

ESSER III School Proposal Template

Due April 4, 2022

School: Thomas C. Cario Middle School

Date: March 31, 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	X
HIGH-QUALITY TEACHERS/LEADERS	X
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	X
2022-2023	X
2023-2024	X

Statement of Intended Outcome – Cario's ESSER III fund request is to provide Tier 2 and 3 wrap-around support for students:

- A. Performing on grade level but struggling;
- B. Exhibiting the need for extra mental health and emotional support services.
- C. Performing below grade level;

The intended outcome is to decrease and/or eliminate the number of students performing below grade level, decrease and/or eliminate the number of grade level failures, and increase student well-being.

The order of these items was decided by our parents through a majority vote of what they would like the ESSER III money spent on for the coming school year. A received 71.9% of the votes; B received 51.2%; and, C received 35.5% of the votes. Parents could pick more than one item.

Cario's funded ESSER II plan addressed some of these components through adding one interventionist teacher and applying the rest of the funds for a Saturday School program.

Cario matched these efforts by using teacher points in the current school year to put in place a 0.6 guidance counselor and a 0.5 parent educator for the first time. Our academic gains this year have already shown success as we have some of the highest reading and math winter growth gains in our district, fewer failures, and indicators of student positive well-being.

Therefore, our ESSER III plan proposal is building on the previous plans implemented by adding a second interventionist teacher and a student concern specialist. These targeted positions allow us to better use our school's personnel to identify students in need - in real time - and move them to the support they need, as well as implement targeted instruction related to the soft skills outlined in the SC Profile of the Graduate. This **timely** intervention is what is currently yielding academic growth in our students, and is what we want to maximize in the coming 2 years with the ESSER III plan.

Research –

- Overall *decrease* in the number of students failing 1 or more classes for Y1. In the 21-22 school year end of 1st semester there were 116 students failing one or more classes. The implementation of Academic support has decreased that number to 44 at the start of 4th quarter. This progress is encouraging but needs to continue with a specific focus on the current 7th-grade class which has 26 of the 44 potential failures in the school.
- The focus of the 21-22 school year was growth as reflected on NWEA MAP. We saw marked increase in students meeting growth with the support added by 21-22 ESSER fund support as reflected in the chart below.

ESSER		Initial	Goal	Progress
Goal 2	Bottom 40% meet growth Reading 6th to 7th	11 % growth	25%	Fall-Winter 77%
Goal 3	Bottom 40% meet growth Reading 7th to 8th	27%	39%	Fall-Winter 68%

- The focus for the 22-23 and 23-24 school will move beyond just growth. Growth does not equate to the district goal of all students reading on grade level. In 22-23, we will be working to move students out of the bottom 40% and into the category of Meets grade level standards. These are current projections:

SC Ready Projections					
Math	Does Not Meet	Approaches	Meets	Exceeds	Meets & Exceeds
Total	6.70%	26.70%	27.60%	39%	66.60%
ELA	Does Not Meet	Approaches	Meets	Exceeds	Meets & Exceeds
Total	6.90%	32.80%	37%	23.30%	60%

- The Fall 2021 Panorama survey shows a 7% increase in sense of belonging, but only 51% of Cario students feel a sense of belonging. 56% of students report a positive school climate. These percentages are a reflection of the climate at Cario and show a need for stronger student support.
- Cario has surveyed parents for input and it shows both a desire for stronger academics and a priority on increasing team building, positive events, and incentives. The parent liaison, guidance, and administration will continue working with parents to plan these activities into the 22-23 school year.

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.

Goal 1:	Strategies:	Progress Monitoring:	Performance Metrics:
By Spring 2024, the number of students who score in the bottom 40%tile on the MAP Projected Proficiency for SC READY will decrease from an average of 14% schoolwide in Winter of 2022 in math to 12% in Spring of 2024 and decrease from an average of 13.6% schoolwide in Winter MAP of 2022 in ELA to 11.6% in Spring MAP of 2024.	Hire teacher (with ELA focus/background) for following interventions: <ul style="list-style-type: none"> - Identified target group in Reading for specific strand intervention - Set MAP goals individually with caseload of identified students - Targeted family support, education, and involvement. - Model close reading. - Monitor Lexile scores. - Implement targeted reading instruction 	MAP Reports (Fall, Winter, Spring) Achieve 3000 Lexile report, quarterly Individual goal setting sheets, fall and winter MTSS school-wide and bottom 40% data reviews and agendas, monthly Interim and Final Grades, quarterly	MAP Reports Achieve 3000 Lexile report Individual goal setting sheets MTSS school-wide and bottom 40% data reviews and agendas Interim and Final Grades

