

ESSER III School Proposal Template

Due April 4, 2022

School: Midland Park Primary and Early Learning Center
 Date: April 1st, 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

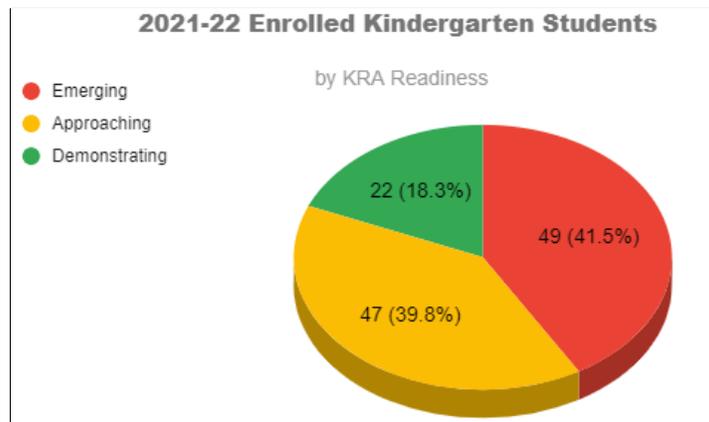
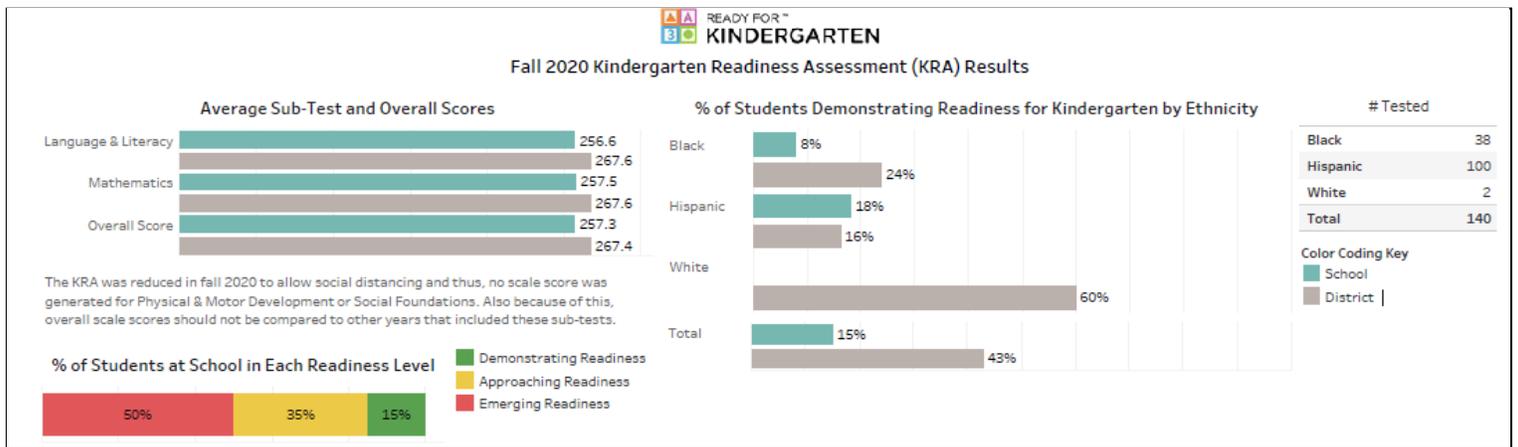
Year(s) of Implementation: *(Plans can be submitted for the Summer 22 and 22-23 and 23-24 school years. You may have a plan that you would like to implement for consecutive years, but please be advised that data will be utilized before moving forward with an additional year).*

Summer 22	X
2022-2023	X
2023-2024	X

Statement of Intended Outcome

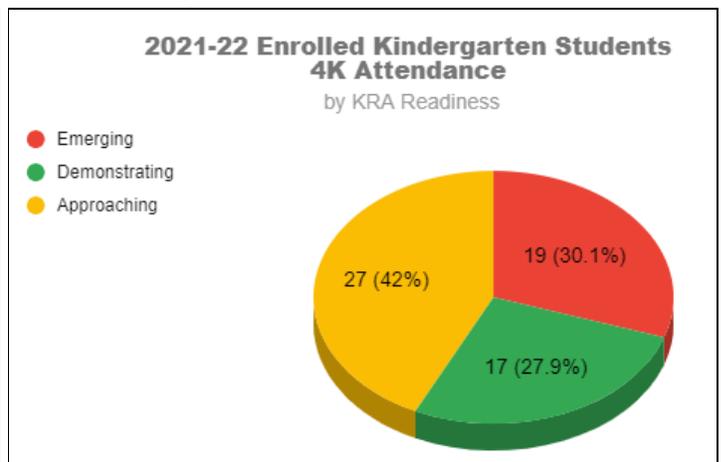
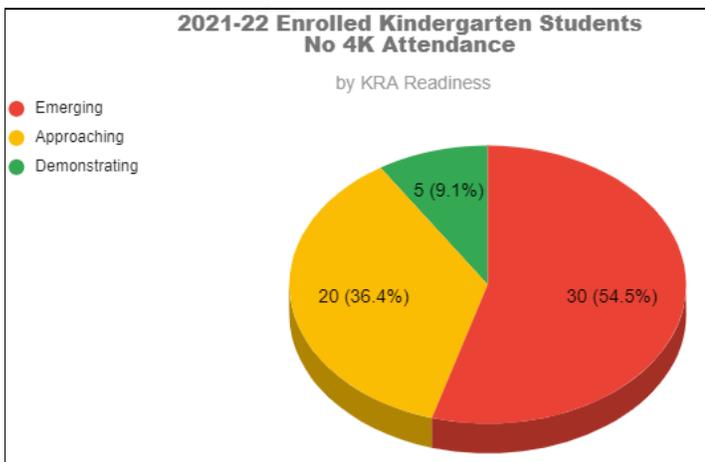
All students will transition to 1st grade with grade level skills in reading, writing, and mathematics by August 2024. Reaching this checkpoint goal will establish a strong, continuous pathway toward achieving the vision that all students will read on grade level by 5th grade by spring of 2027.

