

## ESSER III School Proposal Template

### Due April 4, 2022

School: Simmons-Pinckney 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	x
2022-2023	x
2023-2024	x

**Statement of Intended Outcome** –The goal of this proposal is to supplement and strengthen current district and school initiatives to help our students recover from COVID and other past systemic barriers to student achievement.

**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.

### *Mentoring/Small Groups*

*From the abstract:* “Researchers have called for innovative and culturally responsive intervention programs to enhance male, Black middle school students' academic achievement. Mentoring has received considerable attention as a novel remedy. Although anecdotal evidence supports the positive role of mentoring on academic achievement, these results are not consistent. The Benjamin E. Mays Institute (BEMI) builds on the ideals of mentoring to counter the effects of academic underachievement among adolescent Black males by building a model that is Afrocentric; uses prosocial modeling; and emphasizes cultural strengths and pride, and single-sex instruction in a dual-sex educational environment. From a sample of sixty-one middle school Black males, results revealed that students in the BEMI program had significantly greater academic attachment scores and academic success than their non-mentored peers. Additionally, racial identity attitudes of immersion/emersion and internalization and identification with academics were also significantly associated with standardized achievement tests and GPA. Policy and practice implications are discussed.” Retrieved from:

[https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_20.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_20.asp) (April 2022)

### *Increase Time on Task*

REL Appalachia conducted a systematic review of the research evidence on the effects of increased learning time. After screening more than 7,000 studies, REL Appalachia identified 30 that met the most rigorous standards for research. A review of those 30 studies found that increased learning time does not always produce positive results. However, some forms of instruction tailored to the needs of specific types of students were found to improve their circumstances. Specific findings include: (1) Increased learning time promoted student achievement in mathematics and literacy when instruction was led by a certified teacher and when teachers used a traditional instructional style (i.e., the teacher is responsible for the progression of activities and students follow directions to complete tasks); (2) Increased learning time improved literacy outcomes for students performing below standards; and (3) Increased learning time improved social-emotional skills of students with attention deficit/hyperactivity disorder Retrieved from: <https://ies.ed.gov/ncee/rel/Project/373> (April 2022)

### *Data-Driven Instruction*

“The purpose of this study is to evaluate, using a randomized experimental design, the efficacy of TERC’s “Using Data” program to change teacher behavior and improve student learning outcomes. The “Using Data” intervention provides professional development and technical assistance to teachers to help them use data collaboratively to identify and solve systemic student learning problems. The intervention was implemented by school-based data teams composed of a designated data coach and four grade 4 and 5 math teachers in Duval County Public Schools, a large, urban school district serving Jacksonville, Florida, during school years 2011-12 and 2012-13. In the first year of the study, teachers in the treatment group participated in professional development events and technical assistance sessions that exposed them to “Using Data” and helped them implement its processes. In the second year the teachers received additional assistance with implementation. Sixty (60) schools were recruited to participate in the study. The authors conclude that the weight of the evidence presented in this report indicates that “Using Data” improves teachers' outcomes after one year, and improves the outcomes of their students in high-needs schools after two years.” Cavalluzzo, L., Geraghty, T. M., Steele, J. L., Holian, L., Jenkins, F., Alexander, J. M., & Yamasaki, K. Y. (2014). *Using data to inform decisions: How teachers use data to inform practice and improve student performance in mathematics. Results from a randomized experiment of program efficacy.* Arlington, VA: CNA Corporation. Retrieved from <https://eric.ed.gov/?id=ED555557> Retrieved from: <https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-0116.asp> (April 2022)

