ESSER III School Proposal Template
Due April 4, 2022

School: A.C. Corcoran Elementary School

Date: _March 30, 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 – In order to support our district's goal of all students reading on grade level by fifth grade, the goal of this plan is to support families, students, and staff dealing with trauma, students' social-emotional well-being, learning loss, and chronic absenteeism by implementing the following strategies:

- Employing a lead teacher that will help facilitate and implement our multi-tiered system of support (MTSS), monitor school-wide PBIS initiatives, and provide administrative support as needed
- Employing a family services specialist that will support our students and families with attendance challenges
- Purchase instructional software programs to provide academic support in reading and math, as well as, targeted support for our English Learners.
- Provide professional development opportunities in the areas of SEL and academic alignment to vision
- Provide opportunities for students to learn outside the classroom through field trips
- Employ a behavior interventionist that will provide support and strategies for teachers to address students that exhibit disruptive behavior
- Employ an administrative support clerk that will work with our data clerk to ensure cumulative records are maintained and current, provide technical support and assistance for PowerSchool/PowerSchool's Parent Portal, decrease wait time for parents visiting the school, as well as, coordinate quarterly perfect attendance celebrations
- Provide academic enrichment opportunities through after school tutoring

Research

According to Peg Rosen, author of What is MTSS, MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students. You may also hear it called the MTSS framework, the MTSS process, or the MTSS model. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school).The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to "move up" to one-on-one help. When looking at the SC Ready data for A.C. Corcoran, there is a strong need for a quality MTSS. During the 2020 - 2021 school year, the percent of all students (grades 3-5) scoring meets or exceeds on SC READY ELA from 16.1% and the percent of all students (grades 3 - 5) scoring meets or exceeds on SC READY Math from 22.6%. By 2024, we would like to increase our percent of all students scoring meets or exceeds on SC Ready Math and ELA to at least 27.8% By employing a lead teacher to focus on MTSS, we believe this goal is not only desirable, but achievable.

From the US Department of Education,an article entitled CHRONIC ABSENTEEISM IN THE NATION'S SCHOOLS: A hidden educational crisis states the following: Education can only fulfill its promise as the great equalizer—a force that can overcome differences in privilege and background—when we work to ensure that students are in school

every day and receive the support they need to learn and thrive. At the same time, we know that many students experience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstances—that make it difficult for them to take advantage of the opportunity to learn at school. This same article also states that over 7 million students missed 15 or more days of school during the 2015-2016 school year. That's 16% of the student population or 1 out 6 students. Notice this data was collected during the 2015 - 2016. This was pre Covid-19. I am sure the problem has worsened over the years. Based on the annual school report card, A. C. Corcoran's percent of students that are chronically absent was 13.7%. It is our desire to decrease our chronic absenteeism rate to 12.3% by 2027. Employing a parent liaison will not help us achieve this goal, but also help educate parents on the importance of school attendance, and its impact on academic achievement.

Instructional software programs provide students with opportunities to personalize their learning. Below are a few instructional software programs that will be utilized at A.C. Corcoran to impact student achievement positively:

- Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Our research-based videos and activities build the background knowledge and vocabulary students need to succeed. (article of support from Flocabulary - Flocabulary is proven to raise scores on state reading tests.)

- Starfall.com® opened in September 2002 as a free public service to teach children to read. Since then it has expanded to include language arts and mathematics for preschool, kindergarten, first grade, second grade, and third grade. Starfall's emphasis on phonemic awareness, systematic sequential phonics, and common sight words in conjunction with audiovisual interactivity has proven effective in teaching emergent readers. Starfall activities are research-based and align with Individual and Common Core State Standards in English language arts and mathematics.The program emphasizes exploration, play, and positive reinforcement—encouraging children to become confident and intrinsically motivated. Starfall is an educational alternative to other entertainment choices for children and is especially effective for special education, homeschooling, and English language development (ELD, ELL, ESL). It is widely used in schools that serve children with special needs and learning difficulties.(research from starfall)

- From recognizing students' achievements to students discovering new interests, Accelerated Reader helps create a culture of reading through choice. Students who read more perform better in all their academic coursework. (evidence that supports the need for Accelerated Reader)