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.



Midland Park's 2021-2022 KRA data assessment shows 18.3% of all kindergarten students demonstrating readiness for kindergarten in the Fall of 2021. Further, the KRA assessment of kindergarten students who attended 4K shows 27.9% demonstrating readiness for kindergarten in the Fall of 2021. Both scores are significantly below the district average of 50.9% of kindergarten students demonstrating readiness that year. The scores reflect the historic trend at Midland Park Primary of student KRA performance being below district averages. ACCESS assessment data shows 46.1% of English Learners (ELs) making adequate yearly progress towards English proficiency. This is slightly above the district average of 42.3%. Considering approximately 70% of our Child Development students are English Learners (ELs), increasing progress towards English proficiency is a priority. Acquiring a 1.0 FTE bilingual ESOL Teacher Assistant for Child Development to provide tier II and tier III interventions in support of classroom and ESOL teacher activities will provide the support students need to acquire the necessary skills to be ready for kindergarten. The Science of Reading (SoR) has indicated that a strong foundation in Phonemic Awareness is fundamental when learning to read in English. Additional research regarding later reading success in English for

multilingual learners, or ELs, identifies the development of Phonemic Awareness and Alphabet Knowledge in Spanish and English as key contributors for successful reading development in English (August & Shanahan, 2006; Solari et al., 2014). Direct reading benefits will be achieved through a bilingual ESOL Teacher Assistant for Child Development providing a supplemental academic environment to develop early literacy skills like phonemic awareness and alphabet knowledge in English and Spanish. According to research, not providing access to this type of environment can lead bilingual students to fall behind their native English speaking peers in reading (Wackerle-Hollman et al., 2020). The complementary approach of English and Spanish instruction through an ESOL Teacher Assistant for Child Development will address this issue. Additionally, the complementary approach of a bilingual parent liaison to conduct parallel work with families will reinforce the work of the bilingual ESOL Teacher. Further, a bilingual Parent Liaison increases the access to early literacy instruction in English to ELs through recruitment of Spanish-speaking students. Utilizing our .08 FTE bi-lingual Parent Liaison to focus on recruitment will increase the number of students attending 4K resulting in a rise in student skills and KRA scores. This is shown to be a reality based on the documented scoring discrepancy as noted here between KRA scores for students who did not attend Child Development and students who did attend Child Development.



Midland Park Primary Student Risk Level % on FastBridge

Early Reading	High Risk			Some Risk			Low Risk		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
18/19	37% District %	39% District %	31% District %	33% District %	31% District %	24% District %	30% District %	30% District %	44% District %
19/20	27% District 12%	54% District 14%	COVID	36% District 21%	29% District 23%	COVID	37% District 67%	18% District 63%	COVID
20/21	23% District 21%	57% District 29%	20% District 21%	47% District 29%	25% District 28%	28% District 25%	31% District 50%	17% District 43%	52% District 54%
21/22	23% District 14%	11% District 18%		29% District 22%	18% District 22%		48% District 64%	71% District 60%	

Midland Park Primary Student Risk Level % on FastBridge									
Early Math	High Risk			Some Risk			Low Risk		
Yr	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
18/19	aMath								
19/20	19% District 10%	23% District 10%	COVID	25% District 17%	31% District 16%	COVID	56% District 73%	47% District 74%	COVID
20/21	34% District 17%	42% District 16%	29% District 13%	27% District 22%	36% District 21%	29% District 16%	39% District 61%	22% District 63%	42% District 71%
21/22	27% District 12%	19% District 12%		25% District 16%	27% District 17%		48% District 72%	54% District 71%	

According to FastBridge earlyReading administered in Spring 2021, Midland Park had 52% of kindergarteners score Low Risk, which is below the Charleston County School District (CCSD) percentage of 54% Low Risk. According to FastBridge earlyMath administered in Spring 2021, Midland Park had 42% of kindergarteners score Low Risk, which is below the Charleston County School District (CCSD) percentage of 71% Low Risk. Acquiring a 1.0 FTE Kindergarten teacher and 1.0 FTE Kindergarten teacher assistant will decrease class sizes allowing for a great teacher to student ratio. Research from over 25 years of work on the Tennessee Student Teacher Achievement Ratio -STAR (Achilles, C. M., et.al., 2008) shows that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large. Although all students benefit; poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates. Data and analyses show immediate impacts of small classes on student behavior and achievement. These impacts include: improved test outcomes; improved school engagement; reduced grade retention; and greater benefits for poor, minority, and male students The STAR Experiment also found that attending small classes in early grades (K-3) is accompanied by long-term advantages including: taking College Entrance Examinations; graduating from High School; and taking Advanced Coursework in High School. According to the National Institute for Literacy, systematic phonics instruction: has the greatest impact on reading achievement when it begins in kindergarten or first grade; significantly improves reading comprehension; is beneficial regardless of social and economic levels; and helps prevent reading difficulties among at-risk students (2018). Additionally, the National Reading Panel states that phonics skills must be integrated with developed phonemic awareness skills, fluency and text comprehension skills. The Kindergarten teacher and Kindergarten teacher assistant will implement the explicit and systematic mathematics and literacy curricula at Midland Park to provide instruction, such as Bridges Mathematics, OpenCourt Phonics, Heggerty Phonemic Awareness and EL Education..

