

## ESSER III School Proposal Template

### Due April 4, 2022

School: \_\_\_North Charleston 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](mailto: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.  
[Faculty Meeting for ESSER III Input March 23, 2022 -attendance](#)  
[Student Influencers Session April 1, 2022 -attach agenda w/sign-in sheet](#)
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	<b>X</b>
HIGH-QUALITY TEACHERS/LEADERS	<b>X</b>
WRAP-AROUND SERVICES	<b>X</b>

**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

**Statement of Intended Outcome** – All scholars will experience high quality, grade level, standards-based instruction in an environment which promotes the academic, social, and emotional well-being of students, parents, teachers, and all other applicable stakeholders.

Hiring additional teachers will allow NCHS to continue efforts as a school of innovation to provide co-teaching experiences for more students in the PODs. Currently, there are a few PODs for credit recovery and/or initial credit, multilingual learners, and acceleration. Using the seat time waiver students are co-taught by teachers in two different subject areas and students are able to complete additional coursework and/or recover failed credits in less than one quarter or semester.

Recruiting a Driver’s Education Teacher will enable NCHS to do the following: prepare students to get a license and be able to provide transportation to work and/or college, offer a variety of high quality electives, and improve quality of life (over 70% of students eligible for a driver's license do not currently have a license).

**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.

*Goal 1: Attract and retain high quality teachers*

[Turning Around Chronically Low-Performing Schools](#)

[Preventing Dropout in Secondary Schools](#)

[Reinvesting and Rebounding: Where the Evidence Points for Accelerating Learning](#)

*Goal 2: Increase literacy level and academic outcomes for students.*

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)  
[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

[Examining the Effect of Class Size on Classroom Engagement and Teacher-Pupil Interaction: Differences in Relation to Pupil](#)

[Prior Attainment and Primary vs. Secondary Schools](#)

[Smaller classes benefit students most in need](#)

[Preventing Dropout in Secondary Schools](#)

*Goal 3: Promote and foster strong, positive social-emotional well-being for all stakeholders.*

[Dropout Prevention](#)

[Preventing Dropout in Secondary Schools](#)

**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>By May 2024, 80% of the teachers at North Charleston High School will return for the following year.</i></p>	<p>Strategies:</p> <p><i>-Pre (\$1500) and post (\$1500) signing bonuses.</i></p> <p><i>-Supplemental teacher pay for hours worked beyond the school day outside of regular tutoring (ex: dance, drama, chorus, and clubs).</i></p>	<p>Progress Monitoring:</p> <p><i>-Engage a school HR team who will monitor recruitment and retention efforts</i></p> <p><i>-Create “Hiring Huddles” that meet monthly to actively recruit and retain teachers.</i></p> <p><i>-Hours logged for teachers outside of academic assistance.</i></p>	<p>Performance Metrics:</p> <p><i>Interview Schedules, financial tracking of bonuses and supplemental teacher pay, agendas and sign-in documentation for Hiring Huddles, hours worked.</i></p>
<p>Goal 2:</p> <p><i>By May 2024, increase the percent of students in the graduating cohort scoring C or better on the EOCEP overall from 18.3% to 23%.</i></p>	<p>Strategies:</p> <p><i>-Hire additional core content teachers (who are trained in literacy and/or are ELL endorsed) to lower class sizes and provide co-teaching for innovation PODS</i></p> <p><i>-Hire additional Bilingual teachers/assistants to accommodate increasing multilingual learners enrollment</i></p> <p><i>-Academic Incentives to recognize student accomplishments and provide exposure to and opportunities for educational and cultural experiences</i></p> <p><i>-Supplemental teacher pay for hours worked beyond the school day</i></p>	<p>Progress Monitoring:</p> <p><i>-New hires will use reliable screening assessments to identify students with reading and/or academic difficulties and follow up with formal and informal assessments to pinpoint each student’s instructional needs.</i></p> <p><i>-Make available intensive and individualized interventions for struggling readers that can be provided during the PODs.</i></p> <p><i>-Select an intervention that provides an explicit instructional focus to meet each student’s identified learning needs.</i></p> <p><i>-Provide interventions where intensiveness matches student needs: the greater the instructional need, the more intensive the intervention. Assuming a high level of instructional quality, the intensity of interventions is related</i></p>	<p>Performance Metrics:</p> <p><i>EOCEP scores for English II, Algebra I, Biology, US History</i></p> <p><i>English Learners annual progress toward proficiency (annual state report card metric) and WIDA’s ACCESS for ELLs results</i></p> <p><i>course completion</i></p>