- Imagine Learning was built by educators, for educators. We are the sum of 10 million students and 20,000 American schools across 25 of the nation's largest school districts, dedicated to embracing the unique learning journey of the individual. As pioneers in personalized learning, we are heavily invested in education research; continually refining our adaptive digital curricula. This data makes for powerful testimony that gives educators clear insights, supporting them to maximize the potential of every student regardless of the challenges they face. (According to the annual school report card, A.C. Corcoran's percent of English Learners (EL) meeting their annual progress toward proficiency from 39.1%. We want to increase that to 46.0% by 2027, here is an article form Imagine Learning that supports EL achievement)

When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). On the other hand, one-shot, "drive-by," or fragmented, "spray-and-pray" workshops lasting 14 hours or less show no statistically significant effect on student learning (Darling-Hammond, Wei, Andree, Richardson, and Orphanos, 2009). Above all, it is most important to remember that effective professional-development programs are job-embedded and provide teachers with five critical elements (Darling-Hammond et al., 2009):Collaborative learning; Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content; Active learning; Deeper knowledge of content and how to teach it; and Sustained learning over multiple days and weeks. (in conjunction with other professional development opportunities provided by other funding sources, we would like to specifically implement the following professional development opportunities at A.C.Corcoran using ESSER lll funds: Ron Clark Academy, Beloved Integrations, MisterB Inspires, and Restorative Practices).

In a study conducted by NEAMB, they found that regardless of gender, ethnicity or socioeconomic status, children who take school trips have better grades (59%), higher graduation rates from high school (95%) and college (63%) and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because enriching field trips made them more engaged, intellectually curious, and interested in and out of school. Carylann Assante, executive director for Student & Youth Travel Association (SYTA) and SYTA Youth Foundation, seconds the notion that real world exploration outside the classroom can bolster students' critical thinking skills. "Today's students are visual learners, and a field trip lets them touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside their own."

Students who engage in disruptive behavior frequently or consistently may experience even more negative outcomes. These students may be excluded from the classroom (e.g., sent to the office, suspended, expelled), which means they miss important instructional and social opportunities. This often leads to students falling further behind their peers. Although most disruptive classroom behaviors are minor, if not addressed correctly and consistently, even small disruptions can persist and become worse. Still, whether minor or more serious, disruptive behavior has negative impacts, including: lost instructional time (up to 50%, according to some sources), lowered academic achievement for the disruptive student and fellow classmates, decreased student engagement and motivation, teacher stress and frustration, and teacher turnover. Employing a behavior interventionist will help reduce these undesired student behaviors that distract from learning.

During the Principal Chats with parents two things were noted, (1) parent wait time was too long and (2) training for PowerSchool Parent Portal was needed. By employing an administrative support clerk, it is our hope to reduce parent wait time when coming to the school and it is our desire to provide parents technical assistance and support for the new Parent Portal rollout for elementary schools. The administrative support clerk will serve as the point of contact for Parent Portal.

Early afterschool tutoring has been suggested from internal stakeholders for students that struggled the most. We currently have after school tutoring going on and on now and parents are pleased. It seems to be working, but faculty and staff have requested that more time and consideration be given to after school tutoring especially for our

<mark>younger students before the second semester. The idea is to close academic gaps early by providing another layer of support for our struggling learners. It is our desire to provide academic tutoring to our primary students, as well as, to continue to support our older students who could benefit from another layer of academic support in a smaller setting.</mark>

