

ESSER III School Proposal Template

Due April 4, 2022

School: Edith L. Frierson Montessori ES

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.
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	Yes-Summer SEL-PD
2022-2023	Yes - UEL.TA/PA/SEL-PD
2023-2024	Yes - PA/MRT/SEL-PD

Statement of Intended Outcome – The goal of the Edith L. Frierson proposal is to provide services designed to give every child we serve the support he or she needs to be successful throughout the day and support the district’s vision that **all students will read on grade level by 5th grade by spring of 2027. It is our desire to create the opportunity through use of these funds to provide our school with qualified individuals who will provide the needed support for students impacted by losses due to COVID.**

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.

Goal 1: Master Reading/MathTeacher:

In order to achieve the vision that **all students will read on grade level by 5th grade by spring of 2027, it is our goal to have a qualified instructor provide Literacy and Numeracy support for students in grades 3-5 as this group has suffered a great academic loss as a result of COVID-19.**

Through the provision of strong, evidenced-based, small-group and one-on-one intervention in grades 3rd-5th, using systematic screening, identification, and the provision of targeted interventions we will be able to increase the reading and math achievement of our students who have suffered academic losses as a result of COVID.

In the article, “Meta-Analysis of the Impact of Reading Interventions for Students in the Primary Grades”, from the *Journal of Research on Educational Effectiveness*, the literature determined the effectiveness of reading interventions on measures of word and pseudoword reading, reading comprehension, and passage fluency, and determined the role intervention and study variables play in moderating the impacts for students at risk for reading difficulties. This study revealed a significant positive effect for reading interventions on reading outcomes.

[Meta-Analysis of the Impact of Reading Interventions for Students in the Primary Grades](#)

The Journal of School Psychology, presents a study entitled, “Meta-analysis of targeted small-group reading interventions” and states that “interventions were more effective if they were targeted to a specific skill...

Small-group interventions led to a larger median effect size for elementary-aged students than for those in middle or high school.” This study emphasizes the importance and impact of providing small-group intervention at early stages and ages to ensure students can read on grade level sooner than later.

<https://www.sciencedirect.com/science/article/pii/S0022440517301231>

The next study finds that early grade reading interventions are consistently effective. This study reveals that early grade reading interventions are a mostly reliable means to make significant improvements in literacy over a short period of time.

<https://deliverypdf.ssrn.com/delivery.php?ID=782003117027014006116124089029118089020016006059021006029004119002034062102030104056094097125103076072025043021024026071014102094068073121117031079026016068127026081015092082100019098121114&EXT=pdf&INDEX=TRUE>

Goal 2: Family Service Advocate/(Parent Advocate)

Research confirms what families and teachers know through experience—that positive relationships between home and school are [key to student success](#). Additionally, a study titled, “Impact of a Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes” from the *Journal of Research on Educational Effectiveness*, provides relevant data. The results provide evidence that a comprehensive school-based program, specifically developed to target student behavior and character, can positively influence school-level achievement, attendance, and disciplinary outcomes concurrently. The position of Family Service Advocate/(Parent Advocate) will provide our school with the ability to provide Parent Education Nights and Parent Workshops in order to train parents on how to better support their students and families, provide support to students, facilitate the use of the “Calming Room” and allow students in distress the opportunity to restore themselves by using self-regulating strategies to return to the learning environment, and support schoolwide Social Emotional Learning opportunities. Additionally, this staff member will help support our PBIS incentive program, and implement daily “Check-in, Check-Out” with identified students.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf.

Whole School PD and Implementation of Restorative Practices SEL

It is the belief of the staff of Frierson that we need additional support in SEL. We will work with the CCSD, Department of Alternative Program to support professional development of our staff prior to the beginning of and with consistent training during the school year. We believe that a school-wide reframing of SEL will best be supported by the Restorative Practices SEL program currently supported by the district. This training will provide our staff with concrete strategies that will empower them to shift from the removal of a student when they compromise the learning of others or themselves to creating the provision of an alternative focus on how we as a school can hold students accountable along with an intentional focus on changing the adverse behavior.

This workshop will provide staff with training in:

- a strategic discipline decision-making process that helps ensure decision makers are making thoughtful and thorough decisions when addressing students who need to be held accountable for their behavior.
- a framework for creating highly effective accountability that is designed to change the adverse behavior while maintaining the idea of some traditional consequences.
- specific alternatives to suspension that can be used in place of traditional consequences such as suspension.

This is a reframing and learning opportunity for the adult staff at Frierson. It is our belief that if we can better support our student's SEL, we will be able to better support and grow academic achievement. We request that the identified ESSER funds be used to support this shift at Frierson for Summer and School Year professional development.

