

ESSER III School Proposal Template

Due April 4, 2022

School: Moultrie Middle School

Date: 4/4/22

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	X
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 – State your intended outcome of the your proposal

To increase the number of the students that are reading on grade level and increase mental health and wellness services for our students here at Moultrie.

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.

After School Enrichment/Tutoring: <https://studentsupportaccelerator.com/research/to-date>

Positive Adult Relationships: (there are numerous, but here is one)

<https://www.diverseeducation.com/students/article/15289561/study-positive-teacherstudent-relationships-may-lead-to-better-teaching>

Community Input: [W SIC meeting agenda 3-28-22.docx](#) SIC stated they would invest in trial programs to see if they would be successful in the long term.

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>By June 2024, increase the percent of ALL students scoring meets or exceeds on SC READY ELA from 74.5% to 76.5%</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. <i>After-School Enrichment Program</i> 2. <i>Reading Intervention Periods</i> 	<p>Progress Monitoring:</p> <p><i>MAP Scores Grades Digital Content Data CBM and other data tools from Intervention</i></p>	<p>Performance Metrics:</p> <p><i>Lexile Levels Achievement Levels on MAP Grades on performance in ELA classes</i></p>
<p>Goal 2:</p> <p><i>By June 2024, increase the percentage of African American students scoring meets or exceeds on SC READY ELA</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. <i>After-School Enrichment Program</i> 2. <i>Reading Intervention Periods</i> 	<p>Progress Monitoring:</p> <p><i>MAP Scores Grades Digital Content Data CBM and other data tools</i></p>	<p>Performance Metrics:</p> <p><i>Lexile Levels Achievement Levels on MAP Grades on performance in</i></p>

from 24.2% to 30%.	3. <i>Intentional Scheduling of African American Students and regular MTSS meeting to update on Progress</i>	from Intervention	ELA classes
Goal 3: <i>By June 2024, increase the percentage of students that have a sense of belonging at Moultrie Middle School from 48% to 68%.</i>	Strategies: 1. <i>Intentional Professional Development</i> 2. <i>Adjustment of Behavior Plan</i> 3. <i>Adjustment to School Systems and procedures</i> 4. <i>Employ a Parent Advocate in order to support students and their families</i>	Progress Monitoring: <i>Panorama Data</i> <i>Discipline Data</i>	Performance Metrics: <i>Sense of belonging numbers</i> <i>Number of overall referrals</i>

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

Strategy 1: <i>After-School Enrichment Program for students who are under not yet 1 and not yet 2 categories</i>	Implementation Steps: 1. <i>Find content to use during the academic enrichment program</i> 2. <i>Figure out the number of days to run the program</i> 3. <i>Hire a program coordinator to run the program</i> 4. <i>Hire teachers to help run the enrichment program</i>	Implementation Dates: <i>Planning and coordinating will begin in the Spring of 22 and the enrichment program will from Fall of 2022 to Spring of 2024</i>	Person(s) Responsible: <i>Principal</i> <i>AP</i> <i>Instructional Coach</i> <i>Teachers</i>
Strategy 2: <i>Reading Intervention Periods</i>	Implementation Steps: 1. <i>Through the MTSS process and data, identify students who would benefit from reading intervention</i> 2. <i>Schedule the intervention periods</i> 3. <i>Progress monitor to add or move students</i>	Implementation Dates: <i>Spring of 22-Spring of 24</i>	Person(s) Responsible: <i>Principal</i> <i>AP</i> <i>Instructional Coach</i> <i>MTSS Team</i> <i>Intervention Teachers</i>

