Implementation Steps:</b></p> <p><i>Negotiate professional development session contracts including activity date.</i></p> <p><i>Inform faculty/staff of training dates</i></p> <p><i>Prepare and Secure MMA Campus training space.</i></p> <p><i>Complete training session(s): a. Full Faculty</i></p>		<p><b>Implementation Dates:</b></p> <p><i>Proposed Dates: August 8-9, 2022</i></p> <p><i>2-Day Training</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Perrineau, Jr., R.</i></p> <p><i>Waters, K.</i></p> <p><i>Singleton, H.</i></p> <p><i>Simmons, A.</i></p>

	<i>b. small group additional coaching</i>			
<b>Strategy 3:</b>  <i>Faculty Simulation experience - Georgia Southern University Poverty Index Simulation</i>	<b>Implementation Steps:</b>  <i>Negotiate professional development session contracts including activity date.  Inform faculty/staff of training dates  Prepare and Secure MMA Campus training space.   Complete training session  Full Faculty</i>		<b>Implementation Dates:</b>  <i>August 10 -12, 2022  1 to 3 Day Training PD  (Or identified Teacher PD Day)   Follow-Up Conference  March 5 -8, 2023  March 3 - 6, 2024</i>	<b>Person(s) Responsible:</b>  <i>Perrineau, Jr., R.  Harrison, P.  Simmons, A.  Waters, K.  Singleton, H.  Robinson, A.</i>
<b>Strategy 4:</b>  <i>HS Tactical Officer and Interventionist</i>	<b>Implementation Steps:</b>  <i>Advertise, conduct interviews, and hire additional student support specialist - HS Tactical Officer   Complete all requirements for certified administrator applicant</i>		<b>Implementation Dates:</b>  <i>July 2022 - June 2024</i>	<b>Person(s) Responsible:</b>  <i>Perrineau, Jr., R.  Taylor, Jr., N</i>
<b>Goal 2</b>				
<b>Strategy 1:</b>  Implement a foundational skills Math and English Lab for grades 6 -12	<b>Implementation Steps:</b>  <i>Based on Data and teacher recommendation, students will come to the math or English lab for foundational skills help  Students will use various resources to assist with this: Aleks,</i>		<b>Implementation Dates:</b>  <i>Daily  September 2022 - May 2024</i>	<b>Person(s) Responsible:</b>  <i>White, O.  MMA TAs (Teacher's Assistants)  Oliver, M.  MMA Mathematics Instructors  MMA English Instructors</i>

	<i>teachers teaching basic skills, USA Test Prep for additional assessment support.</i>			
<b>Strategy 2:</b>  <i>Use Mastery connect to create formative, summative, common assessments, and check for understanding samples to improve discussion</i>	<b>Implementation Steps:</b>  <i>Teachers will use the Backward Design model to inform instruction by implementing Pre-Assessment, formative and summative assessments. IC and teachers will collaborate on analyzing the data to inform instruction through PLCs. Mastery connect data will be used for progress monitoring.</i>		<b>Implementation Dates:</b>  <i>August 2022 - May 2024</i>  <i>Formative Assessment - Teacher scheduled</i>  <i>Summative Assessment - Course Tests - Approx. bi-weekly</i>  <i>Mastery connect Benchmarks/ Common Assessments - Once every 4.5 weeks</i>  <i>MMA Lab Pre - Post Assessment</i>	<b>Person(s) Responsible:</b>  <i>MMA Academic Content Teachers</i>  <i>Ancrum, S. White, O. Oliver, M. Harrison, P.</i>
<b>Strategy 3:</b>  <i>2 Teacher assistants (TA) for MS Math and ELA courses.</i>	<b>Implementation Steps:</b>  <i>Obtain approval for the requested position. Obtain compensation</i>		<b>Implementation Dates:</b>  <i>New Hire August 2022 - June 2024</i>	<b>Person(s) Responsible:</b>  <i>Perrineau, Jr, R.</i>
<b>Goal 3</b>				
<b>Strategy 1:</b>  <i>Implement a school wide writing rubric for all departments</i>	<b>Implementation Steps:</b>  <i>C &amp; I would develop a writing rubric to be used across the content areas with feedback from English teachers</i>		<b>Implementation Dates:</b>  <i>Every 4.5 weeks August 2022 - June 2024</i>	<b>Person(s) Responsible:</b>  <i>Harrison, P. Ancrum, S. Oliver, M.</i>



