

ESSER III School Proposal Template

Due April 4, 2022

School: Sanders-Clyde Creative Arts Elementary 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	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 –This proposal will ensure the implementation of research-based strategies intended to increase the probability of all students reading on grade level by 5th grade. We will provide early Literacy

experiences for current K and 1st grade students and extended Literacy enrichment experiences for grades 2-5 during summer sessions, ensure intervention support services for struggling readers, and provide students with social- emotional supports. Systematic data analysis (PLC) and Data Informed Instruction meetings (DII) will ensure increase in student performance and teacher efficacy in order to increase the percentage of students performing on grade level as determined by CCSD criterion referenced tests and state’s standardized assessments. Currently, Sanders-Clyde’s mean RIT for all grade levels is significantly below average as indicated below for the past three years.. The intended outcome is to increase the percentage of students meeting proficiency iN reading as indicated on NWEA MAP.

MAP Reading Trend Data

	2nd grade	3rd grade	4th grade	5th grade
2018	Mean RIT 170.8 16 th percentile	Mean RIT 181.5 16 th percentile	Mean RIT 191.3 20 th percentile	MEAN RIT 198.2 21 st percentile
2019	171.0 17 th percentile	184.5 21 st percentile	195.0 28 th percentile	201.1 27 th percentile
2021	177.0 30 th percentile	181.0 16 th percentile	191.4 20 th percentile	200.9 25 th percentile

Fall to Winter 2022 MAP

Reading: 20% Proficiency/36% student growth

Math: 18% Proficiency/40% student growth

Research –

Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth

Catherine H. Augustine, Jennifer Sloan McCombs, John F. Pane, Heather L. Schwartz, Jonathan Schweig, Andrew McEachin, Kyle Siler-Evans. *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth* (September 2016) Santa Monica, CA: Rand Corporation.

The largest-ever study of summer learning finds that students with high attendance in free, five to six-week, voluntary summer learning programs experienced educationally meaningful benefits in math and reading after two summers (20-25 percent annual gains in math and reading) compared with the control group. High attendance in voluntary summer programs isn’t the only factor in student outcomes. Students who received at least 25 hours of math or 34 hours of English Language Arts instruction did better than control group students on tests in fall 2013 and fall 2014. For students to experience lasting benefits from attending summer programs, the report recommends that districts: run programs for at least five weeks; promote high attendance; include sufficient instructional time and

protect it; invest in instructional quality; and factor in attendance and likely no-show rates when staffing the programs in order to lower per-student costs.

Interventions for Struggling Readers and Writers in the Context of School Literacy Movement Rama Dwika Herdiawan, Mursid Saleh, Warsono, Djoko Sutopo ramadwika@gmail.com, mursidsaleh@gmail.com, warsono@gmail.com, djokosutopo@gmail.com Postgraduate Program Universitas Negeri Semarang Abstract. Struggling readers and writers require appropriate interventions to avoid their failure in the scope of school literacy movement. The interventions can be meant as a program or class that can be employed to provide the students tools as well as strategies in terms of literacy development (Irvin, J.L, 2007). To meet the relevance of this, the study employs a descriptive case study in which the researcher attempts to explain a number of related interventions used by the teachers in the context of school literacy movement by using interview and participant observation as the methods of data collection. In brief, proper interventions contribute to the acceleration of their literacy development.

(2-day PD Retreat) **Professional Learning Communities**-- A professional learning community (PLC) is more than a group of individuals meeting together to read a common book or discuss a relevant issue. According to Huffman and Hipp (2003), PLCs are a way of working; "a school's professional staff members who continuously seek to find answers through inquiry and act on their learning to improve student learning" (p. 4). Further, DuFour (2004) expressed concern that PLCs may lose their credibility as an important part of education reform unless educators think critically about the fundamental concepts, which make up the model. As a tool for school reform, Huffman and Hipp (2003) asserted that a PLC is "the most powerful professional development and change strategy available" (p. 4). What educators are looking for today in school reform initiatives are those that result in not only improved teaching, but also in overall school improvement and student learning. Vescio, Ross, and Adams (2008) reviewed six separate research studies that scrutinized the relationship between teachers' participation in professional learning communities and student achievement—all six studies revealed that student learning improved when teachers worked in PLCs.