**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>Increase Data-Driven Instruction protocol usage in all content areas</p>	<p>Strategies:</p> <p>Employ 1.0 Lead Teacher in order to: support DDI protocols in all content areas, create a school-based assessment calendar to include reteach time and protocols, serve as School Testing Coordinator (MAP, Benchmarks, PSAT, Fast Bridge, SC Ready &amp; SC PASS)</p>	<p>Progress Monitoring:</p> <p>Quarter, Semester, Yearlong Assessment Calendar with reteach time built-in; STC training registration, Observation/coaching data</p> <p>PLC Agendas</p>	<p>Performance Metrics:</p> <p>All content areas will have an increase of 15% or more of DDI protocol usage in PLCs as measured by PLC agendas from school years 21-22 data to 22-23; 23-24.</p>
<p>Goal 2:</p> <p>Increase student sense of belonging and self-mastery through wrap-around services</p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>● Partner with Young Men Rise for male mentoring (\$22,000 for two years)</li> <li>● Implement Crew Curriculum</li> <li>● Employ a .5 Behavior Interventionist in order to support Crew Curriculum implementation and small group tier 2 and tier 3 interventions (CCSD/DAP funding needed)</li> <li>● Supply school wear (swag) as incentives for targeted behaviors (behaviors that reinforce self-mastery and sense of belonging)</li> </ul>	<p>Progress Monitoring:</p> <p>Pre-Post Program Survey, subgroup data from Panorama Surveys</p> <p>Activity master calendar for Crew Curriculum</p>	<p>Performance Metrics:</p> <p>Students who participate in mentoring programs will have at least 10 percent fewer discipline referrals than pre-program data.</p> <p>School climate surveys will increase by at least 10% in favorable ratings from pre-programmatic implementation.</p>
<p>Goal 3:</p> <p>Increase time on task to increase academic engagement and achievement and improve self-mastery skills</p>	<p>Strategies:</p> <p>Implementation of Yondr pouches policy</p>	<p>Progress Monitoring:</p> <p>Quarterly reports on forbidden device referrals</p> <p>School community stakeholder surveys on the impact of limiting cell phone access during school hours</p>	<p>Performance Metrics:</p> <p>20% decrease in forbidden device referrals, teacher feedback on classroom instructional time regarding disruptions stemming from student cell phones;</p>

**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**  
*Increase Data-Driven Instruction protocols usage in all content areas*

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
Employ 1.0 Lead Teacher	Publish the position, interview and hire	Spring/Summer 2022	Administrative team
Use summer planning for building a school assessment calendar with re-teach time	Compile expected school, district, and state testing requirements in order to map out realistic timelines for assessment procedures	Summer 2022	Lead Teacher, Instructional Coaches,
Get training as School Testing Coordinator for needed assessments	Per the specified assessment, the Lead Teacher would be trained	Fall 2022/Spring 2023	Lead Teacher
Lead Teacher will assist content teachers in conducting DDI protocols	<p>Lead Teacher will receive training, resources, and/or PD in Bambrick-Santoyo / Uncommon Schools best practices for PLC DDI protocols</p> <p>Lead teacher will assist Instructional Coaches in facilitating DDI protocols in various content areas (specifically science and social studies) as needed</p> <p>Lead teacher will produce an instructional calendar/guidelines to identify key dates for reteaching in content areas</p>	Fall 2022	Lead Teacher, Instructional Coaches, Administrative team
Track usage of DDI usage in PLCs	Data will be collected to track the usage of DDI in PLCs throughout the year and student achievement results	Fall 2022	Lead Teacher, Instructional Coaches, Administrative Team

**Goal 2**  
*Increase student sense of belonging and self-mastery through wrap-around services*

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
Partner with Young Men Rise for male mentoring	<p>Sign MOU for 2022-2023 school year</p> <p>Identify target group of males for</p>	<p>June 2022</p> <p>August 2022; January</p>	<p>Principal</p> <p>Guidance Counselor, Behavioral Interventionist</p>

