

ESSER III School Proposal Template

Due April 4, 2022

School: E.B. Ellington Elementary School

Date: Mar 28, 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 – State your intended outcome of your proposal:

E.B. Ellington is a Title I school located in rural Ravenel, SC. The total school enrollment is 335 students, all who receive free and reduced lunch. The school is comprised of 14% white students; 17% Hispanic and 65% Black. We are very proud of the diversity that exists in our school and we make time to celebrate our uniqueness.

Our students enter school lacking many of the key foundational skills that lead to long-term social, emotional, and academic success. As a result, preparing students for college, career, and life can be a challenge; however, with the right conditions, to include, rigorous grade level instruction, high quality teachers/leaders, and quality wrap-around services, our students will thrive. Anchored in a four-word philosophy; **Lead, Learn, Influence, Grow**, our proposal aims to address each of the three pillars in a systematic way to cultivate opportunities for long-term student success.

Our proposal is designed to produce the following outcomes:

- introduce our students to curriculum that is engaging and relevant;
- engage students in authentic learning experiences that help them see connections to the real world;
- prepare students to meet the challenges and demands of a competitive and global society;
- recruit and retain high efficacy teachers who are equipped with the knowledge, skills, and dispositions to work with marginalized communities of learners;
- expand leadership opportunities for teachers;
- empower teachers to “own” their teaching and learning;
- support and develop a holistic approach to educating each child within the Ellington learning community; and
- connect with community agencies to strengthen the home/school partnership.

Our core values at Ellington are centered around a 4 word philosophy: **Lead, Learn, Influence, Grow**. These values are the bedrock of our daily practices at Ellington and thus, are at the forefront of this proposal.

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.

- *Visible Learning Meta-Study* by John Hattie - “*Visible Learning* is nothing less than a synthesis of more than 50,000 studies covering more than 80 million pupils. Hattie uses the statistical measure effect size to compare the impact of many influences on students’ achievement, e.g. class size, holidays, feedback, and learning strategies ([Visible Learning website](#)).” Of particular importance to our first goal is Hattie’s research around the effect sizes of collective teacher efficacy (1.57), response to intervention (1.29), feedback (0.70), math programs (0.59), appropriately challenging goals (0.59), repeated reading programs (0.75), and phonics instruction(0.70).
- “The Role of Decodable Readers in Phonics Instruction” by Nina A. Lorimor-Easley and “The influence of decodability in early reading text on reading achievement: a review of the evidence” by Jennifer P. Cheatham and Jill H. Allor both speak to the importance of

decodable texts in the development of reading. This research supports our work in goal one, rigorous instruction.

- “A Study of Co-Teaching Identifying Effective Implementation Strategies” by Joanna Brendle, Robert Lock, and Kate Piazza highlights effective co-teaching strategies for inclusion classrooms.
- “Putting PjBL to the Test: The Impact of Project-Based Learning on Second Graders’ Social Studies and Literacy Learning and Motivation in Low-SES School Settings” by Nell K. Duke et.al. highlights the positive impact of project based learning in schools with a population similar to E. B. Ellington.
- “Assessing the Effect of ML-PBL on Science Learning” by Joe Krajcik et. al. highlights the positive impact of project based learning in science.
- “The Effectiveness of School-Based Mental Health Services for Elementary-Aged Children: A Meta-Analysis” by Amanda L. Sanchez et. al. concludes that mental health services, particularly targeted intervention and selective prevention, have a positive impact on students, decreasing mental health problems.
- “One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication” by Meg Benner and Abby Quirk calls attention to the importance of parent involvement in their children’s education and how that involvement has a positive impact on student success.

Collectively, this research supports the vision that we have at E. B. Ellington to provide our students with opportunities to **Lead, Learn, Influence, and Grow** through high quality instruction.

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.

Goal 1:	Strategies:	Progress Monitoring:	Performance Metrics:
To provide rigorous grade level instruction for all students.	Strategy 1: Implement decodable texts within primary, resource and intervention classrooms	Frequent and ongoing during CLT, Classroom Walkthroughs	Increased student performance on Fastbridge earlyReading (Grades K-1) and NWEA MAP Reading (Grades 1-2)
	Strategy 2: Implement PBL to engage students in real-world learning	Routine use of PBL Works Rubrics (self-ratings and walkthroughs)	Students will demonstrate college and career readiness skills on performance based assessments (PBA) Quarterly performance tasks through EL modules.

