

Carolina Park Elementary ESSER III School Proposal Template

Due April 4, 2022

School: Carolina Park Elementary School

Date: 4/4/22

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	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 read on grade level by 5th grade by spring of 2027.

Research – This goal reflects [John Hattie’s Influences and High Effect Size](#) research for student achievement from his professional texts, *Visible Learning for Teachers* and *Visible Learning for Literacy*. This plan focuses highly on Collective Teacher Efficacy, “a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged or disadvantaged.” (Hattie, 2016) As referenced in the article, ["Why Should We Ensure Students Have Access To a Guaranteed and Viable Curriculum?"](#), “*One of the keys to improving schools is to ensure teachers “know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all students, and know where to go next in light of the gap between students’ current knowledge and understanding and the success criteria”*; this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009, p. 239).” Our PLC work will ensure teachers know the desired outcomes for student success and will have time to collaborate with other stakeholders to create targeted action steps to meet the needs, academically, socially, and emotionally.

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>During 2022-2024 school years, teachers will have extended half day PLCs to focus in the area of ELA standards, reading/phonics instruction, and formative assessment to build teacher clarity (.75es), analyze formative assessments to provide interventions in the classroom (1.29es), plan for feedback (.70es), and overall collective teacher efficacy (1.57es) based on John Hattie’s research, to increase students reading on grade level by 6% each year. This equates to 76% of students reading on grade level in 2023 and 82% reading on</p>	<ul style="list-style-type: none"> ● Half Day Planning - Substitutes ● PLC Professional Development- <i>Make it Happen, Coaching with the 4 Critical Questions of PLCs at Work</i>, Kim Bailey, Chris Jakicic ● Make it Happen is a guide for how to run successful PLC’s, using the "Plan, Do, Study, Act" framework ● 4 Critical Questions for Student Achievement: <ul style="list-style-type: none"> ○ What do we want students to know and do? <i>**Focusing on learning targets, standards, and assessments with EL Education curriculum.**</i> 	<ul style="list-style-type: none"> ● EL Education: Mid and End of Unit Assessments (4-8 weeks) ● SKILLS/ALL Block Benchmark Assessments (Bi-weekly and quarterly) ● MAP and iReady Data (fall, winter, spring) ● SCT 4.0 to measure teacher implementation and student engagement/ learning 	<ul style="list-style-type: none"> ● EL Education Module Assessments ● SKILLS and ALL Block Benchmarks ● iReady and MAP Assessments

<p>grade level in 2024.</p>	<ul style="list-style-type: none"> ○ How will we know if they have learned it? ○ What will we do if they haven't learned it? ○ What will we do if they already know it? <ul style="list-style-type: none"> ● EL Curriculum Unpacking / Analyzing Formative Assessment Data/Small Group/Intervention Targeted Instruction <ul style="list-style-type: none"> ● In addition to half-day planning PLC, we are allocating \$100,000 to continue our intervention program through the 2023-24 school year. Our interventionists will be an intricate part of this plan as they will serve our Tier 1 and Tier 2 students alongside the classroom teachers. Interventionists will meet with teachers monthly during PLCs to calibrate progress monitoring and make adjustments to instruction/intervention as needed. 		
<p>Goal 2:</p> <p>During the 2022-2024 school years, teachers and staff will participate in school wide social-emotional learning professional development that is research based and centered around inclusion for all students in order to decrease the number of Review 360 office managed referrals by 20% from a</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Staff and teachers will participate in SEL training. ● Staff and teachers will analyze review 360 data. ● School team will conduct classroom walkthroughs. 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Review 360 Data ● Classroom walkthroughs ● Check-in and Check-out Forms 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> ● Review 360 Referral System ● Check-in and Check-out Forms