<p>Goal 2:</p> <p>By Spring of 2024, the percent of students reporting a favorable sense of belonging on the Panorama report will increase from 51% in the Fall of 2021 to 61% in the Spring of 2024.</p>	<p>Strategies:</p> <p>Hire a .5 student concern specialist to help with student hallway transition and supervision to allow administration and guidance counselors more time to work directly with teachers and students to reinforce the soft skills listed on the SC Profile of the Graduate.</p> <p>Administration and Guidance will start by meeting with Department Chairs to determine vertical alignment of soft skills school-wide implementation and monthly grade level goals of both teachers and students, including progress monitoring expectations.</p>	<p>Progress Monitoring:</p> <p>Panorama results, Fall to Spring results - yearly</p> <p>MTSS and Department Chair notes, monthly</p> <p>Student Individual Goal-Setting, fall, winter, and spring</p> <p>Monthly Review 360 discipline reports, reported by:</p> <ul style="list-style-type: none"> - RACE - GENDER - GRADE LEVEL 	<p>Performance Metrics:</p> <p>Panorama results, Fall to Spring results</p> <p>MTSS and Department Chair notes</p> <p>Student Individual Goal-Setting</p> <p>Monthly Review 360 discipline reports</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

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Hiring Teacher (ELA/guidance background)</p>	<p>Assemble team with ELA dept. Chair, teacher coach, admin.</p>	<p>June 2022</p>	<p>School Administration</p>
<p>Strategy 2:</p> <p>Identify bottom 40%</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> - Review MAP reports when the Spring window closes. - Identify students in the bottom 40%. - Cross reference bottom 40% with student failures - Schedule students into intervention class 	<p>July 2022</p>	<p>Person(s) Responsible:</p> <p>School Administration School Instructional Coach</p>
<p>Strategy 3:</p> <p>Planning</p>	<p>Implementation Steps:</p> <p>Summer time/pay for planning, material creation</p>	<p>July/August 2022</p>	<p>Person(s) Responsible:</p> <p>New Hire School Instructional Coach</p>
<p>Strategy 4:</p> <p>Implementing</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> - Create supports for independent reading - Increase use of Achieve3000 for targeted instruction 	<p>August 2022</p>	<p>Person Responsible:</p> <p>New Hire School Instructional Coach</p>

	- Incorporate meaning and context and language, craft, and structure instruction for struggling students		
Goal 2			
Strategy 1: Hire .5 Student Concern Specialist	Implementation Steps: Assemble team with admin, guidance, & teacher coach	Implementation Dates: June 2022	Person(s) Responsible: School Administration
Strategy 2: Identify vertical alignment implementation of the SC Profile of the Graduate Soft Skills	Implementation Steps: Analyze Panorama Results, MTSS notes, Faculty/Staff input, Relevant Research	Implementation Dates: Summer - September 2022	Person(s) Responsible: School Administration Guidance Faculty/Staff MTSS team
Strategy 3: Implement school-wide vertical alignment plan to focus on the SC Profile of the Graduation Soft Skills	Implementation Steps: Professional Development exploring the intent of the SC Profile of the Graduate Soft Skills for faculty/staff and vertical alignment plan for the entire school year with monthly progress monitoring check-lists	Implementation Dates: Summer - September 2022	Person(s) Responsible: School Administration Guidance Faculty/Staff MTSS team
Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.			
Activity 1: 1.0 Academic Support Teacher - YEAR 1 0.80 Academic Support Teacher - YEAR 2	Specific Components of Activity: <i>Teacher will expand current opportunities for all of our students to have real-time support for passing, improving academic growth targets, and receiving emotional and motivational Tier 2/3 supports in a more targeted manner.</i>	Cost: \$81,959.00 - YEAR 1 \$65,567.20 - YEAR 2	
Activity 2: 0.5 Student Concern Specialist for Student SEL Support- YEAR 1 0.25 SCS for Student SEL Support - YEAR 2	Specific Components of Activity: <i>The Student Concern Specialist (SCS) will allow our administration and guidance counselors to focus on working with teachers to implement targeted vertical plan to teach students the soft skills of the SC Profile of the Graduate</i>	Cost: \$26,087 - YEAR 1 \$13,043.50 - YEAR 2	
TOTAL:			\$108,046 - YEAR 1 \$78,610.70 - YEAR 2 \$186,656.70 for YEARS 1 and 2

Sustainability – This will be considered when hiring. We will choose candidates that have the credentials to allow flexibility to move into other strategic roles. The point of the ESSER II and ESSER III support is to move our students to grade level, maintain their grade level success, and do so with positive well-being. Year one with ESSER II funds showed that our plan is being successful. ESSER III added supports will allow us to move all of our students to recovering COVID-19 learning losses. The ultimate goal is not to continue this level of support, but to use this extra support to recover pandemic losses.

Application Due Date	Approval Status Date
April 4, 2022	