	<p>Strategy 3: Tailor learning for students using the Core Four for personalized learning.</p>	<p>Routine use of Educational Elements walkthrough tools (self-ratings and walkthroughs)</p>	<p>Students will demonstrate ownership of the goal-setting process around Fastbridge and MAP testing</p>
	<p>Strategy 4: Utilize the OGAP (Ongoing Assessment Project) formative assessment cycle to strengthen student feedback and Tier 2 instruction</p>	<p>Frequent and ongoing during CLT, Classroom Walkthroughs</p>	<p>Increased student performance on Fastbridge early Math (Kindergarten), NWEA MAP Math (Grades 1-5), and SC Ready (Grades 3-5)</p>
	<p>Strategy 5: Build inclusive environments using a co-teaching model</p>	<p>Routine use of co-teaching models based on Stetson Rubrics (self-ratings and walkthroughs)</p>	<p>Increased number of students meeting IEP goals</p>
	<p>Strategy 6: Reduce class size at grade five</p>	<p>Class rosters Classroom walkthroughs</p>	<p>Increased performance on NWEA MAP Math, Reading, and SC Ready</p>
	<p>Strategy 7: Outdoor Classroom</p>	<p>Teacher sign-ups for use of outdoor classroom</p> <p>Evidence of intentional teacher planning for use of outdoor classroom to support authentic learning</p> <p>Track usage of calm down space by students</p>	<p>Increase in application and transfer of "soft skills" as observed in quarterly EL performance tasks</p> <p>Increased performance on NWEA MAP Math, Reading, and SC Ready</p> <p>Reduction in office referrals</p>
<p>Goal 2: To recruit and retain high quality teachers.</p>	<p>Strategies:</p>	<p>Progress Monitoring:</p>	<p>Performance Metrics:</p>
	<p>Strategy 1: In-house, annual conference to enhance positive school climate, develop collective efficacy, and deep instructional planning through professional development</p>	<p>Attendance and participation Exit Surveys regarding professional development</p>	<p>Increased number of positive responses on school climate survey/Panorama Survey,</p>
	<p>Strategy 2: Professional Conferences for teachers to understand</p>	<p>Attendance and participation</p>	<p>Evidence of implementation of strategies</p>

	latest trends in education		learned/gained from attending the conference and sharing this knowledge with the staff upon their return
	Strategy 3: Teacher Stipends to compensate instructional planning responsibilities beyond the school day	Hours logged	Deliverables related to the tasks (for example: revised scope/sequence)
	Strategy 4: Floating Assistant to support implementation of new curriculum	Teacher request log with defined responsibilities for floating assistant	Increased teacher planning time and formative assessment feedback for students
	Strategy 5: Extended Contract for the Related Arts Team Lead	Hours Logged	Deliverables related to the tasks (for example: community engagement/partnerships, student showcase planning, etc.)
	Strategy 6: Extended Contract for the Instructional Coach	Hours Logged	Deliverables related to the tasks (for example: deep planning in curricular subjects, oversight of teacher summer work, and assessment planning)
	Strategy 7: Equity Training	Teacher attendance and participation at training sessions Frontline surveys	Feedback from Frontline survey results Growth on the Intercultural Development Continuum as determined by the IDI Survey
	Strategy 8: Technology Support	News Show documentation Troubleshooting technology issues documentation Video and Photos	News Show completed on time daily Reduction in trouble tickets to the Help Desk
Goal 3: Wrap Around Services	Strategies:	Progress Monitoring:	Performance Metrics:

	Strategy 1: Hispanic Family Outreach - Art Pot	Truancy documentation Parent sign-in sheets for events Parent requests for targeted support	Increased Hispanic parent participation in school sponsored parent education programs. Reduction in truancy
	Strategy 2: SEL Teacher	Referrals for services Tracking 1:1 support for teachers related to Tier I practices	Decrease in office managed referrals Demonstrated/ documented progress towards mental health goals
	Strategy 3: Multilingual Secretary to engage with our Spanish-speaking families to build better connections with the school	Attendance reports Truancy documentation	Increased Hispanic student attendance and more Hispanic parent engagement in school sponsored education programs
	Strategy 4: Community/Culture Building Book Study	Classroom Walkthrough Data CLT Agendas	Reduced Office Referrals
	Strategy 5: Establish a Calm Down Corner in Each Classroom	Classroom Walkthrough Data Climate Coach Training	Panorama Survey SC School Climate Survey Reduced office referrals
	Strategy 6: PBIS Incentives to support positive student behaviors	Track Interventions student-by-student and compare the number of corrections over a certain period of time	Panorama Survey SC School Climate Survey Reduced office referrals