		<i>most directly to the size of instructional groups and amount of instructional time.</i>	
<p>Goal 3:</p> <p><i>By May 2024, student results regarding a sense of belonging as measured by the Panorama Survey will increase from 37% to 44% (District average).</i></p>	<p>Strategies:</p> <p><i>-Conflict resolution, behavioral modification, restorative practices, trauma-informed services, after school tutoring, and mentoring provided by <u>The Charity Foundation</u></i></p>	<p>Progress Monitoring:</p> <p><i>The Charity Foundation will:</i></p> <ul style="list-style-type: none"> <li><i>-make weekly contact with School administration and teachers,</i></li> <li><i>-check-in and make adjustments, assist with operational issues,</i></li> <li><i>-develop and administer assessments and evaluations of community hubs</i></li> <li><i>-keep track of the needs to collect and report data on the effectiveness of community hubs.</i></li> </ul>	<p>Performance Metrics:</p> <p><i>Contact logs</i> <i>Assessments and evaluations of hubs</i> <i>Needs assessment</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**

<p><b>Strategy 1:</b></p> <p><i>Offer pre (\$1500) and post (\$1500) signing bonuses</i></p>	<p><b>Implementation Steps:</b></p> <p><i>-Advertise hiring bonuses</i> <i>-Create HR team and Hiring Huddles for recruitment and retention efforts</i> <i>-Provide bonuses for approx. 10 new hires and longevity bonuses for approx. 60 veteran teachers</i></p>	<p><b>Implementation Dates:</b></p> <p><i>June 2022-June 2024</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Principal (Designee)</i> <i>Bookkeeper</i></p>
<p><b>Strategy 2:</b></p> <p><i>Provide supplemental teacher pay for hours worked beyond the school day for non academic classes.</i></p>	<p><b>Implementation Steps:</b></p> <p><i>-Encourage new club offerings such as chess, student leadership, community service, mock trials, etc...</i> <i>-Create schedule for before/after</i></p>	<p><b>Implementation Dates:</b></p> <p><i>June 2022-June 2024</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Assistant Principal for Instruction</i> <i>Bookkeeper</i></p>

	<p><i>hours professional learning to create literacy curriculum that is vertically aligned</i></p> <ul style="list-style-type: none"> <li>-Host intensive workshops for Lead Innovators to continue working on goals related to School of Innovation waivers</li> <li>-Create tracking system to monitor supplemental pay</li> <li>-Extra hour paid each week for professional development</li> <li>-Compensate teachers who provide existing services after school such as dance, theatrical performance, chorus, etc...</li> </ul>		
--	--	--	--

**Goal 2**

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p><i>-Hire additional core content teachers (who are trained in literacy and/or are ELL endorsed) to lower class sizes and provide co-teaching for innovation PODS</i></p>	<p><i>-Recruit and advertise for teachers who specialize in literacy (even at the elementary level *see school of innovation waivers)</i></p>	<p><i>June 2022-June 24</i></p>	<p><i>Principal, Hiring Team</i></p>
<p><b>Strategy 2:</b></p> <p><i>Hire additional Bilingual teachers/assistants to accommodate increasing ESOL student enrollment</i></p>	<p><b>Implementation Steps:</b></p> <p><i>-Recruit and advertise for bilingual teachers and/or assistants.</i></p>	<p><b>Implementation Dates:</b></p> <p><i>June 2022-June 24</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Principal, Hiring Team</i></p>
<p><b>Strategy 3:</b></p> <p><i>-Academic Incentives to recognize student accomplishments and provide exposure to and opportunities for educational and cultural experiences</i></p>	<p><b>Implementation Steps:</b></p> <p><i>-Provide frequent positive rewards and recognition for accomplishments based on the student's progress toward goals</i></p> <p><i>- Provide opportunities for students to visit Colleges/Universities, museums etc....</i></p>	<p><b>Implementation Dates:</b></p> <p><i>June 2022-June 24</i> <i>Quarterly Awards</i></p>	<p><b>Person(s) Responsible:</b></p> <p><i>Instructional Team, Guidance Department</i></p>

