

ESSER III School Proposal Template

Due April 4, 2022

School: Angel Oak Elementary School
 Date: 4/8/22

Please complete this document for your school’s proposal for funding activities under the American Rescue Plan (ESSER III) to achieve the vision that **all students will read on grade level by 5th grade by spring of 2027**. As you are completing this document, please adhere to and consider the following:

1. Completed plans should be emailed to ESSERIIISchoolPlans@charleston.k12.sc.us.
2. As a part of the planning process, there will have to be community/parent engagement. There must be proof of this submitted with your plan.
3. Plans should focus primarily on Pillar III (Wraparound Services). Please refer to the Pillar attachments to see examples of what these are. Pillars I & II, are being supported primarily by the District Office. Items being supported under these umbrellas can be found in the Guardrails attachments as well.
4. This is funding for approximately two years, which means that the final year of funding would be the 2023-2024 school year. Your approved funding amount would be for the two years (22-23 & 23-24) combined.

ESSER III Pillar(s) Addressed:

RIGOROUS GRADE-LEVEL INSTRUCTION	X
HIGH-QUALITY TEACHERS/LEADERS	
WRAP-AROUND SERVICES	X

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

Summer 22	
2022-2023	X
2023-2024	X

Statement of Intended Outcome – Angel Oak Elementary School will use allocated ESSER III funding to support our learners focusing on two pillars: Rigorous grade level instruction and Wrap-Around Services. We have developed goals and strategies to reach the goal of significantly increasing the number of students reading on grade level by 5th grade in 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.

- Rigorous studies have shown that strong summer programs can achieve several important goals: (1) reverse summer learning loss; (2) achieve learning gains; and (3) give low-performing students the chance to master material that they did not learn during the school year.
- With small instructor-to-student ratios, the instructors in after school tutoring programs have the opportunity to build excellent relationships with the students. As a result, the level of investment and on-task engagement by the student was extremely high and quite different than during the school day. This would also positively impact the students' confidence levels as they began to improve their skills and were given a "vote of confidence" by the teacher.
- There is consistent evidence of the positive effects of teacher assistants, an understudied staffing category, on student performance in reading and math. There is also a larger positive effect of teacher assistants on achievement outcomes for students of color and students in high-poverty schools than for White students and students in more affluent schools. Conclusion: Teacher assistants are a cost-effective means of raising student achievement, especially in reading.
- A recent study of teacher assistants in North Carolina elementary schools during the period 2001-2012, which includes the Great Recession, finds that teacher assistants boost academic outcomes for students, most clearly in reading.
- Students who study art are 4 times more likely to be recognized for academic achievement and 3 times more likely to be awarded for school attendance.
- Researchers find that sustained learning in the arts correlates strongly with higher achievement in both math and reading.
- Schools that were participating in the Chicago Arts Partnerships in Education (CAPE), an arts-integrated program, made huge strides in closing the gap between high- and low-income students' academic achievement. Chicago elementary schools operating the CAPE model showed consistently higher average scores on the district's reading and mathematics assessments over a six year period when compared to all district elementary schools.

- Montgomery County, Maryland compared three arts integration-focused schools (AIMS) to three control schools over a three-year period. They found that AIMS schools with the highest percentage of minority and low-income students reduced the reading gap by 14 percentage points and the math gap by 26 percentage points over a three-year period. In the control schools, the number of proficient students actually went down 4.5%. The Montgomery County evaluation also closely tracked the experiences of classroom teachers as they learned how to integrate the arts. Almost all teachers (79%) agreed that they had “totally changed their teaching” and (94%) that they had gained “additional ways of teaching critical thinking skills.”
- North Carolina’s and Oklahoma’s network of A+ Schools is a whole-school reform model. These schools tracked consistent gains in student achievement as compared to state and district averages. Importantly, years of research in both NC and OK A+ Schools show that A+ students consistently score as well or higher on statewide reading and mathematics assessments as students from more advantaged schools.
- Multiple studies have concluded that curricular and extracurricular art studies and activities help keep high-risk dropout students stay in school.
- New brain research shows that not only does arts integration improve skills in math and reading, but it promotes creativity, social development, personality adjustment, and self-worth.
- Arts-engaged low income students are more likely than their non-arts-engaged peers to have attended college, built careers, volunteered in their communities and participated in the political process by voting. The conclusion of recent studies is that on average, arts-engaged low income students tend to perform more like higher-income students in the many types of comparisons.
- The field of neuroscience is beginning to unravel the many ways that the arts can influence cognitive development. Their findings include:
 - Music training is closely correlated with the development of phonological awareness—one of the most important predictors of early reading skills.
 - Children who practiced a specific art form developed improved attention skills and improved general intelligence. Training their attention and focus also leads to improvement in other cognitive domains.
 - Arts Integration techniques, which use multiple senses to repeat information, cause more information to be stored in long-term—as opposed to short-term memory, and may actually change the structure of the neurons.