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>Strategy 1: Implement decodable texts within primary, resource and intervention classrooms</p>	<p>Implementation Steps: 1. Purchase research-based, quality texts 2. Develop a decodable text library 3. Reading coach will facilitate decodable text training in conjunction with LETRS training to support high quality foundational skills training</p>	<p>Implementation Dates: Fall 2022</p>	<p>Person(s) Responsible: Reading Coach Primary Grades Teachers (K-2)</p>
<p>Strategy 2: Implement PBL to engage students in real-world learning</p>	<p>Implementation Steps: 1. Contract with Brazier Consulting to build out a scope and sequence for PBL professional learning opportunities 2. Engage Advanced Studies staff in PBL professional learning opportunities 3. Implement PBL practices in Advanced Studies classrooms</p>	<p>Implementation Dates: Fall 2022-Spring 2024</p>	<p>Person(s) Responsible: Principal Assistant Principal Instructional Coach Reading Coach Classroom Teachers</p>
<p>Strategy 3: Tailor learning for students using the Core Four for personalized learning.</p>	<p>Implementation Steps: 1. Contract with Education Elements 2. Engage staff in professional learning with the Core Four of personalized learning to support student-centered learning environments and instruction 3. Implement student-centered practices within the classrooms</p>	<p>Implementation Dates: Fall 2022-Spring 2024</p>	<p>Person(s) Responsible: Principal Assistant Principal Instructional Coach Reading Coach Classroom Teachers</p>
<p>Strategy 4: Utilize the OGAP (Ongoing Assessment Project) formative assessment cycle to strengthen student feedback and Tier 2 instruction</p>	<p>Implementation Steps: 1. Contract with Beth Hulbert to develop a scope of work around Tier 2 instruction 2. Engage staff in professional learning around Tier 2 instructional practices 3. Implement Tier 2 practices to support and promote response to intervention</p>	<p>Implementation Dates: Fall 2022-Spring 2024</p>	<p>Person(s) Responsible: Principal Assistant Principal Instructional Coach Classroom Teachers</p>
<p>Strategy 5: Build inclusive environments using a co-teaching model</p>	<p>Implementation Steps: 1. Collaborate with CCSD Dept. of Exceptional Children to build a scope of work for co-teaching</p>	<p>Implementation Dates: Fall 2022-Spring 2023</p>	<p>Person(s) Responsible: Principal Assistant Principal General Education</p>

	<p>2. Develop an academic schedule that supports co-teaching and prioritizes core instructional practices</p> <p>3. Train general education teachers and special education teachers on the co-teaching model</p> <p>4. Implement co-teaching models in specified general education classrooms</p>		<p>Teachers</p> <p>Special Education Teachers</p> <p>District Special Education Instructional Specialist</p> <p>Special Education Program Coordinator</p>
<p>Strategy 6: Reduce class size at grade five</p>	<p>Implementation Steps:</p> <p>1. Hire a high-quality teacher to serve in the fifth grade classroom to support reduced class size (3 teachers at the grade level)</p>	<p>Implementation Dates:</p> <p>Spring 2022 - Spring 2023</p>	<p>Person(s) Responsible:</p> <p>Principal</p> <p>Assistant Principal</p> <p>5th Grade Teacher</p>
<p>Strategy 7: Outdoor Classroom</p>	<p>Implementation Steps:</p> <p>1. The leadership team will research best practices for creating an outdoor classroom that includes instructional space, as well as a calming space for 1:1 support for students, groups of students, or staff</p> <p>2. Purchase equipment</p> <p>3. Develop a sign-up sheet and parameters for classes for usage</p>	<p>Implementation Dates:</p> <p>Fall 2022-Spring 2024</p>	<p>Person(s) Responsible:</p> <p>Principal</p> <p>Assistant Principal</p> <p>Classroom Teachers</p>
Goal 2			
<p>Strategy 1: In-house, annual conference to enhance positive school climate, develop collective efficacy, and deep instructional planning through professional development</p>	<p>Implementation Steps:</p> <p>1. Secure location off-campus to ensure deep focus and provide kick-off for the year</p> <p>2. Develop agendas to support community building, team-building, and deep planning</p>	<p>Implementation Dates:</p> <p>Fall 2022 & Fall 2023</p>	<p>Person(s) Responsible:</p> <p>Principal</p> <p>Assistant Principal</p> <p>All Staff</p>
<p>Strategy 2: Professional Conferences for teachers to understand latest trends in education</p>	<p>Implementation Steps:</p> <p>1. Teachers to research conferences of interest for professional learning opportunities</p> <p>2. Teachers will communicate interest to the administrative team who will review the conference and the purpose for attendance</p> <p>3. Following the conference,</p>	<p>Implementation Dates:</p> <p>Fall 2022-Spring 2024</p>	<p>Person(s) Responsible:</p> <p>Principal</p> <p>Assistant Principal</p> <p>Classroom Teachers</p>