Schools' mental health services and young children's emotions, behavior, and learning

[Randall Reback](#)¹

Abstract

Recent empirical research has found that children's noncognitive skills play a critical role in their own success, young children's behavioral and psychological disorders can severely harm their future outcomes, and disruptive students harm the behavior and learning of their classmates. Yet relatively little is known about wide-scale interventions designed to improve children's behavior and mental health. This is the first nationally representative study of the provision, financing, and impact of school-site mental health services for young children. Elementary school counselors are school employees who provide mental health services to all types of students, typically meeting with students one-on-one or in small groups. Given counselors' nonrandom assignment to schools, it is particularly challenging to estimate the impact of these counselors on student outcomes. First, cross-state differences in policies provide descriptive evidence that students in states with more aggressive elementary counseling policies make greater test score gains and are less likely to report internalizing or externalizing problem behaviors compared to students with similar observed characteristics in similar schools in other states. Next, difference-in-differences estimates exploiting both the timing and the targeted grade levels of states' counseling policy changes provide evidence that elementary counselors substantially influence teachers' perceptions of school climate. The adoption of state-funded counselor subsidies or minimum counselor–student ratios reduces the fraction of teachers reporting that their instruction suffers due to student misbehavior and reduces the fractions reporting problems with students physically fighting each other, cutting class, stealing, or using drugs. These findings imply that there may be substantial public and private benefits derived from providing additional elementary school counselors.

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>By June, 2024 we will increase the percentage of students meeting proficiency by at least 10% at all grade levels as measured by MAP.</p> <p>Pillar – Rigorous Grade-Level Instruction</p>	<p>Strategies:</p> <p><i>Hire 1.0 Literacy Interventionist (Master Reading Teacher) to provide reading intervention support in grades 3-5</i></p> <p><i>Provide PD on differentiated small groups in reading</i></p> <p><i>Provide after school tutoring for targeted students K-3</i></p> <p><i>Implement LETRS in grades K-3</i></p> <p><i>Provide extended calendar during the summer to reinforce literacy through Interdisciplinary Units of Study.</i></p> <p><i>Provide incentives for students who increase their scores on MAP and iReady assessments.</i></p> <p><i>Purchase additional needed EL resources.</i></p> <p><i>Analyze student work during weekly PLC and Data Informed Instructional meetings</i></p> <p><i>Grade level quarterly data conferences</i></p>	<p>Progress Monitoring:</p> <p><i>Bi-weekly Progress Monitoring</i></p> <p><i>MAP testing 3x/year</i></p> <p><i>FastBridge Early Literacy and Reading-Curriculum Based Measures</i></p> <p><i>Analyze Fall data – October</i></p> <p><i>Analyze Winter data – January</i></p> <p><i>Analyze Spring data – May(use to plan summer enrichment camp)</i></p>	<p>Performance Metrics:</p> <p><i>Fall to Spring MAP-10% Proficient increase</i></p> <p><i>Spring to Spring MAP – 10% Proficient increase</i></p> <p><i>Fall to Spring Fast Bridge-10% Proficient increase</i></p>
<p>Goal 2:</p> <p>By June, 2024 we will decrease the percentage of teacher managed referrals in grades K-5 from 76% to 65%.</p> <p>Pillar – High-Quality</p>	<p>Strategies:</p> <p><i>PBIS training for staff, students, and parents (Positive Behavior Strategies)</i></p> <p><i>Establishing “Calming Room” at school for targeted students</i></p>	<p><i>Weekly monitoring of Review 360</i></p> <p><i>check-in/check-out data</i></p> <p><i>Intervention Reports</i></p>	<p>Performance Metrics:</p> <p><i>Review 360 – decrease from 76% to 65%</i></p> <p><i>Results of Intervention Reports</i></p>

<p>Teachers/Leaders</p>	<p><i>Provide side-by-side support for teachers from behavior team to prevent and deescalate behaviors.</i></p> <p><i>PD for teachers- positive behavior management strategies</i></p> <p><i>Weekly PBIS incentives for classes with low number of teacher managed referrals.</i></p> <p><i>PD for teachers on EDI, Webb's Depth of Knowledge, Differentiating Instruction, Integrating the Arts Across the Curriculum</i></p>		
--------------------------------	--	--	--

<p>Goal 3:</p> <p>To decrease chronic absenteeism from 47% to 30% or less.</p> <p>Pillar – Wrap Around Services</p>	<p>Strategies:</p> <p><i>Conduct morning calls and home visits on a daily basis to targeted students and families.</i></p> <p><i>Provide support to struggling families through the Parent Liaison and Parent Advocate.</i></p> <p><i>Implement student and class incentives on a weekly, monthly, and quarterly basis.</i></p>	<p>Progress Monitoring:</p> <p><i>Daily and weekly monitoring of PowerSchool data</i></p>	<p>Performance Metrics:</p> <p><i>PowerSchool Data Central Chronic Absenteeism Report Data</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: By June, 2024 we will increase the percentage of students meeting proficiency by at least 10% at all grade levels as measured by Reading MAP.