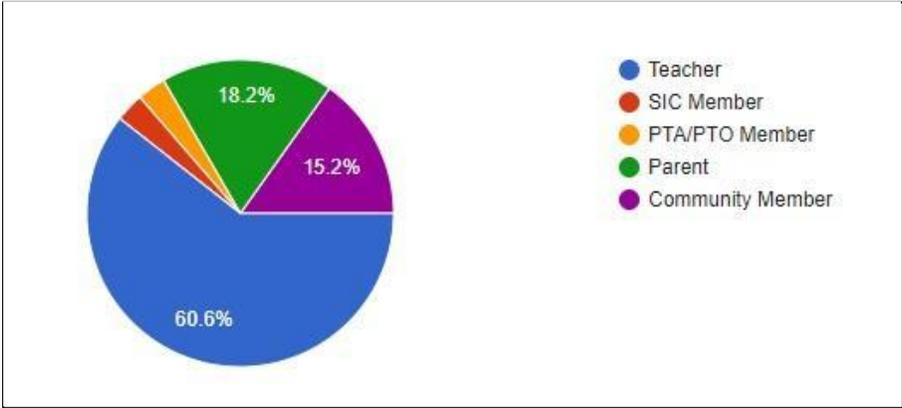
Research has determined that “the relation between mathematics and reading scores is strong as early as preschool and kindergarten (McClelland et al., 2007) and remains so through elementary school (Hecht, Torgesen, Wagner, & Rashotte, 2001).” The relationship between the two areas exceeds just “recognizing and understanding the function and organization of the symbolic codes and linguistic structures of mathematics and reading”. Research suggests that “more advanced early mathematics skills such as formal numeracy appear linked with children’s phonological processing skills” (Fuchs et al., 2010; Hecht et al., 2001). Specifically, a relationship between phonological processing skills (Fowler, 1991) and the number–word sequence (i.e., counting; Krajewski & Schneider, 2009) have been made. Acquiring a 1.0 FTE Numeracy Assistant to provide tier II and tier III interventions in support of classroom activities will provide the instruction necessary to move students to grade level performance.

Climate survey response by teachers on relevant professional development opportunities being offered at Midland Park Primary was at 72.7% in 2020-2021, substantially below the district's 86.4% and the state's 89.4%. The school has 37.5% of teachers having their Read to Succeed certification while the district has 42.1% average. The school has 46.2% of inexperienced teachers teaching core classes compared to the district's 15.5% and the state's 16.9%. Research states that principal's and other authority positions in school systems "are instrumental in providing the vision, time, and resources to support continual professional learning, a positive school climate, and success for all students" (Vega, 2015). Acquiring 30 additional contract days to be added to the existing 210 assistant principal contract will allow for strategic planning of Midland Park's vision, time and resources during the summer to ensure improved continual professional learning of staff, school climate and success for all students in the upcoming school year. This encompasses planning the alignment of collectively identified school goals, the school's calendar, the school's master schedule, school-wide systems and staff learning opportunities.

The work of Darling-Hammond, Chenoweth, and others has shown that master scheduling, when done well, is the greatest tool in our belt for aligning structure, instruction, and culture. Being strategic with the master schedule can change the way teachers, students, and content interact. It's an opportunity for a school to radically change what students learn, how teachers teach, and the outcomes schools produce. By increasing the existing assistant principal's contract by 30 days, the administrative team will be able to use that time to develop an intentional, strategic master schedule.

Research by the U.S. Department of Education's Institute of Education Sciences concluded that student achievement can improve by as much as 21 percentile points as a result of teachers' participation in well-designed professional development programs. Professional development transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for today's students. The additional 30 days will allow the administrative team to create a professional development plan that benefits teachers by putting structure around their complex and evolving training needs. This will help them manage their personal and professional goals, making them accountable for learning and giving them a sense of accomplishment for the progress they make. Having a professional plan with clear, achievable development goals will align the needs of teachers with those of their schools and districts.

Midland Park Primary and Early Learning Center accessed internal and external stakeholders in the development of the plan. Stakeholders completed a survey where they indicated how funds could be potentially spent regarding Pillar I, Pillar II, and Pillar III. The following is a graph showing the percentage of stakeholder groupings that were involved in the process.