	teachers will implement strategies learned and share their learning with staff		
Strategy 3: Teacher Stipends to compensate instructional planning responsibilities beyond the school day	Implementation Steps: 1. Develop scope of work to include accountability measures 2. Align work around school priorities 3. Target teachers who express interest in performing additional purposeful and meaningful duties that support school priorities	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Classroom Teachers
Strategy 4: Floating Assistant to support implementation of new curriculum	Implementation Steps: 1. Create guardrails related to scope of work to be performed by Floating Assistant 2. Communicate those guardrails to affected staff 3. Create systems for accessing support from the Floating Assistant	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Classroom Teachers New Hire
Strategy 5: Extended Contract for the Related Arts Team Lead	Implementation Steps: 1. Research & Develop a framework for Arts-infusion that aligns with school priorities, including PBL and EL 2. Feedback on framework from Fine Arts Supervisor, Principal Cabinet, and Related Arts Team	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Related Arts Team Lead Fine Arts Supervisor
Strategy 6: Extended Contract for the Instructional Coach	Implementation Steps: 1. Develop scope of work to include accountability measures 2. Align work around school priorities 3. Develop means for communicating deliverables with teachers and leadership team	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Instructional Coach
Strategy 7: Equity Training	Implementation Steps: 1. Develop scope of work with Liberation and Justice based on input from Ellington's Equity Team	Implementation Dates: Fall 2022-Spring 2023	Person(s) Responsible: Principal Assistant Principal Instructional Coach,

	<ul style="list-style-type: none"> 2. Create training calendar and implement training 3. Create systems that enable work to be sustained over time 		Equity Team Classroom Teachers
Strategy 8: Technology Support	Implementation Steps: <ul style="list-style-type: none"> 1. Develop a scope of work with deliverable related to news and media within the building 2. Host frequent check-ins to support accountability and goal setting for the role 	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Technology Support Specialist
Goal 3			
Strategy 1: Hispanic Family Outreach - Art Pot	Implementation Steps: <ul style="list-style-type: none"> 1. Develop a scope of work with Art Pot 2. Identify core team for implementation 3. Meet with staff and key stakeholders to share the plan 4. Begin implementation in alignment with outlined scope of work 5. Hold check-in and accountability measures throughout 	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Ellington Parent Liaison ESOL Family Advocate FACE Staff Classroom Teachers
Strategy 2: SEL Teacher	Implementation Steps: <ul style="list-style-type: none"> 1. Create job posting with professional responsibilities in Applitrack 2. Review eligible candidates and conduct interviews 3. Facilitate on-the-job training regarding the outlined professional responsibilities. (Creating Systems of support Tier 1 PBIS/SEL, Tier 2/3 counseling and emotional support) 4. Provide on-going support as needed 	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal School Counselor New Hire School Psychologist
Strategy 3: Multilingual Secretary to engage with our Spanish-speaking families to build better connections with the school	Implementation Steps: <ul style="list-style-type: none"> 1. Create job posting with professional responsibilities in Applitrack 2. Review eligible candidates and conduct interviews 	Implementation Dates: Fall 2022-Spring 2024	Person(s) Responsible: Principal Assistant Principal Human Resources Department

	<p>3. Facilitate on-the-job training regarding the outlined professional responsibilities (For example: Work closely with the parent advocate and school counselor to support families, home-school connection, and truancy efforts.)</p> <p>4. Provide on-going support as needed</p>		Office of Translation and Interpretation Services New Hire
<p>Strategy 4: Community/Culture Building Book Study</p>	<p>Implementation Steps</p> <ol style="list-style-type: none"> 1. Purchase Morning Meeting and Closure Circle Books for each classroom teacher and The First Six Weeks of School for each new staff member 2. Establish a timeline for reading and communicate purpose with staff 3. Hold check-ins with teams during CLT meetings 4. Provide on-going support as needed 	<p>Implementation Dates:</p> <p>Fall 2022-Spring 2024</p>	<p>Person(s) Responsible:</p> <p>Principal Assistant Principal Classroom Teachers Instructional Coach Reading Coach Climate Coach Behavior Specialist</p>
<p>Strategy 5: Establish a Calm Down Corner in Each Classroom</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Consult with Climate Coach to determine appropriate items to include in each classroom for calm down corner 2. Purchase calm down corner materials (for example: bean bags) 3. Facilitate training for calm down corner materials with classroom teachers 4. Establish a procedure for when a classroom calm down corner should be utilized by students and when students should return 	<p>Implementation Dates:</p> <p>Fall 2022-Spring 2024</p>	<p>Person(s) Responsible:</p> <p>Principal Assistant Principal Classroom Teachers School Counselor Climate Coach Behavior Specialist</p>
<p>Strategy 6: PBIS Incentives to support positive student behaviors</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. The leadership team will research concepts and ideas that will support positive behaviors 2. Purchase materials 3. Develop a system for awarding and rewarding positive behavior 	<p>Implementation Dates:</p> <p>Fall 2022-Spring 2024</p>	<p>Person(s) Responsible:</p> <p>Principal Assistant Principal Classroom Teachers School Counselor Climate Coach Behavior Specialist</p>