<p>baseline of 120 office managed referrals per school year. This equates to decreasing to 96 office managed referrals for 2022-2023 and 76 office managed referrals for 2023-2024.</p> <p>Based on feedback from the review panel we will use Restorative Practice PD in lieu of Capturing Kids Hearts.</p>			
<p>Goal 3:</p> <p>During the 2022-2024 school years, we will utilize a part-time Social Worker funded by CCSD through ESSER contracted services allocated at least one day/week to provide student support in the areas of: Maslow’s Hierarchy of Needs, chronic absenteeism, and behavior. These supports will help meet student’s needs and will result in an increase of students reading on grade-level, a decline of behavioral referrals, and a decrease of students on the chronic absenteeism school report by 50% per year with a baseline of 33 students currently on the list. This equates to decreasing to 15 students for 2022-2023 and 8 students for 2023-2024.</p> <p>The behavior intervention supports will decrease Review 360 office managed referrals by 20% from a baseline of 120 office managed referrals per school year. This equates to decreasing to 96 office managed referrals for 2022-2023 and 76 office</p>	<p>Strategies:</p> <p>Hierarchy of Needs</p> <ul style="list-style-type: none"> • Manage free/reduced lunch application • Manage Backpack Buddies/Food Pantry for snacks • Support Multilingual families <p>Behavior</p> <ul style="list-style-type: none"> • Behavior intervention support/goal setting • Manage Mentoring Program - faculty and staff around the school will be assigned a student for check-in/check-out <p>Attendance</p> <ul style="list-style-type: none"> • Work with data clerk and AP on truancy, meet with parents to discuss the importance of attendance, and set attendance goals with families, if needed. 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Record of Backpack Buddies meals, snacks • Behavior goals met weekly or bi-weekly with check-in / check-out mentor • Attendance in Powerschool 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> • PowerSchool Attendance • Review 360

<p>managed referrals for 2023-2024.</p>			
<p>Goal 4:</p> <p>During the 2022-2024 school years, teachers will be provided hourly pay to serve in the areas of kindergarten orientation, summer curriculum planning and extended day learning to support school readiness and fill gaps for students needing extra support outside of the school hours in order to increase students reading on grade level by 6% each year. This equates to 76% of students reading on grade level in 2023 and 82% reading on grade level in 2024.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Kindergarten Orientation ● Screener information: Basic Foundational Skills Checklist (<i>teacher created based on standards</i>) <ul style="list-style-type: none"> ○ Letter/Sound Recognition ○ Rhyming Words/Beginning Sounds ○ Write Name ○ Number Identification/Rote Counting to 20 ○ Shapes/Counting Objects ● Summer curriculum planning ● Extended Day Learning 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● FastBridge Assessments (fall, winter spring) ● iReady (fall, winter, spring) ● MAP (fall, winter, spring) ● Classroom standards mastery/grades ● Attendance 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> ● FastBridge ● iReady ● MAP ● SC Ready ● Formative Assessments
<p>Goal 5:</p> <p>During the 2022-2023 school year, the faculty senate of Carolina Park will collaborate to purchase decodable books, EL supplemental books, and SKILLS/ALL block materials to support reading instruction in order to increase students reading on grade level by 6% each year. This equates to 76% of students reading on grade level in 2023 and 82% reading on grade level in 2024.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Decodable books to support SKILLS/ALL Block instruction (Science of Reading) ● EL Supplemental reading materials to support reading research ● SKILLS and ALL block materials to support individualized instruction 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● EL SKILLS and ALL block benchmarks/formative assessments ● EL Module Formative Assessments 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> ● EL Module End of Unit Assessments ● iReady/MAP/SC Ready
<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.</p>			

Goal 1

During 2022-2024 school years, teachers will have extended half day PLCs to focus in the area of ELA standards, reading/phonics instruction, and formative assessment to build teacher clarity (.75es), analyze formative assessments to provide interventions in the classroom (1.29es), plan for feedback (.70es), and overall collective teacher efficacy (1.57es) based on John Hattie’s research, to increase students reading on grade level by 6% each year. This equates to 76% of students reading on grade level in spring of 2023 and 82% reading on grade level in spring of 2024.