<p><b>Strategy 2:</b></p> <p><i>Use Mastery connect to create formative, summative, common assessments, and check for understanding samples to improve discussion</i></p>	<p><b>Implementation Steps:</b></p> <p><i>Teachers will use the Backward Design model to inform instruction by implementing Pre-Assessment, formative and summative assessments. IC and teachers will collaborate on analyzing the data to inform instruction through PLCs. Mastery connect data will be used for progress monitoring.</i></p>		<p><b>Implementation Dates:</b></p> <p><i>August 2022 - May 2024</i></p> <p><i>Formative Assessment - Teacher scheduled</i></p> <p><i>Summative Assessment - Course Tests - Approx. bi-weekly</i></p> <p><i>Mastery connect Benchmarks/ Common Assessments - Once every 4.5 weeks</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>MMA Academic Content Teachers</i></p> <p><i>Ancrum, S. White, O. Oliver, M. Harrison, P.</i></p>
<p><b>Strategy 3:</b></p> <p><i>Implement vocabulary association and word choice strategies in all content areas.</i></p>	<p><b>Implementation Steps:</b></p> <p><i>Research based strategies such as Semantic maps, Frayer models, Morphemic Analysis routine; word walls; SAT vocabulary, Tier 3 vocabulary</i></p>		<p><b>Implementation Dates:</b></p> <p><i>Weekly August 2022 - May 2024</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>MMA Academic Content Teachers</i></p> <p><i>Ancrum, S. White, O. Oliver, M. Harrison, P.</i></p>
<p><b>Budget Analysis</b> – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.</p>				
<p><b>Activity 1:</b></p> <p><i>Bilingual teacher assistant (TA) for MS Math and ELA courses.</i></p>	<p><b>Specific Components of Activity:</b></p> <p><i>To assist the general content Mathematics and English instructors in providing an organized, smoothly functioning classroom environment in which students have full access to the instructional program and available resources. The TA will provide “real time” bilingual support to students and teachers pertaining to instruction, classroom activities, and ensuring the needs of ELL or bilingual students are met.</i></p>		<p><b>Cost:</b></p> <p><i>CCSD TA Pay Rate (\$45,096.17 x 2 x 2 years)</i>  <b>\$90,192.34 annual</b>  <b>\$180,384.68 (2 years)</b></p>	

<p>HS Tactical Officer/ Interventionist</p> <p>PD Calendar Development and Activities Planning</p> <p>SEL Activity Resources and Materials</p>	<p>Include the academic year listing of identified professional development topics, documents the goals, required skill and competency development along with expectations of implementation, and other objectives a staff member will need to accomplish to support student social-emotional health as well as academic progress.</p> <p>Reviewed for MS cadet scholars. Three-book (e-book available) series with teacher guide and activities that address the following:</p> <p><b>Academic Year 2022 - 2023</b></p> <ul style="list-style-type: none"> <li>● <b>Book 1 - “Be confident in who you are”</b> Focus: self-esteem, offering insider information on common tween and teen concerns as well as practical advice for being healthy, feeling good about who you are, and staying in control of your feelings and actions.</li> <li>● <b>Book 2 - “Real friends versus the other kind”</b> Focus: the importance of building supportive and appropriate relationships with adults and peers. The intent is to coach students on handling relationship issues such as making friends, resolving disputes, and dealing with gossip, exclusion, and cyberbullying.</li> <li>● <b>Book 3 - “What’s up with my family”</b> - Exploring family dynamics and coping as a unit during adversity, hardship, and unusual circumstances.</li> <li>● <b>2023 - 2024 Academic Year SEL Series TBD</b></li> </ul>	<p>MMA Tactical Officer/Interventionists <b>\$55,000 - \$68,000 range</b></p> <p><b>\$61,500.00</b> Ave. mean salary</p> <p><b>\$123,000.00</b> total</p> <p>8 MMA Staff Members @ \$125 per day 5 - Day Planning</p> <p>(\$5000.00 x 2) Summer 2022 Summer 2023</p> <p><b>\$10,000</b></p> <p>(\$4000.00 x 2)</p> <p><b>\$8000.00</b></p>
<p><b>Activity 2:</b></p> <p><i>Provide additional professional development/ training from selected services with the Flippen Group -</i></p>	<p><b>Specific Components of Activity:</b></p> <p><b>School Staff:</b> Winning Culture is an immersive, participatory experience for administrators, staff, teachers of all experience and grade levels as well as school boards and other educational departments and organizations. Participants learn and practice skills they will use and model in their respective environments.</p> <p><b>Leadership Team:</b> Leadership Insights is a virtual experience for Educational Leaders to develop skills and tools to connect, communicate, and create high-performing teams. Participants will</p>	<p><b>Cost:</b></p> <p><i>Range:</i> <b>\$7500 - \$25,000</b></p> <p>50 School Staff Members @ <b>\$16,250.00</b></p>

<p><i>Capturing Kids Hearts</i></p>	<p>learn how to build effective relationships with staff, students, parents, and peers. Using the Flippen Profile Report (a 360° behavioral assessment), leaders have the data and will build a Traction Plan necessary for ongoing personal and professional development.</p>	<p><i>Selected Small Group PD 10 - 12 Staff Members @ <b>\$7500 - \$12,500</b></i></p>
<p><b>Activity 3:</b></p> <p><i>Faculty Simulation experience - Georgia Southern University Poverty Index Simulation</i></p>	<p><b>Specific Components of Activity:</b></p> <p>The <b>poverty simulation</b> is a facilitated two-hour immersive experience designed to create awareness among participants of life at the bottom rung of the economic ladder. Participants are assigned to “families” who do their best to survive week-to-week over a simulated one-month period.</p> <p>NYAR Follow-up Training (2-year Attendance)</p>	<p><b>Cost:</b></p> <p><i>Estimated Staff Training Session 50 Staff Members <b>\$10,000.00</b></i></p> <p><b>MMA Cost -</b> <i>(Cost x 5 staff members x 2 years) (\$1750 -r, \$2500 - L) x2 <b>\$8,500.00</b></i></p>
<p><b>TOTAL:</b></p>		<p><b><u>\$356,134.68</u></b></p> <p><i>(Est. allotment - \$356,328.00)</i></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.

Application Due Date	Approval Status Date
April 4, 2022	