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: By June 2024, the percent of students that are chronically absent will decrease from 13.7% to 13.2%.	Strategies: ● Employ a 1.0 Family Services Specialist to support families with truancy and attendance. ● Recognize perfect attendance quarterly. ● Educate parents on truancy and chronic absenteeism	Progress Monitoring: ● Using the attendance report from PowerSchool, the Truancy Team will meet weekly to analyze and address student attendance concerns. ● Schedule truancy meetings with families	Performance Metrics: ● Parent letters sent for truancy meetings. ● Log entries in power school communicating truancy concerns with parents. ● Schedule truancy meeting with parents using CCSD Truancy protocol ● <mark>Annual school report card</mark>
Goal 2: By June 2024, we will see improvement in the student and teacher satisfaction percentages as reported in the school climate surveys in the following areas for: STUDENTS (1) "I am satisfied with the learning environment in my school" increasing from 79.4% to 80.6%; (2) "I am satisfied with the social and physical environment in my school" increasing from 74.5% to	Strategies: ● Provide professional development opportunities based on staff input and needs ● Provide opportunities for students to learn outside the classroom through field trips ● Increase teacher voice ● Continue school-wide PBIS implementation ● Employ an administrative support clerk that will work with our data clerk to ensure cumulative records are maintained and current, provide	Progress Monitoring: ● Walkthroughs through SEL blocks ● Ongoing classroom observations for evidence of professional development strategies being implemented ● Mid-year and end-of-year professionals development needs survey ● Monthly check-ins	Performance Metrics: ● Walkthrough forms ● Observation tools/SC 4.0rubrics ● Professional development calendars ● Field trip invoices ● Vendor contracts and/or invoices ● Review 360 ● PBIS agendas/notes ● Panorama surveys ● <mark>SIC/PTA sign-in</mark>

76%; (3) "Students from different backgrounds get along well at my school" increasing from 61.1% to 63.4%; and, (4) "I feel safe in my school during the school day" increasing from 84.0% to 85%. TEACHERS (1) "I am satisfied with the learning environment in my school" increasing from 82.6% to 83.6%; (2) "The rules for behavior are enforced at my school" increasing from 78.3% to 79.6%; (3) "The level of teacher and staff morale is high at my school" increasing from 77.8% to 79.1%; (4) "There are relevant professional opportunities offered to teachers at my school" increasing from 87% to 87.8%; (5) "The school leadership makes a substantial effort to address teacher concerns" increasing from 91.3% to 91.8%; and, (6)"I feel safe at my school during the school day" increasing from 90.0% to 92%. PARENTS (1) "I am satisfied with home-school relations" increasing from 76.4% to 79.9%; (2) "My child's teachers and school staff prevent or stop bullying at school" increasing from 80.3% to 83.3% ; and, (3) "My child's school considers changes based on what parents say" increasing from 56.4% to 62.9%.	technical support and assistance for PowerSchool/PowerSchool's Parent Portal, decrease wait time for parents visiting the school, as well as, coordinate quarterly perfect attendance celebrations ● Utilize business partners to support academic and behavioral initiatives ● Utilize CCSD support staff to support academic and behavioral initiatives	with grade levels/departments ● Review 360 analysis biweekly ● PBIS monthly meetings ● Analyze Panorama surveys ● PTA and SIC feedback (ongoing)	sheets/agendas/minutes ● Climate surveys (students, parents, teacher, staff) ● Panorama survey ● Teacher retention
Goal 3: By June 2024, we want to increase our school's overall performance for the percent of all students (grades 3 - 5) scoring meets or exceeds on SC READY ELA from 16.1% to 27.8% and on SC READY MATH from 22.6% to 27.8%.	**Strategies:** ● Employ a lead teacher that will focus on multi-tiered system of supports ● Purchase instructional software programs to provide academic supports in reading and	**Progress Monitoring:** ● MTSS (bi)weekly meeting ● PLC weekly meeting agendas ● Instructional software usage reports ● Walkthroughs/	**Performance Metrics:** ● Walkthrough tools/observation checklist ● District walkthroughs with instructional focuses ● Professional

	math, as well as, targeted support for our English Learners ● Ongoing professional development opportunities to support academic initiatives ● Employ a behavior interventionist that will provide support and strategies for teachers to address students that exhibit disruptive behavior ● <mark>Provide academic enrichment opportunities through after school tutoring</mark>	observations with evidence of professional development strategies being implemented ● Grade level meetings w/admin ● <mark>Tutoring attendance sheets</mark>	development invoices ● Instructional software usage reports and professional development invoices ● Grade level minutes/agenda ● MTSS agendas ● PLC agendas ● <mark>MAP</mark> ● <mark>iReady</mark> ● <mark>Fastbridge</mark> ● <mark>District benchmarks</mark>

Management Plan w/ Major Project Activities – The management plan should be realistic and achievable. Detail activities, responsibilities, and timelines as related to project goals, strategies, and performance measures listed above. Add additional goals and strategies as necessary.