<p align="center">Strategy 1:</p> <p>Half Day Planning - Substitutes</p>	<p align="center">Implementation Steps:</p> <ul style="list-style-type: none"> • Determine yearly schedule for teachers and substitutes. • Secure substitutes for all rotations 	<p align="center">Implementation Dates:</p> <p>August 2022-May 2024</p>	<p align="center">Person(s) Responsible:</p> <p>Administration Team</p>
<p align="center">Strategy 2:</p> <p>PLC Professional Development- <i>Make it Happen</i>, Kim Bailey, Chris Jakicic</p>	<p align="center">Implementation Steps:</p> <ul style="list-style-type: none"> • Overview PD Day during first week back to school for teachers • 30 minute embedded PD on the PLC cycle during half day PLC work time 	<p align="center">Implementation Dates:</p> <p>August 2022-May 2024</p>	<p align="center">Person(s) Responsible:</p> <p>Reading Coach, Administration Team</p>
<p align="center">Strategy 3:</p> <p>EL Education Unpacking/Analyzing Formative Assessment Data/Small Group/Intervention Targeted Instruction</p>	<p align="center">Implementation Steps:</p> <ul style="list-style-type: none"> • EL Education Training • Unpacking standards, learning targets, and assessments • Analyzing formative assessment data to create targeted action steps, small group instruction, and classroom intervention goal setting. 	<p align="center">Implementation Dates:</p> <p>August 2022-May 2024</p>	<p align="center">Person(s) Responsible:</p> <p>Teachers, Reading Coach, Administration Team</p>

Goal 2

During the 2022-2024 school years, teachers and staff will participate in a school wide social-emotional learning professional development that is research based and centered around inclusion for all students in order to decrease the number of Review 360 referrals from 20% from a baseline of 120 office managed referrals per school year. This

equates to decreasing to 96 office managed referrals for 2022-2023 and 76 office managed referrals for 2023-2024.

<p>Strategy 1:</p> <p>Staff and teachers will participate in SEL training</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Staff and teachers will participate in social-emotional learning professional development and will implement strategies within classrooms. 	<p>Implementation Dates:</p> <p>August 2022-May 2024</p>	<p>Person(s) Responsible:</p> <p>Administration, Teachers & Staff</p>
<p>Strategy 2:</p> <p>Staff and teachers will analyze review 360 data</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Review 360 data will be reviewed by staff and teachers quarterly. 	<p>Implementation Dates:</p> <p>August 2022-May 2024</p>	<p>Person(s) Responsible:</p> <p>Administration, Teachers & Staff</p>
<p>Strategy 3:</p> <p>School team will conduct classroom walkthroughs</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Classroom walkthroughs will be conducted weekly throughout the school as fidelity checks. 	<p>Implementation Dates:</p> <p>August 2022-May 2024</p>	<p>Person(s) Responsible:</p> <p>Administration</p>

Goal 3

During the 2022-2024 school years, we will utilize a **social worker** to provide support in the areas of Maslow's Hierarchy of Needs, attendance, and behavior to ensure student's needs are met in order to increase reading on grade-level and decrease behavior referrals.