1. August, D., Shanahan, T., & Escamilla, K. (2009). English Language Learners: Developing Literacy in Second-Language Learners—Report of the National Literacy Panel on Language-Minority Children and Youth. *Journal of Literacy Research*, 41(4), 432–452. <https://doi.org/10.1080/10862960903340165>
2. C.M. Achilles; Helen Pate Bain; Fred Bellott; Jayne Boyd-Zaharias; Jeremy Finn; John Folger; John Johnston; Elizabeth Word. (2008). Tennessee's Student Teacher Achievement Ratio (STAR) project. <https://doi.org/10.7910/DVN/SIWH9F>.
3. Hernand, Y. (2013, November 7). Early literacy instruction: Research applications in the classroom. Reading Rockets. Retrieved April 1, 2022, from <https://www.readingrockets.org/article/early-literacy-instruction-research-applications-classroom>
4. Solari, E.J., Aceves, T.C., Higareda, I., Richards-Tutor, C., Filippini, A.L., Gerber, M.M. and Leafstedt, J. (2014), LONGITUDINAL PREDICTION OF 1ST AND 2ND GRADE ENGLISH ORAL READING FLUENCY IN ENGLISH LANGUAGE LEARNERS: WHICH EARLY READING AND LANGUAGE SKILLS ARE BETTER PREDICTORS?. *Psychol. Schs.*, 51: 126-142. <https://doi.org/10.1002/pits.21743>
5. National Institute for Literacy. (2018, September 12). Phonics instruction: The basics. Reading Rockets. Retrieved April 1, 2022, from <https://www.readingrockets.org/article/phonics-instruction-basics>
6. Purpura DJ, Litkowski EC, Knopik V. Mathematics and Reading Develop Together in Young Children: Practical and Policy Considerations. *Policy Insights from the Behavioral and Brain Sciences*. 2019;6(1):12-20. doi:10.1177/2372732218815923
7. Vega, V. (2015, November 1). Teacher development research review: Keys to educator success. Edutopia. Retrieved March 31, 2022, from <https://www.edutopia.org/teacher-development-research-keys-success>
8. Wackerle-Hollman, A. K., Durán, L. K., & Miranda, A. (2020). Early Literacy Skill Growth in Spanish-Speaking Children With and At Risk for Disabilities in Early Childhood. *Topics in Early Childhood Special Education*, 40(1), 24–38. <https://doi.org/10.1177/0271121420906469>
9. Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. <http://ies.ed.gov/ncee/edlabs>

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:
<p>By June 2024, the percent of student scoring will increase from 18.3% to 23.4% for all Kindergarten students on KRA demonstrating readiness and from 27.9% to 32.3% for all students attending 4K on KRA demonstrating readiness.</p>	<p>Purchase (1) classified bilingual ESOL teacher assistant for Child Development at 0.80 FTE to provide tier II and tier III interventions based on teacher summative and formative assessments and through recommendations from MTSS.</p> <p>Identification of intervention curriculum.</p> <p>*A contingency plan has been established in the event that alternative funding becomes available for this position (ESSER II). This plan addresses providing stipend compensation for extended teacher planning and professional development time.</p>	<p>Monitor bi-weekly: Child Development class data logs contain present levels of myIGDIs data, common assessment data, and Heggerty benchmarks</p> <p>Monitor monthly: Prioritized list of students needing tier II and tier III intervention based on data</p> <p>Monitor quarterly: MTSS schedule of review</p>	<p>Increase in myIGDIs performance</p> <p>Increase in KRA to district average</p>
<p>Goal 2:</p> <p>By June 2024, the percent of students scoring will increase from 46.1% to 48.3% on ACCESS demonstrating adequate yearly progress.</p>	<p>Strategies:</p> <p>Utilize our bilingual Parent Liaison to coordinate classroom learning with parents and increase the access to early literacy instruction in English to ELs through recruitment of Spanish-speaking students.</p> <p>Utilize our bilingual Parent Liaison to partner with Multilingual Learners (ML) community resources, i.e. PASOs, PIQE, Family Connection of SC, to provide an additional layer of support for students and families.</p>	<p>Progress Monitoring:</p> <p>Monitor monthly: Family call logs in PowerSchool Log-Entries</p> <p>Monitor monthly: Family Workshop agendas and sign-in sheets</p> <p>Monitor quarterly: Family conferences logs</p> <p>Monitor quarterly: ESOL team progress monitoring data</p>	<p>Performance Metrics:</p> <p>Increase in family involvement through conferences</p> <p>Increase family participation in school sponsored family events</p> <p>Increase in English proficiency in the WIDA ACCESS Assessment Data</p>

Goal 3:	Strategies:	Progress Monitoring:	Performance Metrics:
<p>By June 2024, the percentage of students scoring <i>Low Risk</i> will increase from 52% to 100% on FastBridge earlyReading.</p>	<p>Purchase a certified Kindergarten teacher 1.0 FTE to provide direct instruction to approximately 16 students allowing for reduced class sizes across kindergarten.</p> <p>Purchase a classified Kindergarten teacher assistant 1.0 FTE to provide direct assistance to the classroom teacher in instructing students.</p> <p>Implementation of explicit and systematic reading instruction.</p> <p>Use past and current KRA assessment data to inform instructional priorities</p>	<p>Monitor yearly: Class rosters</p> <p>Monitor yearly: Class schedules</p> <p>Monitor monthly: Administrator observation documentation</p> <p>Monitor weekly: Administrator lesson plan feedback</p> <p>Monitor yearly: KRA assessment data</p> <p>Monitor three times - Fall, Winter, Spring: FastBridge assessment data</p> <p>Monitor monthly: Progress monitoring assessment data</p> <p>Monitor bi-weekly: Formative assessment data</p>	<p>Increase in readiness in the KRA assessment data</p> <p>Increase in low risk in the FastBridge assessment data</p> <p>Increase in growth in the Progress monitoring assessment data</p>

Goal 4:	Strategies:	Progress Monitoring:	Performance Metrics:
<p>By June 2024, the percentage of students scoring <i>Low Risk</i> will increase from 42% to 100% on FastBridge earlyMath.</p>	<p>Purchase a certified Kindergarten teacher 1.0 FTE to provide direct instruction to approximately 16 students allowing for reduced class sizes across kindergarten.</p> <p>Purchase a classified Kindergarten teacher assistant 1.0 FTE to provide direct assistance to the classroom teacher in instructing students.</p> <p>Implementation of explicit and systematic mathematics instruction.</p> <p>Purchase (1) classified Numeracy Assistant at 0.50 FTE to provide tier II and tier II interventions based on teacher summative and formative assessments and through recommendations from MTSS.</p>	<p>Monitor yearly: Class rosters</p> <p>Monitor yearly: Class schedules</p> <p>Monitor monthly: Administrator observation documentation</p> <p>Monitor weekly: Administrator lesson plan feedback</p> <p>Monitor yearly: KRA assessment data</p> <p>Monitor three times - Fall, Winter, Spring: FastBridge assessment data</p> <p>Monitor monthly: Progress monitoring assessment data</p> <p>Monitor bi-weekly: Formative assessment data</p>	<p>Increase in readiness in the KRA assessment data</p> <p>Increase in low risk in the FastBridge assessment data</p> <p>Increase in growth in the Progress monitoring assessment data</p>