Goal 1

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Employ Family Services Specialist to support families with truancy and attendance.	● Post the job on Applitrack as quickly as possible. ● Interview candidates to find an individual who is highly qualified and understands the importance of connecting with students and families ● Ensure smooth onboarding process with built in supports and check-ins from admin and family services advocate	*July 2022 - June 2024*	Principal, Assistant Principal, Data Clerk, Guidance Counselor, District Social Worker, and Family Services Specialist
Strategy 2: Recognize perfect attendance quarterly.	**Implementation Steps:** ● Promote attendance initiatives on an ongoing	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** Principal, assistant principal, data clerk,

	basis ● Pull quarterly attendance reports to identify individuals that have perfect attendance ● Invite students and families to perfect attendance celebrations ● Contact business and community sponsors to provide perfect attendance incentives such as coupons from restaurants.		guidance counselor, family services advocate
Strategy 3: Educate parents on truancy and chronic absenteeism	**Implementation Steps:** ● Coordinate quarterly parent education nights and/or workshops that are specifically focused on truancy and chronic absenteeism ● In monthly newsletters for parents, provide research that shows the impact attendance has on academic performance ● Participate in CCSD's Let's Get Engage attendance initiative	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** Family services specialist, family services advocate, District social workers
Goal 2			
Strategy 1: Provide professional development opportunities based on staff input and needs	**Implementation Steps:** ● Review end-of year surveys for professional development needs ● Increase awareness of CCSD's professional development opportunities on an ongoing basis (share link from principal packet weekly with staff) ● Contact professional development providers and gather quotes (professional development providers mentioned in this	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** Principal, assistant principal, Curriculum coordinator, department chair(s), grade level chairs, bookkeeper, teachers

	<mark>proposal - Ron Clark Academy, Beloved Integrations, Mister B Inspires, CCSD, DAP (restorative practices), Accelerated Reader, and Imagine Learning)</mark> ● Create professional development calendar during summer planning and share with faculty/staff upon approval from school leadership team ● Attend professional development opportunities ● Implement strategies taken from the professional development into classroom/school ● Survey professional development participants to gather feedback in respect to the professional development that was received ● Update professional development calendar based on feedback ● use microcredentials to provide personalize professional development for faculty/staff ● Provide additional opportunities for professional development using consultants with various expertise levels to benefit the work of teachers		
Strategy 2: Provide opportunities for students to learn outside the classroom through field trips	**Implementation Steps:** ● Discuss the importance of field trips with faculty and staff and administrative desire of at least 2 field trips per year ● Ensure faculty and staff	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** Principal, assistant principal, teachers

	know how to properly complete field trip packets ● Teachers research and submit field trip packets for approval from admin ● Ensure all chaperones are approved through raptor ● Document field trip experience via pictures to showcase on school website and social media platforms		
Strategy 3: Increase teacher voice	**Implementation Steps:** ● review Panorama teacher and staff survey data using the district MTSS protocol with the climate coach facilitating ● Increase teacher participation in PTA and SIC through awareness of what each stakeholder group does to support the school's vision and mission ● grade level and/or department chairs will meet monthly with the principal to discuss concerns and brainstorm ways to make our school better ● provide faculty/staff with opportunities to be a part of various committees established to meet the needs of the school ● Survey faculty/staff often to gather feedback to improve school overall	**Implementation Dates:** *July 2022 - June 2024*	**Person(s) Responsible:** *principal , assistant principal, climate coach, curriculum coordinator, grade level/department chairs, PTA president, SIC chair*
Strategy 4: Continue school-wide PBIS implementation	**Implementation Steps:** ● Review current PBIS structures and revise and update as needed ● Identify PBIS committee chair ● Work with PBIS committee to implement ideas and to provide	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** Principal, assistant principal, PBIS committee chair, PBIS committee, teachers

