

ESSER III School Proposal Template

Due April 4, 2022

School: _Belle Hall Elementary_

Date: _040422_

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. **ATTACHED TO THIS EMAIL ARE STAKEHOLDERS ENGAGEMENT DOCUMENTS: SIC, FACULTY SENATE & COMMUNITY SURVEY EMAIL.**
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 – By Spring 2027, all students will read on grade level by fifth grade.

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.

***Academic Interventionists:**

The Impact of Literacy Intervention on Academic Performance of Third Grade At-Risk Students Williams, Vernita ProQuest LLC, Ed.D. Dissertation, East Carolina University This study revealed that the literacy pull-out intervention program did not impact student proficiency on the North Carolina Third Grade Reading End-of-Grade test, but the program did impact student growth in reading for the at-risk students.

***Certified After School Tutoring:**

The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. Working Paper 27476 Nickow, Andre; Oreopoulos, Philip; Quan, Vincent National Bureau of Economic Research Tutoring--defined here as one-on-one or small-group instructional programming by teachers, paraprofessionals, volunteers, or parents--is one of the most versatile and potentially transformative educational tools in use today.

***Parent Advocate:**

Title 1 Schools Parent Liaisons' Reports Regarding Their Roles and Associated Responsibilities to Facilitate Parent Engagement to Support Children's Academic Achievement

Tacchi, Barbara M. - ProQuest LLC, 2013

Parent Liaisons can play an integral role in working to realize a vision for a strategic, comprehensive, and continuous system of family, school, and community partnerships that demonstrably contribute to children's development and school success.

***Collaborative planning for teachers:**

Elementary Teachers' Perceptions of Appropriate Collaborative Planning and Professional Planning Time: A Case Study Wise, Kristi ProQuest LLC, Ed.D. Dissertation, Northcentral University Professional Learning Communities (PLCs) are a best practice that has been around for decades; however, due to organizational structuring in elementary schools, teachers are allowed 30 minutes of planning time. During this time little planning or collaboration with peers is achieved. Previous research has proven that professional learning by way of collaboration with peers increases the teachers' ability to reach and teach the students which in turn results in student success. The problem addressed by this study was the allotted time provided for Georgia elementary teachers to develop professionally and how to obtain that time in a manner that improves teacher performance.

***Classroom and take home libraries:**

Building a Classroom Library Based on Multicultural Principles: A Checklist for Future K-6 Teachers Howlett, Kristina M.; Young, Heather D. Multicultural Education, v26 n3-4 p40-46 Spr-Sum 2019 Building a classroom library while infusing multicultural (MC) content and multiple perspectives into the learning environment is an important job for teachers. Students need to have direct access to meaningful and relevant texts, and the classroom library is the optimal location. Teacher educators should strive to assist teacher candidates in building anti-bias libraries in early childhood and elementary programs with a wide variety of literature.

Family Literacy Coaching: Partnering with Parents for Reading Success Brown, Clara Lee; Schell, Robin; Denton, Rachel; Knode, Elizabeth School Community Journal, v29 n1 p63-86 2019 It is known that parent involvement contributes to children's overall educational achievement as well as their literacy development. Home literacy, in particular, is critical in helping children who read below grade level. Studies also found that the quality of the interaction between the child and parent is as important as interactive opportunities.