Goal 3: **Montessori Upper Elementary Teacher Assistant for FY 22.23**

The Montessori program has been supported by the SIC, PTA, Families and Community members over these last 5 years of it's implementation. This summer the elementary wing will be renovated to create the next phase of our Montessori Program. As a result of our future growth we are currently slated to serve 38 fourth and fifth graders whom we would like to begin our Upper Elementary wing with in two classrooms.

Our goal is to create the provision of a second Upper Elementary Teacher Assistant for the 22.23 school year so that all students will benefit from the full implementation of a full Montessori program at Frierson rather than have a small group of 10-11 students be instructed separately in the traditional setting. We fully believe that doing so will ensure greater equity and the provision of the opportunity to better support our learners so that **all students will read on grade level by 5th grade by spring of 2027.**

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:
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<p>Maintain Current Master Reading/Math Teacher for FY22.23 and FY23.24</p>	<p>This instructor will use the EL Curriculum Resources, LETRS Suggested Resources, ie...Leveled Readers, Bridges Intervention Curriculum, OGAP Strategies, and Number Corner Lessons to Support Small-Group Instruction</p>	<p><i>Progress monitoring will be on a weekly basis at Data Meetings after assessments in;</i> <i>Mastery Connect</i> <i>MAP</i> <i>FastBridge</i> <i>Mylgdis</i> <i>Weekly ADC</i> <i>FY22-23 SDE Assessment Dates-TBD</i> <i>FY23-24 SDE Assessment Dates-TBD</i></p>	<p>Fifty Percent of students not yet ready will move up to the next readiness band.</p>
<p>Goal 2:</p> <p>Hire Family Service Advocate/(Parent Advocate)</p> <p>Whole School PD and Implementation of Restorative Practices SEL</p>	<p>Strategies:</p> <p>This Staff member will be trained in the Restorative Practices SEL Program, Support the School's SEL Initiatives, Support for our Primary - Upper Elementary Students by Performing Daily Check-In and Check-Out of Identified Students, and Support Student Behavior with PBIS, Help Contact Presenters for Parent Workshops and Parent Nights to Educate Families on How to Support and Advocate for Their Children</p>	<p>Progress Monitoring:</p> <p><i>Progress monitoring will be on a weekly basis in MTSS Meetings</i></p>	<p>Performance Metrics:</p> <p><i>Review 360</i> <i>MTSS Bi-Weekly Action Planning</i> <i>BESS Data</i> <i>Panorama Survey</i> <i>SDE Survey</i> <i>Title I Liaison</i></p>
<p>Goal 3:</p> <p>Hire Upper Elementary Teacher Assistant for FY22.23</p>	<p>Strategies:</p> <p>This Staff member will be trained and supported by CCSD's District Montessori Lead Consultant and the Lead Teacher</p>	<p>Progress Monitoring:</p> <p><i>CCSD Classified Evaluation Progress</i></p>	<p>Performance Metrics:</p> <p><i>Adherence to the Standards Provided by the; District Montessori Lead Montessori Consultant</i> <i>Principal</i> <i>Teacher</i></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			
Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:

<p><i>Schedule Consistent Data Meetings to Improve Student Achievement for years 2 and 3</i></p>	<p><i>Progress Monitoring and Student Identification, Selection and Scheduling</i></p>	<p><i>FY 22 Staff Summer Planning PD Days in August 2022 August 2022-June 2024 Weekly PLCs Data Meetings in MTSS Assessment Periods-TBD</i></p>	<p><i>Principal Reading Coach MRT/MMT District Coaches Level Leader</i></p>
<p>Strategy 2: <i>Participate in Coaching/Training Opportunities to work with Tier One and Two Students</i></p>	<p>Implementation Steps: <i>Completion of LETRS, OGAP, and Bridges Training</i></p>	<p>Implementation Dates: <i>During 3 Identified Monthly PLCs District PD Days-TBD LETRS-January 2022-May 2024</i></p>	<p>Person(s) Responsible: <i>Principal Reading Coach MRT/MMT District Coaches Level Leader</i></p>
<p>Strategy 3: <i>Monitor and Adjust the Student Groupings to Support Student Progress</i></p>	<p>Implementation Steps: <i>Use of Assessment Data to Identify Needed Support to Students Data Meetings after assessments in; Mastery Connect MAP FastBridge Mylgdis Weekly ADC FY22-23 Dates-TBD FY23-24 Dates-TBD</i></p>	<p>Implementation Dates: <i>During weekly PLCs Weekly MTSS Meetings</i></p>	<p>Person(s) Responsible: <i>Principal Reading Coach MRT/MMT District Coaches Level Leader</i></p>
<p>Goal 2</p>			
<p>Strategy 1: <i>Train in the Restorative Practices SEL</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • <i>Provide Training at the Beginning of the Year and During Contracted Service</i> • <i>Provide List of Identified Students in Weekly MTSS Meetings</i> • <i>Provide Schedule of Service</i> 	<p>Implementation Dates: <i>August 2022-June 2024</i></p>	<p>Person(s) Responsible: <i>Principal DAP Level Leader</i></p>
<p>Strategy 2: <i>Assist Administration in Contacting Presenters for Parent</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • <i>Principal Clarifies Role and Responsibilities</i> 	<p>Implementation Dates: <i>August 2022-June 2024</i></p>	<p>Person(s) Responsible: <i>Principal DAP</i></p>