<p>Goal 5:</p> <p>By June 2024, the percentage of teachers responding that relevant professional development opportunities are being offered at Midland Park Primary will increase from 72.7%, to the district average.</p>	<p>Strategies:</p> <p>Purchase 30 additional days annually for two years to be added to the existing 210 day assistant principal contract to design a high-quality Professional Development Plan that will:</p> <ul style="list-style-type: none"> Align with school goals, state and district standards and assessments, and other professional-learning activities Focus on core content and modeling of teaching strategies for the content Include opportunities for active learning of new teaching strategies Provide additional collaborative, structured opportunities for teachers 	<p>Progress Monitoring:</p> <p>Monitor quarterly: Written Professional Development Plan</p> <p>Monitor bi-yearly: Panorama Data</p> <p>Monitor quarterly: Frontline Transcripts</p> <p>Monitor three times - Fall, Winter, Spring: Individualized Staff Professional Development Goals in Conferences with Administration</p>	<p>Performance Metrics:</p> <p>Increase in response percentage reporting relevant professional development opportunities in the Panorama Data</p> <p>Increase in readiness in the KRA assessment data</p> <p>Increase in low risk in the FastBridge assessment data</p> <p>Increase in growth in the Progress monitoring assessment data</p> <p>Increase in English proficiency in the WIDA ACCESS Assessment Data</p>
<p>Goal 6:</p> <p>By June 2024, the percentage of teachers having their Read to Succeed certification will increase from 37.5% to 100%.</p>	<p>Strategies:</p> <p>Purchase 30 additional days annually for two years to be added to the existing 210 day assistant principal contract to design a high-quality Professional Development Plan to include Read to Succeed coursework, such as LETRS training.</p>	<p>Progress Monitoring:</p> <p>Monitor quarterly: Written Professional Development Plan</p> <p>Monitor monthly: LETRS Training Participation</p>	<p>Performance Metrics:</p> <p>Completion of LETRS Training percentage</p> <p>Increase percentage of Read to Succeed certification on the Midland Park's State Report card</p>

<p>Goal 7:</p> <p>By June 2024, the percentage of inexperienced teachers teaching core classes will decrease from 46.2 to 23.1%.</p>	<p>Strategies:</p> <p>Purchase 30 additional days annually for two years to be added to the existing 210 day assistant principal contract to design a high-quality Professional Development Plan to improve teacher skills so they become more proficient at their jobs.</p>	<p>Progress Monitoring:</p> <p>Monitor quarterly: Written Professional Development Plan</p> <ul style="list-style-type: none"> • Mentorship program logs • ADEPT program observations • Individual teacher goals 	<p>Performance Metrics:</p> <p>Decreased percentage of inexperienced teachers on the Midland Park's State Report card</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 By June 2024, the percent of students scoring will increase from 18.3% to 23.4% for all Kindergarten students on KRA demonstrating readiness and from 27.9% to 32.3% for students attending 4K on KRA demonstrating readiness.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Purchase (1) classified bilingual ESOL Teacher Assistant for Child Development at .80 FTE to provide tier II and tier III interventions based on teacher summative and formative assessments and through recommendations from MTSS.</p>	<p>Identification of intervention curriculum</p> <p>Maintain present bilingual ESOL Teacher Assistant for Child Development originally obtained through ESSER II funds.</p> <p>Child Development class data logs containing present levels of myIGDIs data, common assessment data, and Heggerty benchmarks</p> <p>Prioritized list of students needing tier II and tier III intervention based on data</p> <p>Schedule MTSS to review list and finalize list of students</p>	<p>August 2022- June 2024</p>	<p>Principal, assistant principal, reading coach, teachers, bilingual ESOL Teacher Assistant for Child Development,</p>

<p>Strategy 2:</p> <p>Utilize bilingual Parent Liaison to coordinate classroom learning with parents while increasing the access to early literacy instruction in English to MLs through recruitment of Spanish-speaking students.</p>	<p>Implementation Steps:</p> <p>Maintain present bilingual Parent Liaison obtained through Title I funds.</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, reading coach, teachers, Parent Liaison</p>
---	--	---	---

Goal 2 By June 2024, the percent of students scoring will increase from 46.1% to 48.3% on ACCESS demonstrating adequate yearly progress.

