

## ESSER III School Proposal Template

### Due April 4, 2022

School: C.E. Williams North Campus  
 Date: April 4, 2022 revised Apr 19, 2022

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

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

#### ESSER III Pillar(s) Addressed:

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

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

Summer 22	
2022-2023	X
2023-2024	X

**Statement of Intended Outcome** – State your intended outcome of the your proposal

There is a need to develop and implement an ELA and Math Intervention/Enrichment program for students who have shown significant learning gaps. Based on vertical articulation meetings with our feeder schools it is evident that our students will be in need of supplemental instruction on the Tier 1 level. We want to embed research based instructions and intervention to motivate and engage students who are at a great risk of falling further and further behind. We expect that using these research based strategies we will yield greater growth on assessments and an increase in student achievement.

There is also a need to provide SEL support to students through the purchase of YONDR pouches for digital citizenship as well as after school sports and clubs for recreation and leisure. Our goal is to create an after school program that will be offered to students as an extracurricular opportunity. We plan to use the Trident Basketball Association as well as teacher sponsored clubs for students who may not be so inclined to play basketball.

Field trips are a great way to add rigor and a personal connection to classroom instruction and concepts. Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. Field trips help enable students to develop interest in science, which may lead to improved learning or improved science literacy. Through field trips students are given the opportunity to have experiences and create memories that might not be afforded to them outside of the school environment.

**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.

Houghton Mifflin Harcourt. (2015). Progress Matters: The Positive Quantifiable Effects of MATH Enrichment on Student Outcomes. Retrieved 2022, from [http://52.1.239.6/products/math-180/pdfs/MATH180\\_Progress%20Matters\\_0216.pdf](http://52.1.239.6/products/math-180/pdfs/MATH180_Progress%20Matters_0216.pdf)

*Sports Based Youth Development: Hitting a Homerun in Social and Emotional Learning Outcomes* - laureususa.com. (n.d.). Retrieved April 1, 2022, from [https://laureususa.com/wp-content/uploads/2021/01/Laureus\\_2020ResearchReport\\_WEB.pdf](https://laureususa.com/wp-content/uploads/2021/01/Laureus_2020ResearchReport_WEB.pdf)

Schools. Yondr. (n.d.). Retrieved April 1, 2022, from <https://www.veryondr.com/schools>

Behrendt, M. and Franklin, T. (2014) A Review of Research on School Field Trips and Their Value in Education. *International Journal of Environmental and Science Education*. 9, 235-245.

**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 Spring of 2023 our students' MAP readiness bands will increase by the following percentiles in both Reading and Math:</i></p> <p><i>Not yet 1 will increase to Not yet 2 by 10%</i></p> <p><i>Not yet 2 will increase to On Track by 20%</i></p> <p><i>On track will increase to Outpacing by 10%</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1) Hire 1 additional intervention staff member</li> <li>2) Provide Reading Enrichment to all students not receiving Reading Intervention or Gifted Services</li> <li>3) Provide Math Enrichment course to all students who are not receiving Math Intervention or Gifted Services</li> </ol>	<p>Progress Monitoring:</p> <p>Classroom Observations</p> <p>Data Spreadsheets updated weekly</p> <p>MAP Assessment</p> <p>Assessment Rubric</p> <p>Evaluation Rubric</p> <p>Reading- Common Assessments</p> <p><i>Math- Benchmarks</i></p>	<p>Performance Metrics:</p> <p>Spreadsheet recording</p> <p>Fall 2021</p> <p>Winter 2021</p> <p>Spring 2022</p> <p>MAP Assessment Data</p> <p>Reading- Common Assessments</p> <p><i>Math- Benchmarks</i></p>
<p>Goal 2:</p> <p><i>By Spring 2024, students will improve SEL skills and competencies as measured by Panorama data (belonging and self-management).</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1) Purchase YONDR pouches to address digital citizenship</li> <li>2) Start after school Trident basketball program</li> <li>3) Offer after school clubs for students who are not interested in basketball</li> <li>4) Using both Second Steps and Restorative practices to enhance the SEL curriculum practices we already have in place through PBIS.</li> </ol>	<p>Progress Monitoring:</p> <p><i>Student Observations</i></p> <p><i>Discipline/Behavior Data</i></p> <p><i>Fall Panorama Data</i></p> <p><i>Spring Panorama Data</i></p>	<p>Performance Metrics:</p> <p><i>Fall Panorama Data</i></p> <p><i>Spring Panorama Data</i></p>
<p>Goal 3:</p> <p><i>By Spring 2023, increase Science SCPASS scores from _____ to _____.</i></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1) Reach out to Ecotours Capers Island Tours and Birds of Prey and set up dates</li> <li>2) Send out permission slips to all students</li> <li>3) Teachers will implement the 2021 science</li> </ol>	<p>Progress Monitoring:</p> <p><i>Assessment data</i></p> <p><i>Common Assessments</i></p> <p><i>SCPASS data</i></p>	<p>Performance Metrics:</p> <p><i>Spreadsheet recording of SCPASS data</i></p> <p><i>Assessment data</i></p> <p><i>Common Assessment Data</i></p>

