

ESSER III School Proposal Template

Due April 4, 2022

School: Early College High School

Date: April 4, 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	
HIGH-QUALITY TEACHERS/LEADERS	
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	
2023-2024	X

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

ECHS has noticed increased gaps in the health of students, socially and emotionally. Please refer to the data table below comparing semester 1 of 2019 (pre-pandemic) to semester 1 of 2020 and semester 1 of 2021 respectively (post-pandemic) and also identifying the desired outcome by the end of the recovery plan in June 2024.

While it is difficult to measure social and emotional health, we believe that these data support the faculty’s position that the emotional health of our students is declining and, as a result, adverse outcomes are worthy of tracking and intervention.

While we have a dedicated team able to support students’ academic needs, we would like to create a system to serve social and emotional needs while simultaneously supporting family needs.

ECHS would like to continue our partnership with Communities in Schools, which was initiated using ESSER II dollars in August 2021, to serve students’ social/emotional needs and to provide wraparound services to families as individual needs are identified.

Description of Data	Fall Semester 2019 (Pre-Pandemic)	Fall Semester 2020	Fall Semester 2021	Desired Outcome
Number of teenage pregnancies at ECHS	0 students	2 students	0 students (Note one teen pregnancy in Spring 2022)	0 students
Number of students requiring truancy intervention plans	3 students	12 students	5 students	Not more than three students.
The number of individual course failures for high school credit-bearing classes.	8-course failures	31-course failures	16 course failures	Not more than 5% of individual course enrollments will be failing.
The number of individual course failures for college credit-bearing classes.	4-course failures	177-course failures	71 course failures	Not more than 5% of individual course enrollments will be failing.
The number of college class withdrawal requests.	0 withdrawals	25 withdrawals	9 withdrawals	Not more than five individual course withdrawals and all supported by documentation.
The number of Academic Lab referrals NOT served.	386 / 2,173 Academic Lab appointments were NOT served. (17.7%)	1,279 / 2,815 Academic Lab appointments were NOT served. (45.4%)	705 / 2,555 Academic Lab appointments were not served (28%)	Serve 85% of all academic lab referrals.

DMH Referrals	8	11	13	

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.

Somers, M. A., & Haider, Z. (2017). Using Integrated Student Supports to Keep Kids in School: A Quasi-Experimental Evaluation of Communities in Schools. New York, NY: MDRC. 63
 Parise, L. M., Corrin, W., Granito, K.,

Haider, Z., Somers, M. A., & Cerna, O. (2017). Two Years of Case Management: Final Findings from the Communities in Schools Random Assignment Evaluation. New York, NY: MDRC.

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.

Somers, M. A., & Haider, Z. (2017). Using Integrated Student Supports to Keep Kids in School: A Quasi-Experimental Evaluation of Communities in Schools. New York, NY: MDRC. 63
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Goal 1:	Strategies:	Progress Monitoring:	Performance Metrics:
<p>By June 2024, ECHS will decrease the number of teenage pregnancies by 100% from 2 students to 0.</p>	<p>Provide sexual health education through a well-trained expert.</p> <p>Connect students with sexual health services in the community as needed.</p>	<p>Yearly through PE classes via lesson plans and syllabi.</p> <p>Monthly report to principal from CIS counselor.</p>	<p>Yearly, 95% of students enrolled in PE will participate in sexual health education.</p> <p>Monthly, 100% of students who request sexual health services will be connected with</p>

			them.
Goal 2: By June 2024, ECHS will reduce the number of students who require a truancy intervention plan to pre-pandemic levels, not to exceed 5 school wide.	Strategies: Students who require a truancy intervention plan will be required to check in with the CIS counselor weekly.	Progress Monitoring: Weekly attendance signature pages	Performance Metrics: 100% of students who require a truancy intervention plan will participate in weekly check-in meetings for the remainder of the semester or until daily and period attendance improves.
Goal 3: By June 2023, course failures and withdrawals will decrease by 50% from 233 section failure/withdrawals to not more than 50.	Strategies: Implement a check-in system with the CIS counselor to increase students' feeling of connectedness to school and to build relational capacity.	Progress Monitoring: Monthly. Use AVID <u>Academic Probation</u> process for any student failing 2 or more classes at the interim or quarter point.	Performance Metrics: 100% of students failing two or more classes at the interim or quarter will meet with the CIS counselor weekly.



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:
By June 2024, ECHS will decrease the number of teenage pregnancies by 100% from 2 students to 0.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Provide sexual health education through a well-trained expert.	Secure an expert Schedule Sexual Health Classes Deliver Sexual Health Classes	Yearly	PE Teacher CIS Counselor
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Connect students with sexual health services in the community as needed.	Identify students in need of sexual health services Offer services to broader ECHS community Secure parent permission Transport students Follow-up as needed	Ongoing	CIS Counselor

Goal 2:

By June 2024, ECHS will reduce the number of students who require a truancy intervention plan to pre-pandemic levels, not to exceed 3 school-wide.

<p>Strategy 1: Students who require a truancy intervention plan will be required to check in with the CIS counselor weekly.</p>	<p>Implementation Steps: Identify truant students Set-up weekly check-in meetings Contact parents to discuss barriers to attendance Develop plan to overcome attendance barriers</p>	<p>Implementation Dates: Weekly throughout the year</p>	<p>Person(s) Responsible: AP Data Clerk CIS Counselor</p>
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Goal 3
By June 2024, course failures and withdrawals will decrease by 50% from 233 section failure/withdrawals to not more than 115.

<p>Strategy 1: Implement a check-in system with the CIS counselor to increase students' feeling of connectedness to school and to build relational capacity.</p>	<p>Implementation Steps: Identify cohort at each quarter and interim mark. Establish schedule for individual check-in times and group check-in times. Create a connection between the family and the CIS counselor to help identify barriers to academic success and to connect the student to resources</p>	<p>Implementation Dates: At each grading period</p>	<p>Person(s) Responsible: CIS Counselor AVID Teachers</p>
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<p>Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.</p>		
<p>Activity 1: Hire a CIS Counselor</p>	<p>Specific Components of Activity: See above for specific components.</p>	<p>Cost: \$80,000.00 (per CIS)</p>
<p>TOTAL:</p>	<p>\$80,000</p>	

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.

ECHS intends to partner with Communities in schools to leverage their fundraising network across South Carolina for continued impact beyond the 23-24 school year.

Application Due Date	Approval Status Date
April 4, 2022	