Goals, Strategies & Performance Measures – 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: Provide additional literacy support for students reading below grade level.</p>	<p>Strategies: 1. During the 2022-23 school year, a 1.0 FTE classified Academic Interventionist will be funded. 2. During the 2022-23 school year, Early Childhood teachers will be funded as a part of an after school tutoring program. 3. During the 2023-24 school year, 2.3 FTE classified Academic Interventionists will be funded. (This will be a one-year extension to the ESSER II [\$100,000 two-year plan])</p>	<p>Progress Monitoring: * iReady (fall, winter, spring) * MAP (fall, winter, spring) * Classroom performance (skills mastery, grades) * MTSS team data reviews * Interventionists/Tutors progress monitoring logs</p>	<p>Performance Metrics: * iReady * MAP * SCReady * Formative Assessments</p>
<p>Goal 2: Provide collaborative teacher planning time to support the implementation of the new “EL” ELA K-5th grade curriculum focusing on ELA standards correlation.</p>	<p>Strategies: During the 2022-23 school year, teacher collaborative planning time sessions (1) during the summer 2022 and (2) after school during the school year will be funded.</p>	<p>Progress Monitoring: * EL Education: Mid and End of Unit assessments (4-8 weeks) * SKILLS and ALL Block benchmark assessments (bi-weekly and quarterly) * MAP and iReady data (fall, winter, spring)</p>	<p>Performance Metrics: * EL Education module assessments * SKILLS and ALL Block benchmarks * iReady and MAP assessments</p>
<p>Goal 3: Provide direct Wrap-Around Service support to students and families with attendance, behavior, wellness and engagement concerns.</p>	<p>Strategies: During the 2022-23 school year, a 0.2 FTE classified Parent Advocate and outreach program will be funded.</p>	<p>Progress Monitoring: * Regular Check-In with Free/Reduced meals, Back Pack Buddies and ELL students * Manage staff Belle Hall Buddy mentor program * MTSS team data reviews</p>	<p>Performance Metrics: * PowerSchool attendance data * Regular Truancy Team data reviews * Parent Advocate student and parent contact logs * Review 360 data</p>
<p>Goal 4: Provide increased access to high-quality, engaging texts by adding to classroom and home libraries.</p>	<p>Strategies: During the 2022-23 and 2023-24 school year, additional titles for classroom and home libraries will be funded.</p>	<p>Progress Monitoring: * Independent Reading Logs * Reading Conference logs * Teacher anecdotal notes</p>	<p>Performance Metrics: * FastBridge * iReady * MAP * SCReady</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: Provide additional literacy support for students reading below grade level.

<p>Strategy 1: During the 2022-23 school year, a 1.0 FTE classified Academic Interventionist will be funded.</p>	<p>Implementation Steps: Hire a 1.0 FTE classified Academic Interventionist for only the 2022-23 school year. Assign and adjust Intervention caseload and schedule based on data-driven identification of targeted students and on-going progress monitoring.</p>	<p>Implementation Dates: August 2022-May 2023</p>	<p>Person(s) Responsible: Instructional Coach Principal MTSS team</p>
<p>Strategy 2: During the 2022-23 school year, Early Childhood teachers will be funded as a part of an after school tutoring program.</p>	<p>Implementation Steps: Schedule and manage twice weekly, one-hour after school small group tutoring sessions. Identify targeted Early Childhood students based on data-driven assessments. Manage on-going parent communication for selected tutorial students.</p>	<p>Implementation Dates: August 2022-May 2023</p>	<p>Person(s) Responsible: Instructional Coach Tutors Principal MTSS team</p>
<p>Strategy 3: During the 2023-24 school year, 2.3 FTE classified Academic Interventionists will be funded. (This will be a one-year extension to the ESSER II [\$100,000 two-year plan])</p>	<p>Implementation Steps: Assign and adjust Intervention caseloads and schedules based on data-driven identification of targeted students and on-going progress monitoring.</p>	<p>Implementation Dates: August 2023-June 2024</p>	<p>Person(s) Responsible: Instructional Coach Principal MTSS team</p>

Goal 2: Provide collaborative teacher planning time to support the implementation of the new “EL” ELA K-5th grade curriculum focusing on ELA standards correlation.