	<p>standards and curriculum in their classrooms</p> <p>4) Teachers will work collaboratively with coaches to ensure the real world concepts seen and experienced on the field trip are then transferred into the classroom and related back to the course material.</p> <p>5) Students will be able to apply what they have learned in class to their experiences on the field trip giving students a more in depth and personal connection.</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: Tier 1 and Tier 2 Supports**

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<i>Implement a reading and math enrichment program to target all students in Reading and Math.</i>	<ol style="list-style-type: none"> <li>Order Program/Materials</li> <li>Data Analysis &amp; Student Identification</li> <li>Train Teacher (s)</li> <li>Enroll students</li> <li>Implement program for Intervention</li> </ol>	<p><i>Spring 2022</i> <i>Summer 2022</i></p> <p><i>Summer 2022</i> <i>Fall 2022</i> <i>Fall 2022</i></p>	<p><i>Principal</i> <i>Teachers, Coaches, and AP</i> <i>Vendor</i> <i>AP</i> <i>Teachers</i></p>

**Goal 2: SEL**

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<i>YONDR pouches</i>	<ol style="list-style-type: none"> <li><i>Purchase YONDR pouches</i></li> <li><i>Host Family Training Event</i></li> <li><i>Pass out pouches to all students</i></li> <li><i>Post unlocking devices near bus ramp and car rider line</i></li> </ol>	<p><i>Summer 2022</i></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p>	<p><i>Principal</i></p> <p><i>School Staff</i></p> <p><i>School Staff</i></p> <p><i>Maintenance</i></p>

<p><b>Strategy 2:</b></p> <p><i>Trident Basketball</i></p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1) <i>Sign up to participate in the Trident Basketball League</i></li> <li>2) <i>Assign a teacher/staff volunteer</i></li> <li>3) <i>Begin program after school</i></li> </ol>	<p><b>Implementation Dates:</b></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Principal</i></p> <p><i>Principal</i></p> <p><i>Teacher/Staff Volunteer</i></p> <p><i>Teacher/Staff Volunteer</i></p>
<p><b>Strategy 3:</b></p> <p><i>After School Clubs</i></p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1) <i>Teachers submit proposals for approval</i></li> <li>2) <i>Teachers advertise clubs and notify parents</i></li> <li>3) <i>Students sign up</i></li> <li>4) <i>Clubs begin</i></li> </ol>	<p><b>Implementation Dates:</b></p> <p><i>Summer 2022</i></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p> <p><i>Fall 2022</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Teachers and Principal</i></p> <p><i>Teachers</i></p> <p><i>Students</i></p> <p><i>Teachers</i></p>
<p><b>Goal 3: Science Enrichment</b></p>			
<p><b>Strategy 1:</b></p> <p>Contact Ecotours, Birds of Prey and Edisto Serpentarium When dates are set send out permission slips</p>	<p><b>Implementation Steps:</b></p> <p><i>Reach out via phone or email for available dates</i></p> <p><i>Ensure permission slips are sent home in the native language of the student families</i></p>	<p><b>Implementation Dates:</b></p> <p><i>Fall 2023</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Science Teachers</i></p>
<p><b>Strategy 2:</b></p> <p>Teach the SC 2014 science standards in the classroom.</p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1) <i>Teachers will provide rigorous classroom instruction utilizing multiple instructional strategies to develop student mastery of the science standards</i></li> <li>2) <i>Student mastery will be determined by assessment scores using mastery connect</i></li> </ol>	<p><b>Implementation Dates:</b></p> <p><i>Fall 2023 - June 2024</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Science Teachers</i></p>
<p><b>Budget Analysis</b> – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.</p>			
<p><b>Activity 1:</b></p> <p><i>Reading and Math Enrichment Program</i></p>	<p><b>Specific Components of Activity:</b></p> <p>1) <i>Staff Member</i></p>	<p><b>Cost:</b></p> <p>Staff: \$94,184.08</p>	