**Goal 3**

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p><i>Conflict resolution, behavioral</i></p>	<p><i>-make weekly contact with The</i></p>	<p><i>June 2022-June 24</i></p>	<p><i>Principal</i></p>

<p><i>modification, restorative practices, trauma-informed services, after school tutoring, and mentoring provided by <u>The Charity Foundation</u></i></p>	<p><i>Charity Foundation to check-in and make adjustments, discuss assistance with operational issues, -review assessments and evaluations developed and administered by The Charity Foundation -keep track of the needs to report to the Charity Foundation.</i></p>		
---	---	--	--



**Budget Analysis** – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

<p><b>Activity 1:</b></p>	<p><b>Specific Components of Activity:</b></p>	<p><b>Cost:</b></p>
<p><i>Attract and retain high quality teachers</i></p>	<p><i>Initial signing bonus \$1,500 @10 teachers Longevity bonus for 2 years of service \$1,500 @60 teachers</i></p>	<p><i>\$15,000 annually for signing bonuses = \$30,000 \$90,000 year 2 for longevity bonuses =\$120,000 grand total</i></p>
<p><b>Activity 2:</b> <i>Provide supplemental teacher pay for hours worked beyond the school day for non academic classes.</i></p>	<p><b>Specific Components of Activity:</b> <i>Supplemental teacher pay for hours worked beyond the school day</i></p>	<p><b>Cost:</b> <i>\$10,000 annually =\$20,000 total</i></p>
<p><b>Activity 3:</b> <i>Increase literacy level and academic outcomes for students</i></p>	<p><b>Specific Components of Activity:</b> <i>Hire 3 Teachers (math/science, ESOL and Driver's Education Instructor)</i></p>	<p><b>Cost:</b> <i>\$240,000 annually =\$480,000 total</i></p>
<p><b>Activity 4:</b> <i>Increase literacy level and academic outcomes for students</i></p>	<p><b>Specific Components of Activity:</b> <i>Hire additional bilingual teachers' assistants to accommodate increasing ESOL student enrollment</i></p>	<p><b>Cost:</b> <i>\$40,000 annually = \$80,000 total</i></p>
<p><b>Activity 5:</b> <i>Increase literacy level and</i></p>	<p><b>Specific Components of Activity:</b> <i>Academic incentives for students as well as incentives to combat</i></p>	<p><b>Cost:</b> <i>\$25,000 annually</i></p>

<i>academic outcomes for students</i>	<i>chronic absenteeism/truancy, transportation costs for travel, registration fees, cost of tickets</i>	<i>= \$50,000 total</i>
<b>Activity 6:</b> <i>Promote and foster strong, positive social-emotional well-being for all stakeholders.</i>	<b>Specific Components of Activity:</b> <i>Wrap Around Services provided by <u>The Charity Foundation</u> and Carolina Teen Center</i>	<b>Cost:</b> <i>\$75,000 annually = \$150,000 total</i>  <i>\$25,000 annually =\$50,000 total =\$200,000 grand total</i>
<b>TOTAL:</b>		<b><i>\$950,000 two year total</i></b>

**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 Wrap Around Services will be contracted annually so there is no hiring of staff for that particular activity. NCHS will focus on hiring teachers who are math, science, and ESOL certified which are currently critical needs areas and at the close of two years these teachers may continue to work in CCSD. There are statewide and district-wide shortages in these critical areas. Due to attrition and past retention difficulties it is likely that new hires added will fold into current positions. Nearly one in four teachers reported they would leave the profession by the end of the 2020-2021 school year.

NCHS already has access to an automobile that may be used for the Driver's Education course. The school will build this position into the Title One plan following two years. Similarly, other costs covered by ESSER III funds will be built into the Title One plan or the Comprehensive Support and Improvement Schools funding.

<b>Application Due Date</b>	<b>Approval Status Date</b>
April 4, 2022	