	4. Track usage and effectiveness		
Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.			
Goal 1			
<p>Activity 1: Implement decodable texts within primary, resource and intervention classrooms</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Emergent Set - K/1 \$1317.00 https://flyleafpublishing.com/emergent-reader-series-complete-classroom-set/ <ul style="list-style-type: none"> Reader 2 Set - 1/2 \$1572.00 https://flyleafpublishing.com/reading-series-two-decodable-books <ul style="list-style-type: none"> Reader 3 Set - 2/3 \$1572.00 https://flyleafpublishing.com/reading-series-three-decodable-books <ul style="list-style-type: none"> High Noon Books Phonics-Based Fantasy/Adventure Books for Older Readers \$548 (one set per grade 3, 4, 5) https://www.highnoonbooks.com/detailHNB.tp?action=search&cart=16402862211874880&eqskudatarq=DDD-2480&eqTitledatarq=Phonic%20Books%20Complete%20Series&eqvendordatarq=ATP&bobby=%5Bbobby%5D&bob=%5Bbob%5D&TBL=[tbl] 	<p>Cost: \$28,410.00</p>	
<p>Activity 2: Implement PBL to engage students in real-world learning</p> <p>Activity 7: Equity Training</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Proposed Scope of Work + Timeline from Liberation and Justice, LLC https://docs.google.com/document/d/1S7qU6f3O_NshPKEs3wJbOq5Utk8r5ljQ/edit 	<p>Cost: \$108,500.00</p>	
<p>Activity 3: Tailor learning for students using the Core Four for personalized learning.</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Ed Elements consultants 5 half day workshops (approximately 3 hours on-site) 	<p>Cost: \$50,000.00</p>	
<p>Activity 4: Utilize the OGAP (Ongoing Assessment Project) formative assessment cycle to strengthen student feedback and Tier 2 instruction</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Beth Hulbert to facilitate training, 4 days @ 1,000/day + travel expenses 	<p>Cost: \$8000.00</p>	
<p>Activity 6: Reduce class size at grade five</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Hire 5th grade teacher to reduce class size, pay + benefits compensation package 	<p>Cost: \$81,959.00</p>	

<p>Activity 7: Outdoor Classroom</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Purchase picnic tables for an outdoor space near the school garden. (\$500/table X 6) • Tool shed + hand tools & gloves (\$1000) • Cost of maintenance and replenishing soil, additives, plants, etc. (\$1500) 	<p>Cost: \$5,500</p>
Goal 2		
<p>Activity 1: In-house, annual conference to enhance positive school climate, develop collective efficacy, and deep instructional planning through professional development</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Off-site building reservation • Catering • Materials for professional development which may include: speaker(s), books, copies of handouts, post-its, markers, chart paper, etc. 	<p>Cost: \$10,000</p>
<p>Activity 2: Professional Conferences for teachers to understand latest trends in education</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Conference registration fees • Travel, hotel & food expenses 	<p>Cost: \$20,000.00</p>
<p>Activity 3: Teacher Stipends to compensate instructional planning responsibilities beyond the school day</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • 18 teachers, 10 hours each throughout the year or during the summer, \$40/hour over two years • Pay + Benefits Compensation Package 	<p>Cost: \$19,124.64</p>
<p>Activity 4: Floating Assistant to support implementation of new curriculum</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • Hire floating assistant: pay + benefits compensation package (two years) • Remove some of the clerical tasks associated with creating materials for EL so that classroom teachers can focus on the planning and implementation of the curriculum • Provide in-class support as classroom teachers implement new strategies • Provide small group instruction to students • Provide coverage for teachers to engage in professional learning opportunities such as peer observations and training. 	<p>Cost: \$95,554.00</p>
<p>Activity 5: Extended Contract for the Related Arts Team Lead</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • 1 teacher @ 160 hours (80 in August and 80 in June @ \$40 per hour) over two years • Pay + Benefits Compensation Package 	<p>Cost: \$33,999.36</p>
<p>Activity 6: Extended Contract for the Instructional Coach</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • 1 teacher @ 160 hours (80 in August and 80 in June @ \$40 per hour) over two years • Pay + Benefits Compensation Package 	<p>Cost: \$33,999.36</p>
Goal 3		