<p>Strategy 1:</p> <p>Maslow's Hierarchy of Needs</p>	<p>Implementation Steps:</p> <p>The social worker will:</p> <ul style="list-style-type: none"> Manage free/reduced lunch applications, Backpack Buddies/food pantry recipients and donations. Support multilingual families (ensure proper form of communication in home language is 	<p>Implementation Dates:</p> <p>August 2022-May 2024</p>	<p>Person(s) Responsible:</p> <p>Administration, social worker</p>
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	<ul style="list-style-type: none"> provided as needed. Provide support for SEL Curriculum. 		
<p>Strategy 2:</p> <p>Behavior Intervention Support</p>	<p>Implementation Steps:</p> <p>The social worker will work closely with administration, guidance counselor, and school psychologist to:</p> <ul style="list-style-type: none"> Provide behavior intervention goal setting and support strategies. Manage mentoring programs - faculty and staff will be assigned a student for a check-in/check-out, as needed. 	<p>Implementation Dates:</p> <p>August 2022-May 2024</p>	<p>Person(s) Responsible:</p> <p>Administration, Guidance Counselor, School Psychologist, social worker</p>
<p>Strategy 3:</p> <p>Attendance & Truancy</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> The social worker will work closely with the data clerk and AP on truancy, meet with parents to discuss the importance of attendance as it relates to active instructional time, and set attendance goals with families, as needed. 	<p>Implementation Dates:</p> <p>August 2022-May 2024</p>	<p>Person(s) Responsible:</p> <p>Administration, data clerk, social worker</p>
<p>Goal 4</p> <p>During the 2022-2023 school year, teachers will be provided hourly pay to serve in the areas of kindergarten orientation and extended day learning to support school readiness and fill gaps for students needing extra support outside of the school hours in order to increase students reading on grade by 6% each year. This equates to 76% of students reading on grade level in 2022-2023 and 82% reading on grade level in 2023-2024.</p>			
<p>Strategy 1:</p> <p>Kindergarten Orientation</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Invite all zoned kindergarten students to attend a 1 day summer 	<p>Implementation Dates:</p> <p>July 2022</p>	<p>Person(s) Responsible:</p> <p>Administration, reading coach, kindergarten teachers</p>

	<p>program that will include screening and becoming acclimated to the school environment.</p> <ul style="list-style-type: none"> • This will support strategically balancing kindergarten classes to support reading instruction for all levels, and early reading intervention. 		
<p>Strategy 2: Extended Day- Tutoring</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Students will be invited for an extended day tutoring program on an as-needed basis according to MAP, iReady, progress monitoring. • Teachers will implement standards-based, targeted reading instruction to meet the needs of individual students. 	<p>Implementation Dates: October 2022 - May 2024</p>	<p>Person(s) Responsible: Administration 1st - 5th grade teachers, reading coach</p>
<p>Goal 5</p> <p>During the 2022-2023 school year, the faculty senate of Carolina Park will collaborate to purchase decodable books, EL supplemental books, and SKILLS/ALL block materials to support reading instruction in order to increase students reading on grade level by 6% each year. This equates to 76% of students reading on grade level in 2023 and 82% reading on grade level in 2024.</p>			
<p>Strategy 1: Decodable books SKILLS/ALL Block Materials</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Create an order for decodable books after inventorying Open Court and books provided by EL. • Sort decodables into baskets to support targeted reading instruction groups. 	<p>Implementation Dates: July 2022-May 2023</p>	<p>Person(s) Responsible: Reading Coach, Faculty Senate, Bookkeeper</p>

	<ul style="list-style-type: none"> • Purchase and organize SKILLS and ALL block materials to support targeted reading instruction groups. 		
<p>Strategy 2:</p> <p>EL Module Supplemental Books</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Order books on the EL supplemental book list. • Sort by grade level, module, and teacher. • Provide books in special area classes as needed. 	<p>Implementation Dates:</p> <p>July 2022-May 2023</p>	<p>Person(s) Responsible:</p> <p>Reading Coach, Faculty Senate, bookkeeper</p>

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>Extended PLC Time, Substitutes to cover classes</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Teachers will meet for half-day PLCs twice per month during the 2022-2024 school years to build capacity in teaching the EL Education curriculum and analyzing data to support targeted instruction. • Interventionists, special education teachers, and related arts teachers will be invited to a portion of each PLC to collaborate with grade-level teams to support small-group instruction and integrated lessons. 	<p>Cost:</p> <p>\$102,000</p>
<p>Activity 2:</p> <p>We have adjusted this activity to reflect Restorative Practices PD</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Faculty training of teachers and administration for the 2022-2023 school year. The focus will impact building culture, climate, and relational capacity. A research-based approach that will impact overall school performance, resulting in decreased behavior referrals, improved attendance, and higher student achievement. • Ongoing training for teachers and administration of the Restorative Practices model. • Faculty training for new teachers and staff 	<p>Cost:</p> <p>\$30,000</p>