	training for faculty/staff ● Coordinate PBIS fidelity checks with the district's climate coach ● Share PBIS expectations with faculty/staff and students (ensure time is build in to school schedule to model said expectations) ● Review and provide PBIS expectations refreshers for students after breaks ● Provide PBIS training for external stakeholders such as bus drivers ● Coordinate PBIS incentive days/parties		
Strategy 5: Employ an administrative support clerk that will work with our data clerk to ensure cumulative records are maintained and current, provide technical support and assistance for PowerSchool/PowerSchool's Parent Portal, decrease wait time for parents visiting the school, as well as, coordinate quarterly perfect attendance celebrations	**Implementation Steps:** ● Post the job on Applitrack as quickly as possible. ● Interview candidates to find an individual who has exceptional people's skills and pays attention to detail ● Ensure smooth onboarding process with built in supports and check-ins from admin and data clerk	**Implementations Dates** July 2022 - June 2024	**Person(s) Responsible:** Principal, assistant principal, bookkeeper
Strategy 6: **Utilize business partners to support academic and behavioral initiatives**	**Implementation Steps** ● **Meet with the current business partner representative at the beginning of the school year to share our academic and behavioral initiatives Our business partners include the following: Deer Park Church, Central Baptist Church, Mercury Transportation, Hands of Christ, HH Real Estate and Mortgage,Jeff Cook Real Estate, Palmetto**	**Implementation Dates** **July 2022 - June 2024**	**Person(s) Responsible:** **Principal, assistant principal, bookkeeper, parent advocate**

	Community Action, The Palmetto Palace, College of Charleston, Charleston Southern University, Texas Roadhouse and St. Matthews Church. ● Increase business and community by establishing a time for parent advocate and principal to meet perspective partners monthly (1st and/or 3rd Friday of the month) ● Showcase business and community support in newsletters and/or other forms of communication ● Provide mid-year and end-of-year breakfast/luncheon with the business and community sponsors; this will provide them with an opportunity to see how we used their support (time, money, or other donated resources) and it will also serve as a way for us to thank them for their support		
Strategy 7 Utilize CCSD support staff to support academic and behavioral initiatives	**Implementation Steps** ● Meet with CCSD support staff at the beginning of the school year to fully understand what services they provide and how they can be best used to support our academic and behavioral goals. These support will come from various departments from within the district. We will continue to work with DAP (SEL, mental health, and truancy support) Department of	**Implementation Dates** July 2022 - June 2024	**Person(s) Responsible** Principal, assistant principal, curriculum coordinators, department chairs, data clerk, guidance counselor, parent advocate

	Exceptional Children (professional develop on push-in model/co-teaching), Early Learning Community (instructional walkthroughs and targeted feedback), FACE (parenting needs support/workshops; community), OTIS (equitable opportunities for our ML), ESOL (professional development in how to use WIDA results to support general ed teachers), Assessment and Accountability (provide in-depth one-one trainings for admin team in data analysis), HR (best practices to retain teachers), and Instructional Services(professional development for Coaches/coordinators, as well as walkthroughs for EL and Bridges with feedback) ● **Collaboration with the aforementioned departments will be ongoing** ● **Conduct fidelity checks with the aforementioned departments and ensure we are maximizing these supports for our students, families, and faculty/staff**		

Goal 3			
Strategy 1: Employ a lead teacher that will focus on multi-tiered system of	**Implementation Steps:** ● Post the job on Applitrack as quickly as	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** **Principal, assistant principal, bookkeeper**

supports	● possible. ● Interview candidates to find an individual who is highly qualified and has experience with MTSS ● Ensure smooth onboarding process with built in supports and check-ins from admin and school psychologist		
Strategy 2: Purchase instructional software programs to provide academic supports in reading and math, as well as, targeted support for our English Learners	**Implementation Steps:** ● Review instructional software programs that are currently being used ● Survey teachers to see which instructional programs to continue and/or remove ● Purchase licenses for instructional programs (Learning A-Z, Flocabulary, Starfall, Accelerated Reader, and Imagine Learning) ● Participate in the professional development opportunities from the instructional program providers to ensure we are maximizing the impact of said instructional programs ● Utilize the instructional software programs with integrity ● Generate usage reports and data dashboards (periodically) to ensure programs are being used and to monitor its impact on student achievement ● Incorporate parent nights to educate them on the various instructional software programs that are being used	**Implementation Dates:** July 2022 - June 2024	**Person(s) Responsible:** Assistant principal, curriculum coordinator, teachers, bookkeeper
Strategy 3: Ongoing professional development opportunities to	**Implementation Steps:** ● Review end-of year surveys for professional	**Implementation Dates:** **July 2022 - June 2024**	**Person(s) Responsible:** Principal, assistant principal, Curriculum