<p>Activity 1: Hispanic Family Outreach - Art Pot</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Contracted services over two years https://docs.google.com/document/d/1t16U9TsK8NfsoXN_8MDiXBQiCaae0gBLz4BmWnZBPLA/edit?usp=sharing 	<p>Cost: \$100,000.00</p>
<p>Activity 2: SEL Teacher</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Part time, on-site counseling support services for students as well as coaching support for staff around PBIS, core classroom SEL curriculum (second steps), and MTSS support Three days a week over the course of two years Pay + benefits compensation package 	<p>Cost: \$163,918.00</p>
<p>Activity 3: Multilingual Secretary to engage with our Spanish-speaking families to build better connections with the school</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Multilingual Secretary to engage with our spanish-speaking families to build better connections between home and school. (two years) Pay + benefits compensation package 	<p>Cost: \$66,666.86</p>
<p>Activity 4: Community/Culture Building Book Study</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Purchase <i>Morning Meeting Book</i> (\$24/teacher x22 teachers) https://www.crslearn.org/product/morning-meeting-book/ Purchase <i>Closing Circle Book</i> (\$22/teacher x22 teachers) https://www.crslearn.org/product/closing-circles/ Purchase <i>The First Six Weeks of School</i> (\$24/teacher x 5) https://www.crslearn.org/product/first-six-weeks-of-school/ 	<p>Cost: \$1,132.00</p>
<p>Activity 5: Establish a Calm Down Corner in Each Classroom</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Purchase bean bags for each classroom (K-5) + related arts classroom (\$40/ classroom x 23) https://www.amazon.com/Big-Joe-98-Inch-Bean-Black/dp/B008C3XZJ0/ref=sr_1_5?crid=O6TD1B1RRTLL&keywords=bean%2Bbag&qid=1648672684&srefix=bean%2Bbag%2Caps%2C118&sr=8-5&th=1 	<p>Cost: \$920.00</p>
<p>Activity 6: PBIS Incentives to support positive student behaviors</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Cost of PBIS events \$1500 x2 per year over 2 years (\$6000) Purchase materials (certificates, student incentives, etc.) to support school-wide positive behaviors (\$4000) 	<p>Cost: \$10,000.00</p>
<p>TOTAL:</p>		<p>\$837,683.22</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.

Goal 1

- Class size reduction - This strategy is a one-year strategy to offset the loss of an allocation at grade 5. At this time we do not anticipate the need for ongoing funding of this strategy.

Goal 2

- Annual, in-house conference - Depending on the success and impact of the staff retreats we may seek alternative funding sources through community partnerships and/or sponsorships.
- Professional conferences - We anticipate being able to sustain funding for staff participation in professional conferences through alternative funding sources such as the EIR grant and DonorsChoose.
- Teacher stipends - Depending on the impact of the work accomplished, we would consider using Title I funds to sustain teacher stipends for specific scopes of work.
- Floating assistant - Part of the funds requested around this strategy will include training for community volunteers. Once trained, we are confident that a core group of volunteers could sustain this work.
- Extended Contracts for Related Arts Team Lead & Instructional Coach - Depending on the impact of the work accomplished, we would consider using Title I funds for extended contracts for specific scopes of work.

Goal 3

- Art Pot - Part of the funds requested around this strategy will include training of a core group of community members to build capacity for sustaining the work within our Ellington community.
- SEL Teacher - Depending on the impact of the work accomplished, we would negotiate with CCSD's Office of Counseling Services for additional support.
- Multilingual Secretary - Depending on the success and impact over two years, we would consider prioritizing this position in the Title I budget.