<p>Strategy 1:</p> <p><i>Analyze data during PLC and Data Informed Instruction Meetings</i></p>	<p>Implementation Steps:</p> <p><i>Conduct weekly meetings with teachers to analyze reading performance, assessment data and identifying gaps for re-teaching based on close analysis of student work.</i></p>	<p>Implementation Dates:</p> <p><i>Beginning August, 10 2022- May 31, 2023</i></p> <p><i>Beginning approximately the same time the following year</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal Instructional Coaches Instructional Specialist</i></p>
--	---	--	---

	<p><i>Develop instructional plan based on Data Informed Instruction meetings.</i></p> <p><i>Provide Differentiated PD as needed</i></p> <p><i>Conduct monthly Learning Walks to monitor instruction ad student engagement</i></p>		
<p>Strategy 2:</p> <p><i>Provide extended school-year during the summer to reinforce literacy skills.</i></p>	<p>Implementation Steps:</p> <p><i>Identify students based on bottom 20% on Reading MAP and FastBridge</i></p> <p><i>Plan interdisciplinary Units</i></p> <p><i>Identify priority reading and writing standards to reinforce in summer camp</i></p>	<p>Implementation Dates:</p> <p><i>Planning begins in March, 2023- Summer Enrichment Camp starts in June 2023 (usually 2nd full week) thru July, 2023 (approx. 4 weeks)</i></p> <p><i>Planning begins March, 2024-Summer Enrichment Camp starts June, 2024 thru July 2024 (approx. 4 weeks)</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal Instructional Coaches Instructional Specialist Related Arts Teachers Classroom teachers Instructional Assistants</i></p>
<p>Strategy 3:</p> <p><i>Provide reading intervention to students in grades K-5</i></p>	<p>Implementation Steps:</p> <p><i>Identify students in need of intervention based on MAP and FastBridge Data.</i></p> <p><i>Provide targeted intervention support to students in small group setting.</i></p>	<p>Implementation Dates:</p> <p><i>October, 2022- May, 2024</i></p> <p><i>School wide Intervention built into the instructional calendar</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal Instructional Coaches Instructional Specialist Interventionist</i></p>
<p>Goal 2: By June, 2024 we will decrease the number of teacher managed referrals in grades K-5 from 76% to 65%.</p>			
<p>Strategy 1:</p> <p><i>Provide SEL lessons and Positive Behavior Interventions and Support strategies for students, staff, and parents</i></p>	<p>Implementation Steps:</p> <p><i>Second Steps Curriculum implementation in grades CD-5</i></p> <p><i>PD for Second Steps Curriculum and Quarterly Updates</i></p> <p><i>PBIS training provided to all teachers and staff for Tier 1</i></p>	<p>Implementation Dates:</p> <p><i>Beginning Week of August 8-12, 2022</i></p> <p><i>Same in 2023</i></p> <p><i>Review Quarterly</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal Assistant Principal Behavior Interventionist Focus Facilitator Parent Advocate</i></p>