<p><i>Workshops and Parent Nights to Educate Families on How to Support and Advocate for Their Children</i></p>	<ul style="list-style-type: none"> • <i>Provide Community Resource Information</i> • <i>Work with DAP Staff</i> 		<p><i>Level Leader</i></p>
<p>Strategy 3:</p> <p><i>Perform Check-In, Check-Outs 3 times daily on identified students to support desired behavior</i></p>	<p>Implementation Steps:</p> <p><i>Train in the CICO process and how to document student behavior on Google Documents</i></p>	<p>Implementation Dates:</p> <p>August 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p><i>Principal Level Leader</i></p>
<p>Goal 3</p>			
<p>Strategy 1:</p> <p><i>Provide direction and guidance in how to perform the duties assigned and required of the Montessori classroom assistant</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • <i>Provide Training at the Beginning of the Year and During Contracted Service</i> • <i>Provide Guidance and Assistance by CCSD's District Montessori Lead Consultant</i> • <i>Provide Schedule Guidance and Roles</i> 	<p>Implementation Dates:</p> <p>August 2022-June 2023</p>	<p>Person(s) Responsible:</p> <p><i>Principal Teacher District Montessori Lead Consultant</i></p>
<p>Strategy 2:</p> <p><i>Train in the Restorative Practices</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • <i>Provide Training at the Beginning of the Year and During Provided PD Days</i> 	<p>Implementation Dates:</p> <p>August 2022-June 2023</p>	<p>Person(s) Responsible:</p> <p><i>Principal Teacher District Montessori Lead Consultant</i></p>
<p>Strategy 3:</p> <p><i>Supporting the Classroom Environment</i></p>	<p>Implementation Steps:</p> <p><i>Support Student Behavior with PBIS Incentives Focused on Supporting the Classroom</i></p>	<p>Implementation Dates:</p> <p>August 2022-June 2023</p>	<p>Person(s) Responsible:</p> <p><i>Principal Teacher District Montessori Lead Consultant</i></p>
<p>Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.</p>			
<p>Activity 1:</p>	<p>Specific Components of Activity:</p>	<p>Cost:</p>	

Master Reading/Math Teacher	<ul style="list-style-type: none"> • Salary for FY22.23 & 23.24 At a rate of \$97,903 each year 	<ul style="list-style-type: none"> • \$195,806
Activity 2: <ul style="list-style-type: none"> • Family Service Advocate/(Parent Advocate) • Teacher & Related PD and Resources 	Specific Components of Activity: <ul style="list-style-type: none"> • Salary for FY22.23 & 23.24 At a rate of \$87,326 each year • Salary for Summer Planning and Professional Development of Instructional Staff In Order to Provide Training and Materials for Restorative Practices SEL Program 	Cost: <ul style="list-style-type: none"> • \$174,652 • \$37,745
Activity 3: Teacher Assistant Montessori Upper Elementary	Specific Components of Activity: Salary for FY22.23	Cost: <ul style="list-style-type: none"> • \$51,797
TOTAL:		\$460,000.00

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 position of the Master Reading/Math Teacher has been funded for the FY21-22 school year and has been proven to be effective. It is our hope that the additional 2 years will provide the support our students will need to improve their academic performance. It is our hope as our school continues to grow that this instructor will become a schoolwide math coach, Lead Teacher, or Montessori Instructor.

The position of the Family Service Advocate/(Parent Advocate) is needed as we have suffered from the lack of a Guidance Counselor. The number of teacher referrals and resulting OSS, Principal daily support given to our learners, and parent conferences are evidence that this position is needed. Future funding for this position will be requested from the District to continue this needed support.

The position of the Upper Elementary Teacher Assistant will only need funding for 1 year.

Application Due Date	Approval Status Date
April 4, 2022	