Application Due Date	Approval Status Date
April 4, 2022	

* Updates highlighted in blue

RUBRIC

ESSER III School Proposal

School: EB Ellington Elementary Date: 04/06/2022

Reviewers: Hamer, Holt-Pilkey, Brewer, Allison, Swearingen

<p>GOAL #1 To provide rigorous grade level instruction for all students.</p> <p>GOAL #2 To recruit and retain high quality teachers.</p> <p>GOAL #3 Wrap Around Services</p>				
<p>Goal's focus is to achieve the vision that all students will read on grade level by 5th grade by spring of 2027.</p>	<p>• 4</p> <p>Clear/Concise focus on vision</p>	<p>• 3</p> <p>Focuses on vision</p>	<p>• 2</p> <p>Somewhat focuses on vision</p>	<p>• 1</p> <p>Is not focused on vision</p>
<p>Additional Info. Needed: 4</p>				
<p>ESSER PILLAR (S) Addressed</p>	<p>• 4</p> <p>Explicitly Addressed</p>	<p>• 3</p> <p>Addressed</p>	<p>• 2</p> <p>Somewhat</p>	<p>• 1</p> <p>Not at all</p>
<p>Additional Info. Needed: 4</p>				
<p>Implementation Year(s) indicated</p>	<p>• 4</p> <p>Indicated</p>			<p>• 1</p> <p>Not indicated</p>
<p>Additional Info. Needed: 4</p>				

Intended Outcome	<ul style="list-style-type: none"> • 4 Intended Outcome statement was concise and clearly aligned to the vision 	<ul style="list-style-type: none"> • 3 Intended Outcome statement was evident and aligned to the vision 	<ul style="list-style-type: none"> • 2 Intended Outcome statement was evident 	<ul style="list-style-type: none"> • 1 No evidence of an Intended Outcome Statement or statement was unclear and not aligned to the vision
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Additional Info. Needed:

While there is much detail and vision regarding your outcomes for students, however some of these outcomes are not easily measured.

Research	<ul style="list-style-type: none"> • 4 Indepth research that supports proposal items and positive student outcomes 	<ul style="list-style-type: none"> • 3 Research supports proposal items and positive student outcomes 	<ul style="list-style-type: none"> • 2 Research somewhat supports proposal items and positive student outcomes 	<ul style="list-style-type: none"> • 1 No evidence of research or research does not support proposal items or positive student outcomes
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Additional Info. Needed:

Strategies	<ul style="list-style-type: none"> • 4 Effective and efficient strategies; identified several external resources which would be adequate in accomplishing strategies; providers/organizations aligned with the proposal; research-based strategies 	<ul style="list-style-type: none"> • 3 Clear strategies; identified some external resources which would be effective in accomplishing strategies; providers/organizations aligned with the proposal; research-based strategies 	<ul style="list-style-type: none"> • 2 Somewhat clear strategies; identified one or two external resources which would be effective in accomplishing strategies; providers/organizations somewhat aligned with the proposal; limited research-based strategies 	<ul style="list-style-type: none"> • 1 Not evident or unclear strategies; no external resources; strategies are not research-based
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Additional Info. Needed:

On-Site Counseling Service Provider - since this is only for 3 days, we would be able to contract for this through the DAP ESSER monies available. That would get you a counselor. That's what we would recommend. OR, you can call this an SEL teacher and look at a 1.0? [We will apply through DAP for a counselor and include the SEL teacher in the ESSER proposal to build capacity in our building around Tier I supports, as well as our systems and structures.](#)

Multilingual Secretary to engage with our Spanish-speaking families to build better connections with the school - your school has the allocation already. Is this a replacement or would this be a third position? [Per Chris Hagy through Angela Rush on Monday, 4.18.22, Ellington is not eligible for any allocation at this time.](#)

Staff retreat to enhance positive school climate, develop collective efficacy, and deep planning - it is recommended that if no professional development is happening here that this be covered with another funding source [We will be conducting PD around school climate, collective efficacy and deep planning during these staff retreats.](#)

Outdoor Classroom - you will need to complete an RAR prior to any planning regarding this space. [We will not be adding any space, rather updating the existing garden space.](#)

Floating Assistant to support implementation of new curriculum - additional clarification about how this position will support new curriculum is needed. [The floating assistant will be utilized in multiple ways including 1\) removing some of the clerical tasks associated with creating materials for EL so that classroom teachers can focus on the planning and implementation of the curriculum; 2\) providing in-class support as classroom teachers implement new strategies; and 3\) provide coverage for teachers to engage in professional learning opportunities such as peer observations and training.](#)

<p>Progress Monitoring</p>	<ul style="list-style-type: none"> • 4 <p>Effective and efficient progress monitoring with clear timeline and progress monitoring tool(s)</p>	<ul style="list-style-type: none"> • 3 <p>Clear progress monitoring with timeline and progress monitoring tool(s)</p>	<ul style="list-style-type: none"> • 2 <p>Somewhat clear progress monitoring with limited timeline and progress monitoring tool(s)</p>	<ul style="list-style-type: none"> • 1 <p>No progress monitoring timeline or tool(s) evident or unclear progress monitoring</p>
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Additional Info. Needed:

Just want to make sure that all of your progress monitoring will help you understand progress to the goal.