<p>Strategy 1:</p> <p>Purchase (1) classified bilingual ESOL Teacher Assistant for Child Development at 0.80 FTE to provide tier II and tier III interventions based on teacher summative and formative assessments and through recommendations from MTSS to supplement ESOL teacher services.</p> <p>TA will provide plug-in services, working with students in the classroom setting.</p>	<p>Implementation Steps:</p> <p>Identification of intervention curriculum</p> <p>Maintain present bilingual ESOL Teacher Assistant for Child Development originally obtained through ESSER II funds.</p> <p>Child Development class data logs containing present levels of myIGDIs data, common assessment data, and Heggerty benchmarks</p> <p>Prioritized list of students needing tier II and tier III intervention based on data</p> <p>Schedule MTSS to review list and finalize list of students</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, reading coach, teachers, classified bilingual ESOL Teacher Assistant for Child Development</p>
--	---	---	--

<p>Strategy 2:</p> <p>Utilize our bilingual Parent Liaison to coordinate classroom learning with parents while increasing the access to early literacy instruction in English to ELs through recruitment of Spanish-speaking students</p>	<p>Implementation Steps:</p> <p>Maintain present bilingual Parent Liaison obtained through Title I funds.</p> <p>Prioritize a list of parents needing support.</p> <p>Implement contact logs through PowerSchool log entries.</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, reading coach, teachers, bilingual Parent Liaison</p>
<p>Strategy 3:</p> <p>Utilize our bilingual Parent Liaison to partner with Multilingual Learners (ML) community resources, i.e. PASOs, PIQE, Family Connection of SC, to provide an additional layer of support for students and families.</p>	<p>Implementation Steps:</p> <p>Maintain present bilingual Parent Liaison obtained through Title I funds.</p> <p>Prioritize a list of parents needing support.</p> <p>Consult families to develop a list of support needs.</p> <p>Research and partner with community agencies that best fit the needs of families.</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, reading coach, teachers, bilingual Parent Liaison</p>

Goal 3 By June 2024, the percent of students scoring will increase from 52% to 100% on FastBridge earlyReading.

<p>Strategy 1:</p> <p>Purchase (1) certified Kindergarten teacher 1.0 FTE to provide direct instruction to approximately 16 students allowing for reduced class sizes across Kindergarten.</p>	<p>Implementation Steps:</p> <p>Maintain a present Kindergarten teacher that is being lost due to allocation reduction.</p> <p>Guarantee training in the appropriate curricula, such as Open Court Phonics, Heggerty Phonemic Awareness, and Bridges Mathematics.</p> <p>Guarantee training in conceptual content, such as OGAP mathematics training and LETRS literacy training.</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, bookkeeper, Kindergarten teacher</p>
<p>Strategy 2:</p> <p>Purchase (1) 1.0 FTE classified Kindergarten teacher assistant to provide direct assistance to the classroom teacher in instructing students.</p>	<p>Implementation Steps:</p> <p>Maintain present Kindergarten teacher assistant that is being lost due to allocation reduction</p> <p>Guarantee relevant training through the Frontline Professional Development System and the Reading Coach.</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, bookkeeper, Kindergarten teacher assistant</p>

<p>Strategy 3:</p> <p>Purchase (1) classified Numeracy Assistant at 0.50 FTE to provide tier II and tier III interventions based on teacher summative and formative assessments and through recommendations from MTSS.</p>	<p>Implementation Steps:</p> <p>Post job position through the district</p> <p>Interview and hire a qualified Numeracy Assistant by combining 0.50 Title I funds to 0.50 ESSER III Phase II funds for a 1.0 FTE Numeracy Assistant.</p> <p>Provide training and on-going support through the assistant principal</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, Numeracy Assistant, bookkeeper</p>
---	--	---	--

Goal 4 By June 2024, the percent of students scoring will increase from 42% to 100% on FastBridge earlyMath.

<p>Strategy 1:</p> <p>Purchase (1) certified Kindergarten teacher 1.0 FTE to provide direct instruction to approximately 16 students allowing for reduced class sizes across Kindergarten.</p>	<p>Implementation Steps:</p> <p>Maintain present Kindergarten teacher that is being lost due to allocation reduction</p> <p>Guarantee training in the appropriate curricula, such as Open Court Phonics, Heggerty Phonemic Awareness, and Bridges Mathematics.</p> <p>Guarantee training in conceptual content, such as OGAP mathematics training and LETRS literacy training.</p>	<p>Implementation Dates:</p> <p>August 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, bookkeeper, Kindergarten teacher</p>
---	---	--	--

<p>Strategy 2:</p> <p>Purchase (1) 1.0 FTE classified Kindergarten teacher assistant to provide direct assistance to the classroom teacher in instructing students.</p>	<p>Implementation Steps:</p> <p>Maintain present Kindergarten teacher assistant that is being lost due to allocation reduction</p> <p>Guarantee relevant training through the Frontline Professional Development System and the Reading Coach.</p>	<p>Implementation Dates:</p> <p>August 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, bookkeeper, Kindergarten teacher, Kindergarten teacher assistant</p>
--	---	--	--

Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Purchase (1) classified Numeracy Assistant at 0.50 FTE to provide tier II and tier III interventions based on teacher summative and formative assessments and through recommendations from MTSS.</p>	<p>Post job position through the district</p> <p>Interview and hire a qualified Numeracy Assistant</p> <p>Provide training and on-going support through the assistant principal</p>	<p>August 2022-June 2024</p>	<p>Principal, assistant principal, Numeracy Assistant, bookkeeper</p>

Goal 5 By June 2024, the percentage of teachers responding that relevant professional development opportunities are being offered at Midland Park Primary will increase from 72.7%, to the district average.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Purchase 30 additional days annually for two years to be added to the existing 210 day assistant principal's contract to allow for strategic planning of Midland Park's vision, time and resources during the summer to ensure improved continual professional learning of staff, school climate and success for all students in the upcoming school year. This encompasses planning the alignment of collectively identified school goals, the school's calendar, the school's master schedule, school-wide systems and staff learning opportunities.</p>	<p>Consult with the reading coach and team leads.</p> <p>Calendar specific assistant principal activities for the months of June and July during 2022 and 2023.</p> <p>Design a high-quality Professional Development Plan that will:</p> <ul style="list-style-type: none"> ● Align with school goals, state and district standards and assessments, and other professional-learning activities ● Focus on core content and modeling of teaching strategies for the content ● Include opportunities for active learning of new teaching strategies ● Provide additional collaborative, structured opportunities for teachers 	<p>July 2022-June 2024</p>	<p>Principal and assistant principal</p>