<p>Strategy 1: Teacher collaborative planning time sessions <u>during the summer 2022</u> will be funded.</p>	<p>Implementation Steps: Schedule common sessions. Manage flexible grade level collaboration sessions. Coordinate with district EL Education training. Unpack standards and learn targets and assessments.</p>	<p>Implementation Dates: June 2022-August 2022</p>	<p>Person(s) Responsible: Instructional Coach Principal Assistant Principal Secretary/Bookkeeper</p>
<p>Strategy 2: During the 2022-23 school year, teacher collaborative planning</p>	<p>Implementation Steps: Schedule common sessions twice monthly.</p>	<p>Implementation Dates: August 2022-May 2023</p>	<p>Person(s) Responsible: Instructional Coach Principal</p>

time sessions <u>after school during the school year</u> will be funded.	Manage flexible grade level collaboration sessions. Coordinate with district EL Education training. Analyze on-going EL assessment data, monitor and adjust instruction according to scope and sequence.		Assistant Principal Secretary/Bookkeeper
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Goal 3: Provide direct Wrap-Around Service support to students and families with attendance, behavior, wellness and engagement concerns.

Strategy 1: During the 2022-23 school year, a 0.2 FTE classified Parent Advocate and outreach program will be funded.	Implementation Steps: Hire 0.2 FTE Parent Advocate. Implement and manage Parent Advocate schedule, outreach activities and conference logs.	Implementation Dates: June 2022-May 2023	Person(s) Responsible: Principal MTSS team
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Goal 4: Provide increased access to high-quality, engaging texts by adding to classroom and home libraries.

Strategy 1: During the 2022-23 <u>and</u> 2023-24 school year, additional titles for classroom and take home family libraries will be funded.	Implementation Steps: School Literacy Committee will collaborate with K-5th grade level teachers in PLCs to select and distribute appropriate titles to increase classroom and take home family libraries with a focus on students reading below grade level.	Implementation Dates: August 2022-June 2024	Person(s) Responsible: Instructional Coach, Teacher Librarian, Grade Level PLCs, Principal
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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: Fund additional literacy support for students reading below grade level.	Specific Components of Activity: Fund classified Academic Interventionists- * (1.0 FTE classified interventionist for <u>only 2022-23.</u> = \$48,000) * (2.3 FTE classified interventionists for <u>2023-24</u> to extend these positions from the ESSER II grant 2022-23 = \$105,000) Fund After School Tutors- * (Two teachers twice weekly [30 weeks] for 1 hour at \$35/hr) = \$4,200) Materials- = \$2,800	Cost: \$160,000
Activity 2: Fund additional summer and school year collaborative	Specific Components of Activity: Fund summer 2022 teacher collaborative EL planning hours-	Cost: \$37,000

planning time for teachers in support of the implementation of the new district EL Education curriculum.	<p>* (\$40/hr for 25 teachers for 8 total hours each) = \$8,000</p> <p>Fund Instructional Coach summer planning 2022 hours- * (\$40/hr for 80 hours total) = \$3,200</p> <p>Fund after school teacher collaborative EL planning hours during the 2022-23 school- * (\$40/hr for 30 teachers 2X monthly [18 - one-hour sessions]) = \$21,600</p> <p>Materials- = \$4,200</p>	
Activity 3: Fund a 0.2 FTE classified Parent Advocate for <u>only</u> the 2022-23 school year.	Specific Components of Activity: Fund average salary with benefits for 0.2 FTE <u>classified</u> Parent Advocate for <u>only the 2022-23</u> school year.	Cost: \$15,000
Activity 4: Fund additional titles for classroom and take home family libraries.	Specific Components of Activity: Purchase book titles.	Cost: \$5,000
TOTAL:		\$217,000

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.

In order to address sustainability concerns, all funded positions are “classified” (non-contractual) and during the hiring process all applicants were informed that the position was for one year only. Further, positions remaining after the grant time period could be funded with EIA and/or PTA funds or reassigned in response to staff attrition.

Stakeholder Engagement Process -

ATTACHED TO THIS EMAIL ARE STAKEHOLDERS ENGAGEMENT DOCUMENTS: SIC, FACULTY SENATE & COMMUNITY SURVEY EMAIL.

Application Due Date	Approval Status Date
April 4, 2022	