	<p><i>strategies.</i></p> <p><i>Implement tier 1 strategies with quarterly school-wide celebrations</i></p> <p><i>Utilize behavior team to support Tier 2 and 3 students and provide support to classroom teachers in implementing PBIS strategies</i></p> <p><i>Analyze Review 360 to identify students and teachers with excessive behavior concerns</i></p> <p><i>Tailor behavioral plan to address prevalent behaviors or identified teachers/grade levels. Provide Mental Health Counseling for identified students and their family</i></p> <p><i>Establish room, implement SEL strategies to be used in the calming room.</i></p>	<p>August/Sept. 2022 –Review Quarterly Same in 2023</p> <p>August 2022</p>	
<p>Strategy 2:</p> <p>Establish calming room for reflection at school to deescalate behaviors and teach appropriate strategies.</p>	<p>Implementation Steps:</p> <p>Establish Calming Room space in the building</p> <p>Decide on SEL strategies to be used in the Calming Room</p> <p>Identify situations where the Calming Room should be used</p>	<p>Implementation Dates:</p> <p>August, 2022-June, 2024</p>	<p><i>Principal</i> <i>Assistant Principal</i> <i>Guidance Counselor</i> <i>Behavior Interventionist</i> <i>Focus Facilitator</i> <i>Parent Advocate</i> <i>Classroom Teachers</i></p>
<p>Goal 3: To decrease chronic absenteeism from 47% to 30% or less.</p>			
<p>Strategy 1:</p> <p>Provide support to families struggling with attendance, late arrivals, and early dismissals</p>	<p>Implementation Steps:</p> <p><i>Identify students and families who are chronically absent.</i></p> <p><i>Conduct morning calls and home visits on a daily basis to targeted students and families.</i></p> <p><i>Conduct parent conferences to address concerns</i></p>	<p>Implementation Dates:</p> <p>June 2022 (based on historical data)</p> <p>Begin calls and home visits at the beginning of August 2022</p> <p>Parent Conferences begin August 2022</p>	<p>Person(s) Responsible:</p> <p><i>Principal</i> <i>Assistant principal</i> <i>Guidance Counselor</i> <i>Behavior Interventionist</i> <i>Focus Facilitator</i> <i>Parent Advocate</i> <i>Parent Liaison</i></p>

<p>Strategy 2:</p> <p>Reconfigure Truancy Team to monitor student absences.</p>	<p>Implementation Steps:</p> <p><i>Monitor PowerSchool daily/weekly to track student attendance.</i></p> <p><i>Truancy team will meet weekly to address each grade level's absences and set up parent conferences.</i></p> <p><i>Establish Tier 1, Tier 2, and Tier 3 strategies to address attendance.</i></p> <p><i>Implement student and class incentives on a weekly, monthly, and quarterly basis.</i></p>	<p>Implementation Dates:</p> <p>August, 2022- June, 2024</p>	<p>Person(s) Responsible:</p> <p><i>Principal</i> <i>Assistant principal</i> <i>Data Clerk</i> <i>Guidance Counselor</i> <i>Behavior Interventionist</i> <i>Focus Facilitator</i> <i>Parent Advocate</i> <i>Parent Liaison</i></p>

<p>Strategy 3:</p> <p>Increase student engagement and, as a result, encourage attendance through arts integration and arts residencies.</p>	<p>Implementation Steps:</p> <p>Hire artists in residence</p> <p>Provide materials for arts integration in the classroom</p>	<p>Implementation Dates:</p> <p>Begin September 2022-June, 2024</p>	<p>Person(s) Responsible:</p> <p><i>Principal</i> <i>Related Arts Teachers</i> <i>Arts Instructional Coach</i> <i>Classroom Teachers</i></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><i>Hire literacy interventionist (Master Reading Teacher) to provide reading intervention to support students in grades 3-5</i></p>	<p>Specific Components of Activity:</p> <p><i>Provide intense small group and 1:1 instruction on targeted reading skills.</i></p> <p><i>Supports teachers by providing PD and strategies for teaching reading.</i></p> <p><i>Collects and analyzes performance data for reading intervention.</i></p> <p><i>Supports implementation of state standards and the state's ELA curriculum (EL Curriculum)</i></p> <p><i>Participates in weekly planning with classroom teachers.</i></p> <p><i>Purchase intervention materials needed to provide instruction.</i></p>	<p>Cost:</p> <p><i>\$101,316 / year salary and benefits (2 years)</i> (Salary verified based on CCSD HR documents)</p> <p><i>\$4000 / year (materials)</i></p>
--	--	--

