

ESSER III School Proposal Template

Due April 4, 2022

School: Ladson Elementary

Date: 4-1-22

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	
2022-2023	X

2023-2024	X
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Statement of Intended Outcome – State your intended outcome of the your proposal In keeping with Charleston County School District’s goal that all students will read on grade level by the 5th grade by 2027 , we at Ladson Elementary School hope to improve academic outcomes by providing additional services and support for targeted groups of students. These supports will encompass the areas of English language acquisition, attendance and small group instruction. Realizing that the pandemic has affected the emotional well-being of our students, we also intend to provide additional support in Social Emotional Learning (SEL).

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.

Communities in Schools:

[CIS - Social and Emotional Learning](#)

[CIS - Parent Engagement](#)

[CIS Community Matters Report and Data](#)

ESOL:

[What Research Says About.../Small-Group Intervention for ELLs](#)

[A Meta-Analysis of Research on English Language Learners](#)

Imagine Learning:

[LL Georgia Case Report](#)

[STAAR Reading Growth](#)

[EISP Final Report](#)

[Science of Reading](#)

Restorative Practices:

[Restorative Practices Help Reduce Student Suspensions](#)

[The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline](#)

[Improving School Climate](#)

PBIS

[Perceptions of Implementing Positive Behavior Interventions and Supports in High-Need School Contexts Through the Voice of Local Stakeholders](#)

[Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems](#)

[The Implementation of Positive Behavior Supports and Interventions to Support and Encourage Appropriate Behavior and a Positive Climate in the School](#)

Teacher Assistants:

[Teacher Assistants positive impact report](#)

[Do Teacher Assistants Improve Student Outcomes?](#)

John Antonetti/Colleagues on Call:

[Colleagues on Call](#)

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>Improve student attendance and reduce the number of students with chronic absenteeism or who are truant.</i></p>	<p>Strategies:</p> <p><i>Partner with Communities in Schools to connect families with outside services.</i></p>	<p>Progress Monitoring:</p> <p><i>Weekly attendance meetings</i></p>	<p>Performance Metrics:</p> <p><i>Quarterly attendance rates</i></p>
<p>Goal 2:</p> <p><i>Provide additional support to ESOL students to increase language acquisition and reading skills.</i></p>	<p>Strategies:</p> <p><i>Hire 1 ESOL teacher assistant to supplement services provided to ESOL students</i></p> <p><i>Have ESOL teachers provide professional development to general education teachers on how to meet the needs of MLs in the general education classroom.</i></p> <p><i>Purchase licenses for Imagine Learning for non-english speaking students to increase english language acquisition</i></p>	<p>Progress Monitoring:</p> <p><i>Increase in student achievement on iReady Reading, MAP or SCReady ELA.</i></p> <p><i>Progress monitoring through FastBridge (K-1) or Imagine Learning's Action Areas Tools and/or Skills Inventory (2 - 5)</i></p>	<p>Performance Metrics:</p> <p>Access/ WIDA</p> <p>MAP scores</p>
<p>Goal 3:</p> <p><i>Provide more SEL support for teachers, students, and families of students who are struggling in</i></p>	<p>Strategies:</p> <p><i>Provide stipend for teachers to get restorative practice training during the summer</i></p>	<p>Progress Monitoring:</p> <p><i>Review 360 reports reviewed in monthly MTSS meetings</i></p>	<p>Performance Metrics:</p> <p><i>Panorama Survey Results Discipline/ Referral reports</i></p>

<i>school as a result of the pandemic or family dynamics.</i>	<i>Provide incentives and tangibles to support PBIS schoolwide.</i>		
<p>Goal 4:</p> <p><i>Increasing academic achievement by providing more support for teachers in the areas of targeted small group instruction.</i></p>	<p>Strategies:</p> <p><i>Hire 4 teacher assistants to work in 2nd grade classrooms and run targeted small groups for students who are at risk of retention in 3rd grade (Read to Succeed). Train TAs in "Bridge the Gap"</i></p> <p><i>Contract with John Antonetti to provide professional development in the areas of rigor and small group instruction.</i></p>	<p>Progress Monitoring:</p> <p><i>Fastbridge</i></p> <p><i>EL formative assessments reviewed in PLCs</i></p>	<p>Performance Metrics:</p> <p><i>Increase in student achievement on iReady Reading, MAP or SCReady ELA.</i></p>

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

Goal 1 - Improve student attendance and reduce the number of students with chronic absenteeism or who are truant.

<p>Strategy 1:</p> <p><i>Partner with Communities in Schools to connect families with outside services.</i></p>	<p>Implementation Steps:</p> <p><i>Hire program coordinator Train in CCSD truancy procedures Review truancy data during monthly MTSS and weekly truancy meetings</i></p>	<p>Implementation Dates:</p> <p><i>August 2022 - June 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal Assistant Principal Parent Advocate</i></p>
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Goal 2 - Provide additional support to ESOL students to increase language acquisition and reading skills.