	S1; S2  Conduct two 10-week small group sessions 1 per semester	2023  September 2022/ February 2023/ September 2023/ February 2024	Young Men Rise Mentor/Facilitator
<b>Strategy 2:</b>  Implement Crew Curriculum	<b>Implementation Steps:</b>  Hire a Behavior Interventionist  Initiate a staff Crew  Design school systems for student Crew initiation  Design Student Crew Calendar of topics and lessons (integrating Second Step)  Conduct intermittent surveys hear all stakeholders' voices regarding preferred topics and to assess the initiative's effectiveness	<b>Implementation Dates:</b>  June 2022  July 2022  July/August 2022  August 2022  Quarterly; 2022-23; 2023-24	<b>Person(s) Responsible:</b>  Administrative Team,  Administrative Team, Guidance Counselor, Behavior Interventionist  Behavior Interventionist  Behavior Interventionist  Behavior Interventionist
Supply school wear (swag) as incentives for targeted behaviors (behaviors that re-inforce self-mastery and sense of belonging)	Have students submit ideas for school "swag"  Design and promote school swag for demonstrating targeted behaviors  Students, teachers and parents can earn school swag, thus promoting inclusion that is not impacted by socio-economic status	August 2022/2023  September 2022/2023  Throughout the 2022-23 and 2023/24 school years	Student concerns specialist, Behavior interventionist, PBIS Chair  Student concerns specialist, Behavior interventionist, PBIS Chair  Student concerns specialist, Behavior interventionist, PBIS Chair
<b>Goal 3</b> <i>Increase time on task to increase academic engagement and achievement and improve self-mastery skills</i>			
<b>Strategy 1:</b>  Implementation of Yondr Pouches policy	<b>Implementation Steps:</b>  Purchase Yonder pouches with service and support plan  Update cell phone policy to include Yondr pouches and include them in student handbook	<b>Implementation Dates:</b>  June 2022  June 2022	<b>Person(s) Responsible:</b>  Assistant Principal  Assistant Principal

	Communicate policy and reasoning to parents	July 2022	Principal
	"Tag" all pouches for distribution	August 2022	Student Concerns Specialists
	Assign/Distribute Yondr pouches to students	August 2022	Student Concerns Specialists

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

<b>Activity 1:</b>	<b>Specific Components of Activity:</b>	<b>Cost:</b>
Lead Teacher (190 day)	Employ a Lead Teacher who will serve as the school testing coordinator (PSAT, MAP, Benchmark, SC Ready/SC PASS) and align assessment calendars and embed reteach time to utilize DDI protocols. <b>Note: Additional funding is requested and needed to support a Lead Teacher's summer planning work (10 days).</b>	\$201,122 (\$100,561 per year)  \$10,585.37 (\$5,292.68 per year)
<b>Activity 2:</b> Yondr Pouches	<b>Specific Components of Activity:</b> Purchase Yondr pouches and services to increase time on task, student engagement, and self-mastery skills of students	<b>Cost:</b> \$10,000
<b>Activity 3:</b> Partner with Young Men Rise Mentoring	<b>Specific Components of Activity:</b> Boys need a social environment that effectively competes with risk-taking norms and better meets their most critical needs for belonging, self-worth, competency, acceptance, purpose, and meaningful identities.	<b>Cost:</b> \$22,000 (\$5,500 per 10-week cohort)
<b>Activity 4:</b> Purchase school wear (swag)	<b>Specific Components of Activity:</b> Students, teachers, and parents can earn school swag, thus promoting inclusion that is not impacted by socio-economic status	<b>Cost:</b> \$10,717 (\$5,358.50 per year)
<b>Activity 5:</b> .5 Behavior Interventionist	<b>Specific Components of Activity:</b> Employ .5 Behavior Interventionist to lead Crew Curriculum implementation and provide small-group interventions for students, collaborate with administrators and school counselor on the overall wellness of students and adults <b>Note: Funding support is needed from CCSD to fully implement this activity.</b> <b>Note: Additional funding is requested and needed to support a Behavior Interventionist's summer planning work (10 days).</b>	<b>Cost:</b> \$62,693 (\$31,346.50 per year)  \$3,299.63 (\$1,649.82)
<b>TOTAL:</b>		<b>\$243,839</b> <b>(school allocation)</b>

An additional \$62,693 is needed over two years for full implementation = \$306,532

**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.

The school will actively apply for grants to sustain initiatives that support purchasing equipment and services that support the school’s sense of belonging and student self-mastery. The school will also seek business partners to continue the support by supplying school “swag” for school community members for demonstrating targeted behaviors.

The school will investigate pursuing federal funds through Title IV and SIG grants for allowable hiring needs as well.

Application Due Date	Approval Status Date
April 4, 2022	