	<p>members for the 2023-2024 school year.</p> <ul style="list-style-type: none"> Funding will cover the stipends for all faculty to attend this 2-day summer training in 2022 and 2023. 	
<p>Activity 3:</p> <p>Provide reading and math interventions to identified students.</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Reading and math interventionists are a vital component of our students' success at Carolina Park. Interventionists work with Tier 2 and Tier 3 students, track progress monitoring data, and work collaboratively with teachers to support students in the classroom. This would continue the ESSERII funded positions for the 2023-24 school year. 	<p>Cost:</p> <p>\$100,000</p>
<p>Activity 4:</p> <p>Kindergarten Orientation, Summer Curriculum Planning and Extended Day Learning</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Kindergarten orientation will serve our students through a 1-day orientation. We will need 4 days/summer to accomplish this effort. It will be offered to all rising kindergarten students. During the day, teachers will administer a pre-screening tool and acclimate students to the school. This will support placing students in kindergarten classes for fall 2022 and fall 2023. Materials to support screening and instruction are allocated in this budget. Extended Day Learning will be offered to students in grades 1-5 to support additional specific targeted instruction in the area of reading. Students will stay an additional hour after school to work in a small group setting with the teacher. Teachers will work collaboratively over the summer to prepare EL materials. 	<p>Cost:</p> <p>Cost Breakdown</p> <p>Salaries & Materials for Kindergarten Orientation = \$36,000</p> <p>Extended Day Learning = \$4,000</p> <p>Collaborative Planning = \$12,000</p> <p>Total Cost = \$52,000</p>
<p>Activity 5:</p> <p>(0.2) Social Worker</p>	<p>Specific Components of Activity:</p> <p>This individual will:</p> <ul style="list-style-type: none"> Manage free/reduced lunch applications, backpack buddies/food pantry recipients and donations, support multilingual families (ensure proper form of communication in home language is provided as needed, and provide support for SEL Curriculum. Work closely with administration, guidance counselor, and school psychologist to: provide behavior intervention goal setting and support strategies, manage mentoring programs - faculty 	<p>Cost:</p> <p>\$0</p> <p>This will now be funded through CCSD and ESSER contracted services.</p>

	<p>and staff will be assigned a student for a check-in/check-out, as needed.</p> <ul style="list-style-type: none"> • Work closely with the data clerk and AP on truancy, meet with parents to discuss the importance of attendance as it relates to active instructional time, and set attendance goals with families, as needed. 	
<p>Activity 6:</p> <p>Purchase decodable books, EL supplemental books, and SKILLS/ALL block materials</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • EL Module Supplemental Books • Decodable books for K-3 classrooms to support Science of Reading instruction • SKILLS Block Phonics materials • ALL Block research novels 	<p>Cost:</p> <p>\$20,000</p>
TOTAL:		\$304,000

Community/Parent Engagement –

- All CPE parents and community stakeholders (including SIC & PTA) were given the opportunity to complete the [ESSERIII School-Based Proposal Collection Tool](#).
- The entire faculty and staff were also engaged in an in-person brainstorming exercise and discussion.
- Our Faculty Senate and Leadership Team were also instrumental in fine tuning this collected data as we put together this final proposal.

Sustainability –

In order to sustain this plan we have selected goals and activities that build capacity within the current staff in our building. The one new position that will be funded through the ESSERIII funds is the .2 social worker that will be supporting our school based team on creating a structured system for attendance, tardies, and behavior that is sustainable beyond the funding of this position.

Referenced Research –

[John Hattie's Influences and High Effect Size](#)
["Why Should We Ensure Students Have Access To a Guaranteed and Viable Curriculum?"](#)

Application Due Date	Approval Status Date
April 4, 2022	