Goal 6 By June 2024, the percentage of teachers having their Read to Succeed certification will increase from 37.5% to 100%.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Purchase 30 additional days annually for two years to be added to the existing 210 day assistant principal's contract to allow for strategic planning of Midland Park's vision, time and resources during the summer to ensure improved continual professional learning of staff, school climate and success for all students in the upcoming school year. This encompasses planning the alignment of collectively identified school goals, the school's calendar, the school's master schedule, school-wide systems and staff learning opportunities.</p>	<p>Consult with the reading coach and team leads.</p> <p>Design a high-quality Professional Development Plan to include Read to Succeed coursework, such as LETRS training.</p> <p>Identify opportunities within the school's calendar that can be utilized for teacher's work towards Read to Succeed certification.</p>	<p>July 2022-June 2024</p>	<p>Principal and assistant principal</p>

Goal 7 By June 2024, the percentage of inexperienced teachers teaching core classes will decrease from 46.2 to 23.1%.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Purchase 30 additional days annually for two years to be added to the existing 210 day assistant principal’s contract to allow for strategic planning of Midland Park’s vision, time and resources during the summer to ensure improved continual professional learning of staff, school climate and success for all students in the upcoming school year. This encompasses planning the alignment of collectively identified school goals, the school’s calendar, the school’s master schedule, school-wide systems and staff learning opportunities.</p>	<p>Consult with the reading coach and team leads.</p> <p>Identify professional development goals for teachers.</p> <p>Design a high-quality Professional Development Plan (PD Plan) that will result in more proficient teachers. The PD Plan:</p> <ul style="list-style-type: none"> ● Aligns with school goals, state and district standards and assessments, and other professional- learning activities. ● Focuses on core content and modeling of teaching strategies for the content to improve teacher skills. ● Includes opportunities for active learning of new teaching strategies. ● Provides additional collaborative, structured opportunities for teachers. <p>Identify corresponding professional development opportunities for teachers.</p>	<p>July 2022-June 2024</p>	<p>Principal and assistant principal</p>

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

Activity 1:	Specific Components of Activity:	Cost:
<p>Purchase (1) certified Kindergarten teacher 1.0 FTE to provide direct instruction to approximately 16 students</p>	<ul style="list-style-type: none"> ● Instruct Kindergarten students in district approved curriculum of Bridges Math, EL Education English Language Arts, Science, Social Studies, and Socio-Emotional Learning. 	<p>\$69,645.56 per year</p> <p>Two Year Total: \$139,291.12</p>

<p>allowing for reduced class sizes across kindergarten.</p>	<ul style="list-style-type: none"> Actively participate in the Kindergarten professional learning community (PLC), grade-level planning, and school-wide activities and initiatives. 	
<p>Activity 2:</p> <p>Purchase (1) classified Kindergarten teacher assistant at 1.0 FTE to provide direct assistance to the classroom teacher in instructing students.</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Assist in instruction of Kindergarten students in district approved curriculum of Bridges Math, EL Education English Language Arts, Science, Social Studies, and Socio-Emotional Learning. Actively participate in the Kindergarten teacher assistant monthly administrative meetings and school-wide activities and initiatives. 	<p>Cost:</p> <p>\$39,716.01 per year</p> <p>Two Year Total: \$79,432.02</p>

<p>Activity 3:</p> <p>Fund 30 days per year to existing 210 assistant principal's contract to allow for strategic planning of Midland Park's vision, time and resources during the summer to ensure improved continual professional learning of staff, school climate and success for all students in the upcoming school year. This encompasses planning the alignment of collectively identified school goals, the school's calendar, the school's master schedule, school-wide systems and staff learning opportunities.</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> ● Calendar specific assistant principal activities for the months of June and July during 2022 and 2023. ● Strategic planning of Midland Park's vision, time and resources during the summer to ensure improved continual professional learning of staff, school climate and success for all students in the upcoming school year. <ul style="list-style-type: none"> ○ Identify professional development goals and corresponding professional development opportunities for teachers. ○ Identify opportunities within the school's calendar that can be utilized for teacher's work towards Read to Succeed certification. ○ Alignment of collectively identified school goals, the school calendar, the school's master schedule, school-wide systems and staff learning opportunities. ○ Design a high-quality Professional Development Plan that will result in more proficient teachers. The PD Plan: <ul style="list-style-type: none"> ■ Includes Read to Succeed coursework, such as LETRS training. ■ Aligns with school goals, state and district standards and assessments, and other professional-learning activities. ■ Focuses on core content and modeling of teaching strategies for the content to improve teacher skills. ■ Includes opportunities for active learning of new teaching strategies. ■ Provides additional collaborative, structured opportunities for teachers. 	<p>Cost:</p> <p>\$19,713.60 per year</p> <p>Two Year Total: \$39,427.20</p>
<p>Activity 4:</p> <p>Purchase (1) classified Numeracy Assistant at 0.50 FTE to provide tier II and tier III interventions based on teacher summative and formative assessments and through recommendations from MTSS.</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> ● Interview and hire a qualified Numeracy Assistant by combining 0.50 Title I funds to 0.50 ESSER III Phase II funds for a 1.0 FTE Numeracy Assistant. ● Instruct tier II and tier III students in math who are identified through myIGDIs, FastBridge, common classroom assessments and curriculum checkpoints. ● Monitor and adjust instruction with tier II and tier III students on an on-going basis. 	<p>Cost:</p> <p>\$32,939.65 per year</p> <p>Two Year Total: \$65,879.30</p>