Strategy 3:	Implementation Steps: <i>Insert info. here</i>	Implementation Dates: <i>Insert info. here</i>	Person(s) Responsible: <i>Insert info. here</i>
Goal 2			
Strategy 1: <i>After-School Enrichment Program</i>	Implementation Steps: <ol style="list-style-type: none"> 1. Find content to use during the academic enrichment program 2. Figure out the number of days to run the program 3. Hire a program coordinator to run the program 4. Hire teachers to help run the enrichment program 	Implementation Dates: <i>Planning and coordinating will begin in the Spring of 22 and the enrichment program will from Fall of 2022 to Spring of 2024</i>	Person(s) Responsible: <i>Principal AP Instructional Coach Teachers</i>
Strategy 2: <i>Reading Intervention Periods</i>	Implementation Steps: <ol style="list-style-type: none"> 1. Through the MTSS process and data, identify students who would benefit from reading intervention 2. Schedule the intervention periods 3. Progress monitor to add or move students 	Implementation Dates: <i>Spring of 22-Spring of 24</i>	Person(s) Responsible: <i>Principal AP Instructional Coach MTSS Team Intervention Teachers</i>
Strategy 3: <i>Intentional Scheduling of African American Students and regular MTSS meeting to update on Progress</i>	Implementation Steps: <ol style="list-style-type: none"> 1. Identify students based on MAP scores and other factors that would benefit from scheduling with certain teachers or times in the day 2. Flipping the schedule in the middle of the year and regroup based on needs and interactions from students 	Implementation Dates: <i>Fall of 22-Spring of 24</i>	Person(s) Responsible: <i>Principal AP Instructional Coach MTSS Team Teachers</i>
Goal 3			
Strategy 1: <i>Intentional Professional Development geared towards a</i>	Implementation Steps: <ol style="list-style-type: none"> 1. Identify the needs of staff and find appropriate 	Implementation Dates: <i>Fall of 22-Spring of 24</i>	Person(s) Responsible: <i>Principal AP</i>

<i>sense of belonging based on the Panorama survey</i>	<i>professional development to staff based on needs</i> 2. <i>Schedule and hire the PD for teachers</i>		<i>Instructional Coach Leadership Team</i>
Strategy 2: <i>Adjustment of teacher managed behavior plan within the school system to be more inclusive and less punitive</i>	Implementation Steps: <i>Use committees to develop new behavior plan and use PD to implement in the Fall of 2022</i>	Implementation Dates: <i>Fall of 2022 with ongoing progress monitoring</i>	Person(s) Responsible: <i>Principal AP Leadership Team Teachers</i>
Strategy 3: <i>Adjustment to School Systems and procedures to include more time for interventions and flex period through the school day as needed</i>	Implementation Steps: <i>Use committees to develop new systems and procedures and use PD to implement in the Fall of 2022</i>	Implementation Dates: <i>Fall of 2022 with ongoing progress monitoring</i>	Person(s) Responsible: <i>Principal AP Leadership Team Teachers</i>
Strategy 4: <i>Employ a Parent Advocate in order to support students and their families</i>	Implementation Steps: <i>Hire a Parent Advocate & begin working with families</i>	Implementation Dates: <i>Summer 22</i>	Person(s) Responsible: <i>Principal and Parent Advocate</i>

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

Activity 1: <i>After School Academic Enrichment</i>	Specific Components of Activity: <i>Program Coordinator Teachers Program Transportation</i>	Cost: <i>\$41,411.50 per year</i>
Activity 2: <i>.5 Literacy Assistant</i>	Specific Components of Activity: <i>.5 FTE to cover intervention</i>	Cost: <i>\$32,939.50 per year</i>
Activity 3: <i>0.2 Parent Advocate</i>	Specific Components of Activity: <i>0.2 Parent Advocate to provide services to parents.</i>	Cost: <i>\$10,000</i>
TOTAL:		84,351 per year

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.

We currently have an after school program and Saturday School but a scaled down basis. If the program is successful, we will partner with PTO and other community sponsors to add funds needed to our current funds that we use to keep the program and add days as needed. For professional development, if we find something successful, we could scale down funds to just fund new staff.

Application Due Date	Approval Status Date
April 4, 2022	