<p>Activity 2:</p> <p><i>Hire full time licensed mental health counselor to support social-emotional health of our students. (Independent Contractor)</i></p>	<p>Specific Components of Activity:</p> <p><i>Provide support to identified students and their families.</i></p> <p><i>Provide best practices to faculty and staff to address mental health issues.</i></p> <p><i>Purchase Calming Room materials</i></p>	<p>Cost:</p> <p><i>\$60,000 / year (2 years) (Independent Contractor-no benefits)</i></p> <p><i>\$3000 (calming room)</i></p>
<p>Activity 3:</p> <p><i>Implement Summer Enrichment Program for Child Development and provide transportation for K-5 Summer program 2022</i></p>	<p>Specific Components of Activity:</p> <p><i>Implement 4 week summer program for Child Development (Rising Kindergartners)</i></p> <p><i>Hire teaching staff for CD Summer Camp (2 teachers, 2 TAs)</i></p> <p><i>Purchase supplies, pay for field trips, provide transportation</i></p> <p><i>Provide intensive reading and math instruction for 4 weeks July- August (to end just before school begins)</i></p> <p><i>Transportation and staff for CD-5 Summer Program</i></p>	<p>Cost:</p> <p><i>Summer 2023 and Summer 2024</i></p> <p><i>\$10,000 (materials/year)</i></p> <p><i>\$5000 (field trips/year)</i></p> <p><i>\$2000 (snacks/year)</i></p> <p><i>\$30458 (salaries and benefits/year)</i></p> <p><i>\$5000 (transportation/year)</i></p> <p><i>\$4500 (transportation) Summer 2022</i></p>
<p>Activity 4:</p> <p><i>Provide 2 Day staff-retreat before school begins for Professional Development identified in this proposal</i></p>	<p>Specific Components of Activity:</p> <p><i>Identify available dates before teachers officially return.</i></p> <p><i>Identify available space off-campus.</i></p> <p><i>Rent space</i></p> <p><i>Purchase supplies</i></p> <p><i>Pay stipend for teachers who attend</i></p> <p><i>Establish itinerary and agenda</i></p> <p><i>Secure presenters</i></p>	<p>Cost:</p> <p><i>\$20,000 / summer (2 summers)</i></p>
<p>Activity 5:</p> <p><i>Purchase EL Materials to effectively implement the state/district adopted reading curriculum</i></p>	<p>Specific Components of Activity:</p> <p><i>Purchase additional student copies of books to teach EL Reading Curriculum</i></p> <p><i>Purchase additional supplies needed to teach EL Reading curriculum</i></p> <p><i>Purchase emergent decodables necessary for K-2 EL instruction</i></p> <p><i>Purchase reading series 2 and reading series 3 sets of books</i></p>	<p>Cost:</p> <p><i>\$20,000/year</i></p>

	<p>to include teacher guides and supplementary materials</p> <p>Purchase bins for materials <i>(purchase class sets of books (not provided by CCSD) instead of 1 per class to provide students with the opportunity to read their own books and turn their own pages) purchase consumable items that need to be replaced in each module</i></p>	
<p>Activity 6:</p> <p>Provide incentives for teachers and students who make at least typical growth on iReady Reading and/or Reading MAP.</p>	<p>Specific Components of Activity:</p> <p>Purchase teacher and student incentives (<i>Teachers</i> –catered lunches, dinner at a local restaurant, local excursions to Charleston landmarks, monetary (\$100) checks, T-shirts, books, certificates, class supplies/equipment, etc) (<i>Students</i>-individual books,board games, T-shirts, medals, certificates, field trips,etc)</p> <p>Identify students who meet or exceed goals on iReady Reading and/or Reading MAP</p> <p>Identify teachers with the highest percentile proficiency and growth on each grade level and in content areas.</p>	<p>Cost:</p> <p>\$10,000/year</p>
<p>Activity 7:</p> <p>Provide incentives for student attendance and for PBIS celebrations</p>	<p>Specific Components of Activity:</p> <p>Identify students with perfect attendance</p> <p>Identify students who follow school and classroom rules</p> <p><i>Purchase: Catered lunch with parents and scholars each quarter certificates, treasure box prizes, board games, and books</i></p>	<p>Cost:</p> <p>\$10,000/year</p>
<p>Activity 8:</p> <p>Hire artists in residency to work with classroom teachers to increase student engagement.</p>	<p>Specific Components of Activity:</p> <p>Hire artists to collaborate with classroom teachers based on state priority standards</p> <p>Coordinate schedule for co-teaching through the arts</p> <p>Plan school-wide events for families such as “Arts in the Park” and other school-wide performances</p> <p>Purchase needed materials for arts activities</p>	<p>Cost:</p> <p>\$18,226/year</p>
<p>TOTAL:</p>		<p>\$303,500/year 2022-2023 2023-2024</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.

The two proposed staff will be absorbed into Title 1 and EIA funds contingent upon their success in implementation of the proposed goals and a needs assessment of targeted student groups.

Summer Enrichment Program for Child Development total enrollment and total number of days will be reduced or it will be discontinued based on funding and collaboration with community partners.

Application Due Date	Approval Status Date
April 4, 2022	