*Note, Title I funds 0.50 FTE	<ul style="list-style-type: none"> Collaborate with classroom teachers, administration, and the MTSS team. 	
<p>Activity 5:</p> <p>Purchase (1) classified bilingual ESOL Teacher Assistant for Child Development at 0.80 FTE to provide tier II and tier II interventions based on teacher summative and formative assessments and through recommendations from MTSS to supplement ESOL teacher services.</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Instruct tier II and tier III students in literacy who are identified through myIGDIs, common classroom assessments and curriculum checkpoints. Monitor and adjust instruction with tier II and tier III students on an on-going basis. Collaborate with classroom teachers, administration, and the MTSS team. 	<p>Cost:</p> <p>\$33,769.22 per year</p> <p>Two Year Total: \$67,538.44</p>
<p>Activity 6:</p> <p>Utilize our bilingual Parent Liaison to coordinate classroom learning with parents while increasing the access to early literacy instruction in English to ELs through recruitment of Spanish-speaking students.</p> <p>*Note: Title I funds 0.80 FTE</p>	<p>Specific Components of Activity</p> <ul style="list-style-type: none"> Maintain present bilingual Parent Liaison obtained through Title I funds Increase the access to early literacy instruction in English to ELs through recruitment of Spanish-speaking students. Focus on recruitment to increase the number of students attending 4K resulting in a rise in student skills and KRA scores. 	<p>Cost:</p> <p>\$0.00 per year*</p> <p>*Two Year Total: \$0.00</p>
TOTAL PER YEAR:		\$195,784.04
TWO YEAR TOTAL:		\$391,568.08

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.

Midland Park Primary and Early Learning Center is engaged in a transition period where new curricula are being adopted. Creative Curriculum, Bridges Mathematics for Kindergarten and Heggerty curricula was introduced in the 2021-2022 school year. During the 2022-2023 school year, all Child Development and Kindergarten teachers will start a two-year intensive training in LETRS. Additionally, Kindergarten will begin implementing the EL Education literacy curriculum and Child Development will begin implementing the PreK Bridges Mathematics curriculum. The funding of the additional Kindergarten Teacher and Teacher Assistant, the extended Assistant Principal contract, the ESOL bilingual Teacher Assistant for Child Development, and the 0.50 Numeracy Assistant will provide necessary support as indicated by our school-wide data and research. These activities will serve as a bridge to support staff, students and families as classroom teachers are transitioning through participation in extensive professional development and gaining experience with the new curricula. Classroom teachers will achieve a higher capacity to support students through these efforts. Additionally, the effects from COVID-19 on student achievement will be less prominent due to uninterrupted education offered. Therefore, the funding of the additional Kindergarten teacher and teacher assistant, the extended Assistant Principal contract, the ESOL bilingual Teacher Assistant for Child Development, and the 0.50 Numeracy Assistant will be phased out after these two years. The schedule of professional development and building curricula mastery is briefly outlined below.

2021-22 SY - All Kindergarten and Child Development teachers attend OGAP mathematical training. Kindergarten teachers attend Bridges Mathematics initial or refresher training. Child Development teachers attend Creative Curriculum training. Kindergarten teachers implement the first year of Bridges Mathematics curriculum. Child Development teachers implement the first year of Creative Curriculum. Teachers receive implementation support from Principal, Vice Principal, District Instructional Specialists and Reading Coach. This support will include observation feedback, Professional Learning Communities, Professional Development offerings, opportunities for collaborative peer observations and support.

2022-23 SY - All Kindergarten and Child Development teachers attend the first part of LETRS literacy content training. Kindergarten teachers attend initial training for the ELA curriculum from EL Education Part 1. Child Development teachers attend initial training for the PreK Bridges Mathematics curriculum. Kindergarten teachers implement a second year of Bridges Mathematics curriculum and the first year of EL Education Part 1 (read aloud, reading comprehension, writing) for literacy. Child Development teachers implement a second year of Creative Curriculum and the first year of Bridges PreK Mathematics curriculum. Teachers receive implementation support from Principal, Vice Principal, District Instructional Specialists and Reading Coach. This support will include observation feedback, Professional Learning Communities, Professional Development offerings, opportunities for collaborative peer observations and support.

2023-24 SY - All Kindergarten and Child Development teachers attend the second part of LETRS literacy content training. Kindergarten teachers attend initial training for the ELA curriculum from EL Education Part 1. Kindergarten teachers implement a third year of Bridges Mathematics curriculum, a second year of EL Education Part 1 (read aloud, reading comprehension, writing) and the first year of EL Education Part 2 (phonics skills block) for literacy. Child Development teachers implement a third year of Creative Curriculum and a second year of Bridges PreK Mathematics curriculum. Teachers receive implementation support from Principal, Vice Principal, District Instructional Specialists and Reading Coach. This support will include observation feedback, Professional Learning Communities, Professional Development offerings, opportunities for collaborative peer observations and support.

At the end of the 2023-2024 school year, we will assess school-wide data and research to finalize decisions regarding the best use of the available funding. At this time, we may determine that positions currently funded

through Title I can be dissolved based on a higher teacher capacity and use Title I funds to purchase the additional Kindergarten Teacher and Teacher Assistant positions. If enrollment numbers remain consistent, this would be necessary for maintaining lower class-sizes to maximize teacher ability to meet each student's individual needs. Additionally, the need for extensive professional development planning should be less at this time and eliminate the need for an assistant principal contract extension.

Application Due Date	Approval Status Date
April 4, 2022	