support academic initiatives	development needs ● Increase awareness of CCSD's professional development opportunities on an ongoing basis ● Contact professional development providers and gather quotes ● Create professional development calendar during summer planning and share with faculty/staff upon approval from school leadership team ● Attend professional development opportunities ● Implement strategies taken from the professional development into classroom/school ● Survey professional development participants to gather feedback in respect to the professional development that was received ● Update professional development calendar based on feedback ● use microcredentials to provide personalize professional development for faculty/staff ● Provide additional opportunities for professional development using consultants with various expertise levels to benefit the work of teachers		coordinator, department chair(s), grade level chairs, bookkeeper, teachers
Strategy 4: Employ a behavior interventionist that will provide support and strategies for teachers to address students that exhibit disruptive behavior	**Implementation Steps:** ● Post the job on Applitrack as quickly as possible. ● Interview candidates to find an individual who is	**Implementation Dates:** **July 2022 - June 2024**	**Person(s) Responsible:** **principal , assistant principal, bookkeeper, guidance counselor**

	highly qualified and has experience with deescalating unwanted student behaviors ● Ensure smooth onboarding process with built in supports and check-ins from admin and guidance counselor		
Strategy 5: Provide academic enrichment opportunities through after school tutoring	**Implementation steps:** ● **During summer planning sessions, look at data (Fastbridge, KRA, Spring MAP, ect…) from the previous year to determine which students would benefit from after school tutoring** ● **Employ after school tutors** ● **Review baseline data from fall administrations of MAP, iReady, district benchmarks, FastBridges and modify tutoring needs (repeat for Mid-year academic check points)**	**Implementation Dates:** **July 2022 - June 2024**	**Person(s) Responsible:** **Principal, assistant principal, instructional coach, curriculum coordinators, MTSS coordinator, reading interventionist, math interventionist**

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:
Employ a lead teacher	**Leader teacher will ensure we have a solid MTSS structure in place to support students academically and behaviorally, as well as provide training for staff development in this area. This person will work closely with our school psychologist and district climate coach.**	*$118,619/yr (210 position)* *Total for the 2 year period $237,238*
Activity 2:	**Specific Components of Activity:**	**Cost:**
Employ Family Services Specialist	Family services specialist will work with students and families with attendance challenges. This includes addressing truancy and chronic absenteeism, as well as, parent education nights	*$56,849/yr (190 position)* *Total for the 2 year period*

		$113,698
	focused on school attendance. This person will work closely with our Truancy Team which consists of administration, district social worker, data clerk, guidance counselor, and parent advocate.	

Activity 3:	Specific Components of Activity:	Cost:
Purchase instructional software programs to provide academic supports in reading and math, as well as, targeted support for our English Learners	The instructional software programs outlined below will be monitored for effectiveness through program usage as determined by usage reports and dashboards provided by the companies, as well as, the program's impact on academic performance for our students as measured by increased scores or performance levels on MAP, FastBridge, SC Ready, Wida, KRA, ect... ● Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Our research-based videos and activities build the background knowledge and vocabulary students need to succeed. (article of support from Flocabulary - Flocabulary is proven to raise scores on state reading tests.) ● Starfall.com® opened in September 2002 as a free public service to teach children to read. Since then it has expanded to include language arts and mathematics for preschool, kindergarten, first grade, second grade, and third grade. Starfall's emphasis on phonemic awareness, systematic sequential phonics, and common sight words in conjunction with audiovisual interactivity has proven effective in teaching emergent readers. Starfall activities are research-based and align with Individual and Common Core State Standards in English language arts and mathematics.The program emphasizes exploration, play, and positive reinforcement—encouraging children to become confident and intrinsically motivated. Starfall is an educational alternative to other entertainment choices for children and is especially effective for special education, homeschooling, and English language development (ELD, ELL, ESL). It is widely used in schools that serve children with	Flocabulary $4,490/yr Total for the 2 year period $8,980 Starfall $355/yr Total for the 2 year period $710 Accelerated Reader $8,474.16/yr Total for the 2 year period $16,948.32 Imagine Learning $6,370/year Total for the 2 year period $12,740.00