<p><b>Activity 2:</b></p> <p><i>SEL</i></p>	<p><b>Specific Components of Activity:</b></p> <p>1) <i>Staff Member</i>  2) <i>Trident Fees</i>  3) <i>YONDR Pouch</i></p>	<p><b>Cost:</b></p> <p>Staff: 1500 per teacher  (x2= \$3000)  Trident Fees: \$1200  YONDER Pouches:  22-23 - \$9,165  23-24 :\$5,400</p>
<p><b>Activity 3:</b></p> <p><i>Capers Island and Birds of Prey</i></p> <p><i>Edisto Serpentarium</i></p>	<p><b>Specific Components of Activity:</b></p> <p><b>Capers Island</b></p> <p>Scientific Process and Inquiry Skills are promoted and reinforced throughout the field trip as students learn about organisms, habitats, communities, and ecosystems, as well as the environmental and geological factors that influence them.</p> <p>The first part of our South Carolina field trips will be spent on the boat exploring the tidal creeks of the salt marsh. Depending on the grade level of the group, different topics will be discussed including Spartina grass and its role, plant/animal species identification, adaptations, oyster bed communities, species diversity, marsh hammock ecology, the geology of the salt marsh, and the importance of the salt marsh to humans and the Atlantic Ocean.</p> <p>The students are able to experience and learn about marine life as their knowledgeable and well-versed naturalist pulls crab and habitat traps. The specimens caught are put into an aquarium and discussed by your naturalist.</p> <p>The second part of the trip will be spent on the beach at Capers Island State Heritage Preserve. With over 2000 acres, Capers Island is a pristine barrier island that was bought by South Carolina in 1975 for the purpose of preserving it in its natural state.</p> <p>On Capers Island, there is a diversity of shells and our guides have fascinating facts about the lives of the animals which made them. Other topics such as sediments, barrier island formation, sand dune function, loggerhead sea turtles, erosion and deposition, beach ecology, and the maritime forest can be discussed. Capers Island is an excellent example of erosion and deposition. Most of the island has been eroding for many years, and the presence of dead trees along the tide line provides a stark visual image of the process we call erosion. Another illustration the island offers is that of deposition, as evidenced by the significant formation of sand dunes over the salt marsh at the southern end.</p> <p>We will also take a mile-long hiking trail that winds its way</p>	<p><b>Cost:</b></p> <p><i>Capers Island = \$37 per child</i>  <i>Birds of Prey = \$12 per child</i>  <i>Transportation = 11 per child</i>  <i>Total = \$60 per child</i></p> <p><i>375 x 60 = \$22,500</i></p> <p><i>Serpentarium Entrance = \$15 per child</i>  <i>Transportation = \$10 per child</i>  <i>Total = \$25 per child</i></p> <p><i>375 x 25 = \$9,375</i></p>

	<p>through the island before opening onto “Bone-yard Beach”. Along the trail, you will pass through different habitats including salt marsh, a freshwater pond, a large brackish water impoundment, the maritime forest, and an extensive dune field. These interior ponds allow for plant and animal diversity along the trail and are home to several shy alligators. Along this path, our staff will discuss topics including alligators, birdlife/identification, uses of the maritime forest by humans, plant identification, and adaptations.</p> <p style="text-align: center;"><b>Birds of Prey</b></p> <p>In class students investigate animal adaptations and how those adaptations allow for an organisms survival. Birds of Prey is an experience where students get an up close look at these amazng animal ambassadors. Through flight demonstrations and encounters students examine the unique adaptations of these birds.</p> <p style="text-align: center;"><b>Serpentarium</b></p> <p>Students will be able to explore the serpentarium as well as participate in a scavenger hunt. During this hunt, they will be investigating and learning about the different reptilian species that are both native and invasive to South Carolina. The information learned on this trip will support the animal adaptation unit we are doing this 3<sup>rd</sup> nine weeks. This is a great opportunity for students to see these amazing creatures up close. While we are there the staff will hold a variety of snakes so that students will be able to see these unique creatures outside of their enclosures. They will also be able to see the alligator feeding program while the staff educates on the adaptations that allow these animals to survive in South Carolina. This is going to be a great opportunity for students to learn about the creature’s physical and behavioral adaptations that allow for survival. It is also an opportunity for students to become more familiar and knowledgeable with creatures associated with unfounded mythology.</p>	
<b>TOTAL:</b>		<b>\$144,824.08</b>

**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 see great success through implementation of the people, programs and supports over the coming year(s). We plan to sustain the support with the use of federal funding (Title 1).

<b>Application Due Date</b>	<b>Approval Status Date</b>
April 4, 2022	