<p>Strategy 1:</p> <p><i>Hire 1 ESOL teacher assistant to supplement services provided to ESOL students</i></p>	<p>Implementation Steps:</p> <p><i>Hire ESOL TA Identify students Create master schedule that allows for the maximum amount of instructional time possible Review ESOL data monthly</i></p>	<p>Implementation Dates:</p> <p><i>August 2022 - June 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal ESOL Coordinator</i></p>
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Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
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<i>Purchase licenses for Imagine Learning for non-english speaking students to increase english language acquisition,</i>	<i>Purchase licenses Secure PD on how to implement the program Identify students that will use the program Monitor program use and analyze data at monthly MTSS meetings</i>	<i>August 2022 - June 2024</i>	<i>Principal Instructional Coaches ESOL Teachers</i>
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Goal 3 - Provide more SEL support for students and families of students who are struggling in school as a result of the pandemic or family dynamics.

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Strategy 2: <i>Provide stipend for teachers to receive restorative practice training during the summer</i>	Implementation Steps: <i>Request training from DAP or train own staff Schedule training Analyze behavioral data for effectiveness monthly at MTSS meetings</i>	Implementation Dates: <i>August 2022 - June 2024</i>	Person(s) Responsible: <i>Principal Department of Alternative Programs</i>
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Strategy 3: <i>Provide incentives and tangibles to support PBIS schoolwide</i>	Implementation Steps: <i>PBIS team will create a schedule of events and partner with community organizations to provide engaging and culturally relevant programs/performances.</i>	Implementation Dates: <i>August 2022 - June 2024</i>	Person(s) Responsible: <i>Principal PBIS Team Bookkeeper</i>
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Goal 4 - Increasing academic achievement by providing more support for teachers in the areas of targeted small group instruction.

Strategy 1: <i>Hire 4 Teacher Assistants to work in 2nd grade classrooms and run targeted small groups for students who are at risk of retention in 3rd grade (Read to Succeed)</i>	Implementation Steps: <i>Hire TAs Train in the use of small group "Bridge the Gap" lessons Collect FastBridge data for analysis</i>	Implementation Dates: <i>August 2022 - June 2024</i>	Person(s) Responsible: <i>Principal 2nd grade teachers Instructional coaches</i>
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Strategy 2: <i>Contract with John Antonetti to provide professional development in the areas of rigor and small group instruction.</i>	Implementation Steps: <i>Initial visits will focus on John working with teachers and providing PD on the rigor divide as well as student engagement. Follow up visits will focus on learning walks and analyzing student work.</i>	Implementation Dates: <i>August 2022 - June 2024</i>	Person(s) Responsible: <i>Principal Instructional Coaches</i>
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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:
Partner with Communities in Schools	Bring in a site coordinator to work with the parent advocate to connect families with outside resources and run interventions for truancy and chronic absenteeism	Year 1 \$50,000 Year 2 \$30,000 \$80,000 for 2 years
<i>Hire 1.0 ESOL T.A.</i>	<i>Teacher Assistant salary for 2 years</i>	\$51,797/year \$103,594 total
<i>Purchase 130 Imagine Learning Licenses</i>	<i>Licenses and training year 1 Licenses year 2</i>	\$15,050 Year 1 \$13,300 Year 2 \$ 28,350 total
Provide Restorative Practice Training	<i>Provide stipend for 50 teachers to get restorative practice training over the summer</i>	\$7,012.37 total
<i>Provide incentives and tangibles to support PBIS schoolwide</i>	<i>PBIS team will create a schedule of events and partner with community organizations to provide engaging and culturally relevant programs/performances</i>	\$10,000
Provide 2nd Grade with TAs for small group	Hire 4 1.0 FTE Teacher Assistants to work in 2nd grade classrooms and run targeted small groups for students who are risk of retention in 3rd grade (Read to Succeed)	\$207,188/year \$414,376
Professional Development	Contract with John Antonetti to provide professional development in the areas of rigor and small group instruction	\$78,000
TOTAL:		\$721,332.37

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.

ESOL TA and 2nd grade TAs will collect progress monitoring data on students which will be analyzed to evaluate the effectiveness of the intervention. If the intervention is deemed effective, funding will be moved to Title I for subsequent years.

Funding for Communities In Schools will be based on data indicating the partnership was beneficial and effective. If deemed effective, funding will be moved to Title I for subsequent years.

Funding for PBIS incentives will be moved to Title I.

Data from students participating in Imagine Learning will be analyzed to ensure the program was successful. If so, the purchasing of subsequent licenses would be sustained through Title I funding.

Professional development would be sustained by having coaches and leadership train and share best practices with

new staff.

New staff would also be provided with subs in order to attend Restorative Practices training or trained at the school level by Ladson staff who have received the Days 3 and 4 Restorative Practices training for trainers.

Application Due Date	Approval Status Date
April 4, 2022	