special needs and learning difficulties.([research from starfall](#))

- From recognizing students' achievements to students discovering new interests, [Accelerated Reader](#) helps create a culture of reading through choice. Students who read more perform better in all their academic coursework. ([evidence](#) that supports the need for Accelerated Reader)

- [Imagine Learning](#) was built by educators, for educators. We are the sum of 10 million students and 20,000 American schools across 25 of the nation's largest school districts, dedicated to embracing the unique learning journey of the individual. As pioneers in personalized learning, we are heavily invested in education research; continually refining our adaptive digital curricula. This data makes for powerful testimony that gives educators clear insights, supporting them to maximize the potential of every student regardless of the challenges they face. (According to the annual school report card, A.C. Corcoran's percent of English Learners (EL) meeting their annual progress toward proficiency from 39.1%. We want to increase that to 46.0% by 2027, here is an article form Imagine Learning that supports [EL achievement](#)) ==(Imagine Learning was recommended for EL support during the ELC principal meeting session Schools like ours. Dr. Gathers discussed the impact the program has had with her school's EL population)==

Activity 4:	Specific components of activity:	Cost:
Provide professional development opportunities in the areas of SEL and academic alignment to vision	The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. Using RCA's methods will help your school or district confidently implement processes that build character, relationships, and school spirit.	Ron Clark Academy House System PD Approximately $2000/person (travel, RCA PD, lodging and food) x 30 $60,000 to be spent over two years

	Vision to Execution: Building Highly Effective Schools with consunsultant Davina Coleman of Beloved Integrations. This professional development will provide participants with the support and environment needed to collaborate on how to effectively move from vision to execution. The professional development will include best leadership practices and strategies to build a highly effective school. During this professional development experience, participants will reflect on their current practices, as well as work as a team to form a strategic plan of support that frames how they will meet the needs of students. By the end of professional development, educators will develop, and put into action a strategic plan to build a highly effective school. Dr. Broughton, of Mister B Inspires, will provide tailored professional development workshops once per month during the dates identified by the school administration. These professional development sessions will be focused in the areas of Social-emotional wellness & Trauma informed practices. A needs-based assessment will be conducted to determine other areas of focus. DSS/SCEndeavors hours of Professional development hours are available for teachers upon request. Included in this fee Dr. Broughton will provide 150 social-emotional books as an instructional resource for teachers. In response to reduce the number of referrals (classroom and office), our school would like to partake in restorative justice professional development to empower and equip faculty/staff with resources and strategies to deescalate unwanted student behaviors. This training will be provided by school district personnel	Beloved Integrations $20,000/yr Total for the 2 year period $40,000 Mister B Inspires $10,000/yr Total for the 2 year period $20,000 Restorative justice (district stipend facilitator fee)
Activity 5: Provide opportunities for students to learn outside the classroom through field trips	**Specific components of activity:** "Today's students are visual learners, and a field trip lets them touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural	**Cost:** 7 grade levels (CD - 5) x $3400/yr = 23,800 Total for the 2 year period $47,600