Goals, Strategies & Performance Measures – Please use the area below to add the goals, strategies and performance metrics for your plan. Add as many goals and objectives as necessary. Identify external resources you believe would be effective in accomplishing strategies. A list of organizations that you may use to support your

initiatives is listed [here](#). You may use other organizations as well if they align with your plan. [What Works Clearinghouse](#) is a good source to find research-based ideas/strategies as well.

<p>Goal 1:</p> <p><i>By August 2024, the percentage of Owlventure Summer Camp students will maintain or increase their Spring MAP achievement levels in Reading from 87% to 93%.</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> • <i>Fund bus transportation for students attending our six week academic camp during the summers of 2023 and 2024</i> 	<p>Progress Monitoring:</p> <p><i>Projections based on baseline data from Summer 2021:</i></p> <p><i>2021: 87%</i> <i>2022: 89%</i> <i>2023: 91%</i> <i>2024: 93%</i></p>	<p>Performance Metrics:</p> <p><i>MAP Reading test achievement levels are assessed for each student from Spring to Summer each year.</i></p> <p><i>Summer Camp attendance data is also monitored for fidelity in MAP data collection.</i></p>
<p>Goal 2:</p> <p><i>By August 2024, the median achievement percentile of 1st-5th grade students will increase from 53% to 60% in MAP Reading.</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> • <i>Support continued Arts Integration training for teachers and Artist Residencies for students aligned to literacy standards at each grade level</i> • <i>Employ five teaching assistants to support literacy development in grades 1-5</i> • <i>Implement a six week after-school tutoring program to support students identified as “low average” and “average” in the area of Reading</i> 	<p>Progress Monitoring:</p> <p><i>Projections based on baseline data from Winter 2022:</i></p> <p><i>Winter 2022: 53%</i> <i>Spring 2023: 56%</i> <i>Spring 2024: 60%</i></p>	<p>Performance Metrics:</p> <p><i>MAP Reading test median achievement percentile data is tracked after each test administration.</i></p> <p>Other data sources include:</p> <ul style="list-style-type: none"> -benchmarks -formative assessments -Literacy Team data -I-Ready data -Fastbridge data for first grade -SC Ready Reading data for grades 3-5

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

<p>Strategy 1:</p> <p><i>Fund bus transportation for students attending our six week academic camp during the summers of 2023 and 2024</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1) <i>Receive funding approval for ESSER III funds</i> 2) <i>Request two buses to provide summer program transportation</i> 3) <i>Plan and submit bus routes</i> 4) <i>Monitor transportation throughout each summer program</i> 5) <i>Use MAP data as summative tool for evaluating student achievement</i> 	<p>Implementation Dates:</p> <p><i>Summer 2023 Summer 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Owlventure Camp Lead Teacher</i></p> <p><i>CCSD Transportation Office</i></p> <p><i>First Student</i></p>
<p>Goal 2</p>			
<p>Strategy 1:</p> <p><i>Support continued Arts Integration training for teachers and Artist Residencies for students aligned to literacy standards at each grade level</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1) <i>Receive funding approval for ESSER III funds</i> 2) <i>Consult with AI partners to plan PL and Residencies aligned to literacy</i> 3) <i>Monitor implementation through classroom walkthroughs, observations, teacher/student/parent surveys and digital portfolios</i> 4) <i>Use MAP data as a summative tool for evaluating student achievement</i> 	<p>Implementation Dates:</p> <p><i>Fall-Spring 2022-23 Fall-Spring 2023-24</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration</i></p> <p><i>Arts Integration Instructional Coach</i></p> <p><i>K-5 Teachers</i></p> <p><i>Related Arts Teachers</i></p> <p><i>ArtsNow</i></p> <p><i>Engaging Creative Minds</i></p> <p><i>Institute of Arts Integration and STEAM</i></p>
<p>Strategy 2:</p> <p><i>Employ five teaching assistants to support literacy development in grades 1-5</i></p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1) <i>Receive funding approval for ESSER III funds</i> 2) <i>Identify students for additional support based on MAP percentiles and other formative/summative assessment data (FastBridge, iReady, etc.)</i> 3) <i>Post TA positions and</i> 	<p>Implementation Dates:</p> <p><i>Fall-Spring 2022-23 Fall-Spring 2023-24</i></p>	<p>Person(s) Responsible:</p> <p><i>Reading Coach</i></p> <p><i>Master Reading Teacher</i></p> <p><i>1st-5th Teachers</i></p> <p><i>Teaching Assistants</i></p>