<p>Performance Metrics</p>	<ul style="list-style-type: none"> • 4 <p>Clear and concise performance metrics</p>			<ul style="list-style-type: none"> • 1 <p>No performance metric evident</p>
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Additional Info. Needed:

Management Plan

Management Plan w/Major Project Activities	<ul style="list-style-type: none"> • 4 <p>Evidence indicate that plan is entirely realistic and achievable</p>	<ul style="list-style-type: none"> • 3 <p>Plan is realistic and achievable</p>	<ul style="list-style-type: none"> • 2 <p>Plan is somewhat realistic and achievable</p>	<ul style="list-style-type: none"> • 1 <p>Plan is unrealistic</p>
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Additional Info. Needed:

Management Plan Implementation Steps	<ul style="list-style-type: none"> • 4 <p>Implementation steps are entirely realistic and achievable</p>	<ul style="list-style-type: none"> • 3 <p>Implementation steps are realistic and achievable</p>	<ul style="list-style-type: none"> • 2 <p>Implementation steps are somewhat realistic and achievable</p>	<ul style="list-style-type: none"> • 1 <p>Implementation steps are unrealistic or are not evident</p>
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Additional Info. Needed:
The steps are well broken down into manageable parts

Management Plan Dates	<ul style="list-style-type: none"> • 4 <p>Dates indicated are fully realistic</p>	<ul style="list-style-type: none"> • 3 <p>Dates are realistic</p>	<ul style="list-style-type: none"> • 2 <p>Dates are somewhat realistic</p>	<ul style="list-style-type: none"> • 1 <p>Dates are unrealistic</p>
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Additional Info. Needed:

Person(s) Responsible for Management Plan	<ul style="list-style-type: none"> • 4 <p>Indicated</p>			<ul style="list-style-type: none"> • 1 <p>Not indicated</p>
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Additional Info. Needed:

Budget Analysis

Activities requiring funding	<ul style="list-style-type: none"> • 4 <p>All activities requiring funding associated with the plan are specifically outlined and costs</p>	<ul style="list-style-type: none"> • 3 <p>Activities requiring funding associated with the plan are</p>	<ul style="list-style-type: none"> • 2 <p>Activities requiring funding associated with the plan are</p>	<ul style="list-style-type: none"> • 1 <p>Activities requiring funding are not outlined nor are costs evident</p>
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	clearly indicated	outlined and costs indicated	somewhat outlined with approximate costs	
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Additional Info. Needed:

Benefits not included for additional 5th grade teacher. Total salary and benefits should be \$81,959.

Ensure benefits are calculated on all salaries to include stipends, lump sums, add a jobs for teachers and or classified positions. Daily rate for PD for certified employees is \$110 plus benefits.

Goal 1

Activity 6 you must include benefits for this position total cost is \$81,959.

Goal 2

Activity 3 Supplemental pay amount per compensation is \$110 a day for teachers. You must add the cost of benefits to this activity.

Goal 4

Must include benefits for this position for two years. \$95,554

Activity 5

This is an extension of their job you must pay then their hourly rate via lump sum and you must include benefits in this amount

Activity 6

This is an extension of their job you must pay then their hourly rate via lump sum and you must include benefits in this amount

Staff retreat to enhance positive school climate, develop collective efficacy, and deep planning - we recommend that you use other funding sources for that. This is not a good fit for ESSER.

Sustainability

Specifics for sustaining plan	<ul style="list-style-type: none"> • 4 <p>Indepth, clear strategy for sustaining the plan</p>	<ul style="list-style-type: none"> • 3 <p>Clear strategy for sustaining the plan once</p>	<ul style="list-style-type: none"> • 2 <p>Somewhat clear statement for sustaining the</p>	<ul style="list-style-type: none"> • 1 <p>No strategy or unclear strategy for sustaining the</p>
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	once funding is exhausted	funding is exhausted	plan once funding is exhausted	plan once funds are exhausted
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Additional Info. Needed:

On-site Counseling Service Provider - Depending on the impact of the work accomplished, we would negotiate with CCSD's Office of Counseling Services for additional support - see above regarding this position. We do not recommend using ESSER funds to increase the allocation but instead to look at this through contracted services through DAP's funding source and/or for you to look at this as an SEL teacher that would build capacity over the next two years within your current staff.