	understanding and tolerance, and expose them to worlds outside their own." Many of our students have not been on a field since March 20, 2020 due to the Covid-19 pandemic. As part of my plan, I would like to allocate $3400 (per year) for grade level field trips. These funds will be used to offset cost associated with inflation and to provide opportunities for students that may not otherwise be able to afford the experience due to their families' socioeconomic status	
Activity 6: Employ a behavior interventionist	**Specific components of activity:** The Behavior Interventionist will provide support and strategies for teachers to address students that exhibit disruptive behaviors. This person will also provide tiered support for students in need of more direct support to impact behavior. This person will work closely with our guidance counselor and district climate coach.	**cost:** $60,879.00/yr (190 position) Total for the 2 year period $121,758
Activity 7: Employ an administrative support clerk	**Specific components of activity:** Employ an administrative support clerk that will work with our data clerk to ensure cumulative records are maintained and current, provide technical support and assistance for PowerSchool/PowerSchool's Parent Portal, decrease wait time for parents visiting the school, as well as, coordinate quarterly perfect attendance celebrations	**Cost:** $43,636/yr (190 position) Total for the 2 year period $87,272
Activity 8: Provide academic enrichment opportunities through afterschool tutoring	**Specific components of Activity** **Provide opportunity for academic enrichment for students based on an in-depth review of spring assessment data (fast bridge, MAP, ect…) and/or state assessment (SC Ready and SC Pass, KRA). This enrichment opportunity will serve approximately 72 students and will last 25 weeks. To maximize the impact of the after school tutoring program we will aim to have a ratio of 1 adult to 12 students. faculty/staff will serve as instructors for after school tutoring (if we do not get enough support with faculty and staff, I have been in communication with Reading Partners for after school tutoring needs) For those students participating in the tutoring, we will provide incentives for perfect attendance and academic growth that will be used to get students excited about coming, as well as, provide them with food by partnering**	**Cost:** **$10,698.20/yr** **Total for the 2 year period $21,396.40** **Calculation for total 2 days a week x 1 hour/day x 25 week x $35/hr x 6 (staff members) = $10,500/yr** **The remaining $198.20/yr will be used for incentives**

	with our food services provider. Data will be collected throughout the program and analyzed to determine impact.	
TOTAL: $788,340.72	████████████████████████	

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.

To sustain the lead teacher position after the ESSER III funding has been exhausted, we will collect data over the next two years to see how our MTSS structure has impacted student performance and well being. If proven effective, Title One funds and EIA funds can be used to support this position. If those allocations cannot support the lead teacher position, we will be forced to split the job responsibilities among other teacher leader positions that currently exist.

To sustain the family services specialist after the ESSER III funding has been exhausted, we will collect data over the next two years to see how attendance has been impacted. If we see significant results, we will look at funding this position through Title One or EIA. If those allocations cannot support the family services specialist, we will work with the CCSD FACE department to determine if they have additional funding and resources to support schools.

To sustain the behavior interventionist position after the ESSER III funding has been exhausted, we will collect data over the next two year to see if there has been a significant decrease in unwanted disruptive behaviors. If there has been significant impact, we will look at funding the position through Title One or EIA. If those allocations cannot support the behavior interventionist, I will inquire about the Project Prevent Grant through the CCSD's DAP to seek if A.C. Corcoran can be added to the list of schools that receive money.

To sustain the administrative support clerk position after ESSER III funding has been exhausted, we will determine if the position has been impactful through surveying stakeholders. If proven effective, we will look at other funding such as EIA and/or Title One. If all fails and those funds can not support the administrative support clerk position, it is our hope that systems and structures will be put in place that can be sustained by other office staff members.

When it comes to sustaining professional developments, it is our desire that the professional developments supported by ESSER III will provide faculty/staff members with resources and strategies that can be sustained far beyond the two years provided by ESSER III. If there is a need to continue these professional developments beyond the two years, we will use other funding sources to support the need.

To sustain the instructional software programs purchased by ESSER III, we will continue to survey faculty/staff, as well as, review usage and performance dashboards provided by the vendor to determine impact. If we find that these programs have been impactful, we will use EIA, Title One, or other funds that are available to purchase these programs. If these funds cannot support the instructional software programs, we will ask PTA to provide assistance.

Field trips will be sustained through school/grade level fundraisers.

To sustain the after school tutoring program after ESSER III funding has been exhausted, we will look at other funding sources such as EIA and Title One. Decisions about tutoring will be made based on data and overall impact of student achievement for those being served.

Application Due Date	Approval Status Date
April 4, 2022	