	<p><i>begin interviewing, hiring and clearance processes</i></p> <p>4) <i>Train TAs monthly in research-based reading and literacy strategies to support small group and individualized instruction in the classroom</i></p> <p>5) <i>Monitor implementation through classroom walkthroughs, observations, and teacher surveys</i></p> <p>6) <i>Use MAP data as a summative tool for evaluating student achievement</i></p>		
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<p>Strategy 3:</p> <p><i>Implement a six week after-school tutoring program to support students identified as "low average" in the area of Reading</i></p>	<p>Implementation Steps:</p> <p>1) <i>Receive funding approval for ESSER III funds</i></p> <p>2) <i>Review Fall MAP test data and identify "low average" students</i></p> <p>3) <i>Design a schedule and curriculum for six weeks of after school tutoring (three days a week) for identified students beginning in Quarter 2</i></p> <p>4) <i>Recruit teachers and identify community partners</i></p> <p>5) <i>Implement after-school tutoring program</i></p> <p>6) <i>Use MAP data as a summative tool for evaluating student achievement</i></p>	<p>Implementation Dates:</p> <p><i>October-December 2022</i> <i>October-December 2023</i></p>	<p>Person(s) Responsible:</p> <p><i>Family Service Advocate</i></p> <p><i>Teachers</i></p> <p><i>*Our Lady of Mercy</i></p>
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Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

<p>Activity 1:</p> <p><i>Fund bus transportation</i></p>	<p>Specific Components of Activity:</p> <p><i>Bus costs: \$15,000 per summer</i></p>	<p>Cost:</p> <p><i>\$15,000 per year for two years= \$30,000</i></p>
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Activity 2: <i>Fund Arts Integration training and artist residencies</i>	Specific Components of Activity: <i>Arts Integration Training: \$7000-\$9000 per year</i> <i>Artist Residencies: \$1,000-\$2500.00 per residency</i>	Cost: <i>\$12,000 per year for two years= \$24,000</i>
Activity 3: <i>Employ five teaching assistants for "Bridge" classes in grades 1-5</i>	Specific Components of Activity: <i>Salary and Benefits (estimated based on average)</i>	Cost: <i>\$47,777.29 per year for two years x 5= \$477,772.90</i>
Activity 4: <i>Employ teachers and community partners to implement after-school tutoring</i>	Specific Components of Activity: <i>*\$50 an hour per certified teacher, 1 hour: 4 teachers x 3 days a week for six weeks=\$4781.16</i> <i>Our Lady of Mercy tutors/assistants (multilingual) =\$1800 for six weeks</i> <i>*Our Lady of Mercy for services serving EL/ML learners as needed</i>	Cost: <i>\$6581,16 per year for two years= \$13,162.32</i>
TOTAL: \$544, 500		\$544,935.22

Sustainability – What will you do to sustain your plan? For instance, if you are hiring staff, what will you do at the end of two years when ESSER funding has been exhausted? Please be specific.

- We hope to expand our Summer Owlventure program to include other D9 elementary schools. We have outside groups working on fundraising to support this expansion which we hope will include transportation. If not, we will ask for district funding to support transportation only.
- Our school population continues to increase so we are consistently adding classes at early grade levels that require teaching assistants where shifts could take place. We also have 2-3 teaching assistants planning to retire in the next 2-3 years. Also, there is a new elementary school being built on Johns Island that will need positions filled by experienced teaching assistants.
- As an arts-integrated school that just finished being part of a successful four year federal arts integration grant, we are applying to be a part of other grants with our partner, ArtsNow. We are being featured as an Arts Integration Leadership School. Additionally, we are applying to be an ABC school in Fall 2022 which will supply more grants funding to support this initiative.
- We have partnered with Our Lady of Mercy to provide programming to our learners for several years. There are other sources of funding we can seek to expand this program if it is deemed successful through our donors at Kiawah Cares, the Kiawah Seabrook Exchange Club, etc.



Application Due Date	Approval Status Date
April 4, 2022	

Evidence of Parent, Teacher/Staff and Community Input: Top Areas of ESSER III Focus for Angel Oak Elementary based on Survey Feedback

***spreadsheets can be shared as needed in English and Spanish**

- #1,2 Add more teachers and/or teaching assistants to support smaller class sizes/ratios in order to provide more support for learners
- #1 Expansion of Special Education programs to serve and support students in their LRE (multi-cat, etc.) and to provide more behavioral support
- #3 Afterschool tutoring option for all students (with a focus on those performing below the 20th percentile)
- #2 Continued funding of additional school counselor, parent/family advocate and K-2 instructional coach (Awaiting ESSER II approval)
- #4 Full-time school psychologist and mental health services for students
- #2 Additional Reading Interventionists
- #1 Expansion of CD/preschool programs
- #1 Increase parent involvement/leadership of racial and ethnic minority families in SIC and PTA to properly reflect and represent our school community
- #1 Continued Arts Integrated model to support student engagement/achievement
- #1,2 Math Coach/Interventionist for upper grades