

ESSER III School Proposal Template

Due April 4, 2022



School: **Lucy Garrett Beckham 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	x
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	X District Provided and ESSR III
2022-2023	X (ESSR II funding)
Summer 23	X ESSR III
2023-2024	X ESSR III

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

As a direct result of the ongoing COVID-19 pandemic, many of our students have suffered academic losses and some have completely disengaged from school. For this reason, there has been a large increase in the number of students who have fallen behind in core classes--particularly math and English. At the end of the first semester 2020-2021, 15% of our students had a failing grade in at least one of their courses. Based on teacher assessment, students have a deficit in numerical fluency, problem solving, and analytical analysis in addition to weaknesses in reading and writing skills. At the end of first semester for 2021-2022, the number of students failing has decreased to 13% with 10% failing math and/or English.

Another direct impact on student success is school attendance and family involvement. A direct correlation can be drawn between student success and good attendance and parental/guardian support. We understand the impacts that the pandemic has had on attendance due to illness and quarantines but as we emerge from the pandemic, we have to be even more vigilant about strong attendance. Our current ADA is 93%. In addition, our students who struggle the most often come from families where the parent(s) work multiple jobs and often the student also has to work to support themselves and the family. While this percentage of students in our community is lower than most, they still exist and are falling through the cracks in our system. By adding staff to work directly with students and families on attendance and home support, we can get them back to school where we can provide the additional support through intervention and counseling to get them on track for on time graduation.

Our project is called Project Success. We hired a certified Success Coach who worked in conjunction with our Instructional Coach and Focus Facilitator to provide targeted support to students that were falling behind. This year we will also add Success Sessions which will provide additional opportunities for targeted assistance. Additional resources and specific strategies to address the current deficiencies of our students in their targeted area of need include direct instruction on goal setting, time management, communication/advocacy, organization, study skills, etc. As part of strengthening rigorous instruction, we will provide teachers with professional development on strategies to support students and time to plan and participate in vertical articulation.

Lastly, we want to develop a mentoring program for our students that need additional support due to all the factors outlined above. We would like to partner with Be a Mentor to bring this to our students at LBHS.

Our expected outcomes include increased overall student achievement as outlined in the goals below and ultimately help our students become successful high school students in preparation for college and career.

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. Each statement is linked to the research.

[Targeted intervention provides each student with specific assistance in the area they are struggling the most.](#) Our SC, IC, and classroom teachers will provide intervention in the classroom as well as in structured learning time.

Resource: "Use Data to Inform Targeted Intervention." Department of Education and Training Victoria, 4 Dec. 2020, <https://www.education.vic.gov.au/school/teachers/classrooms/Pages/aproacheseppdiff.aspx>.

["Study skills are fundamental to academic competence. Effective study skills are associated with positive outcomes across multiple academic content areas and for diverse learners."](#) Our SC, IC, and classroom teachers will provide assistance with study skills for students.

Resource: Maribeth Gettinger & Jill K. Seibert (2002) Contributions of Study Skills to Academic Competence, *School Psychology Review*, 31:3, 350-365, DOI: 10.1080/02796015.2002.12086160
<https://www.tandfonline.com/doi/abs/10.1080/02796015.2002.12086160>

["The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning."](#) Our IC and admin will continue to work with teachers on using high quality formative assessment to increase student achievement.

Resource: University, Carnegie Mellon. Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University, 2021, <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

["Most U.S. school districts \(88 percent\) offer credit recovery programs that allow students to make up courses that they need to meet graduation requirements. Online credit recovery options are popular, especially in rural states, because they allow schools to serve students in remote areas throughout the year, across a range of subjects, and with few additional resources. Such programs offer students greater flexibility and choice, which results in more opportunities to make up classes and a greater likelihood that they will stay in school and stay on track to graduate."](#) As part of our Success Sessions during the summer, we will use credit recovery for students to make up credits to ensure students are on track for on time graduation.

Resource: "Electronic Catalog of NCES Products (National Center for Education Statistics). Publications and Data Products." National Center for Education Statistics (NCES) Home Page, a Part of the U.S. Department of Education, nces.ed.gov/pubsearch/index.asp?HasSearched=1&searchcat2=subjectindex&L1=81&L2=3.
<https://nces.ed.gov/pubsearch/index.asp?HasSearched=1&searchcat2=subjectindex&L1=81&L2=3>

["School attendance is important for student long-term academic and career success."](#) We will provide targeted intervention for truancy and chronic absenteeism.

Resource: Gentle-Genitty, C., Taylor, J., & Renguette, C. (1AD, January 1). A change in the frame: From absenteeism to attendance. *Frontiers*. Retrieved March 28, 2022, from <https://www.frontiersin.org/articles/10.3389/feduc.2019.00161/full>

["The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education."](#) SC, admin and school counseling will work to increase family involvement particularly with our students that struggle.

Resource: How parent involvement leads to Student Success. *Waterford.org*. (2021, October 6). Retrieved March 28, 2022, from <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

[“Results demonstrate that mentoring is associated with a wide range of favorable behavioral, attitudinal, health-related, relational, motivational, and career outcomes, although the effect size is generally small. Generally, larger effect sizes were detected for academic and workplace mentoring compared to youth mentoring.”](#) We plan to partner with Be a Mentor to provide additional supports

Resource: Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & Dubois, D. (2008). Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals. *Journal of vocational behavior*, 72(2), 254–267. <https://doi.org/10.1016/j.jvb.2007.04.005>

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:
<p>By June 2023, the percentage of students who pass the state mandated End of Course Exams (Algebra 1, Biology 1, and English 2) with at least a C will increase by at least 2%.</p>	<p>Continue employment of a certified Success Coach to work with targeted groups of students</p> <p>Focus Facilitator and Success Coach will monitor structured learning time</p> <p>Instructional Coach will support teachers to incorporate formative based assessments and strategies to support struggling students.</p> <p>Provide access to extended learning opportunities within and beyond the school day.</p> <p>Provide teachers with professional development and planning time for vertical articulation.</p>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> -Mid term and final CCSD benchmark analysis -Teacher formative assessments -Teacher PLC meetings/minutes/plans 	<p>Performance Metrics:</p> <p>End of Course Scores (C+)</p> <ul style="list-style-type: none"> - Alg 1 Fall 2020 - 59% - Bio Fall 2020 - 63% - Alg 1 Spring 2021 - 43% - Bio 1 Spring 2021 - 80% - Eng 2 Spring 2021- 89% - Alg 1 Fall 2021 - 76% - Bio Fall 2021 - 76%

<p>Goal 2:</p> <p>By June 2023, course passage rate of core content areas will increase by minimum of 2% in all areas</p>	<p>Strategies:</p> <p>Continue employment of a certified Success Coach to work with targeted groups of students</p> <p>Focus Facilitator and Success Coach will monitor structured learning time.</p> <p>Instructional Coach will support teachers to incorporate formative based assessments and strategies to support struggling students.</p> <p>Provide access to extended learning opportunities within and beyond the school day.</p> <p>Provide teachers with professional development and planning time for vertical articulation.</p>	<p>Progress Monitoring:</p> <p>-Mid term and final CCSD benchmark analysis</p> <p>-Teacher formative assessments</p> <p>-Teacher PLC meetings/minutes/plans</p>	<p>Performance Metrics:</p> <p>-S1 (Fall 2020)- 85% of students passing courses</p> <p>-S2 (Spring 2021)-91.5%</p> <p>-Y1 (Spring 2021)-89%</p> <p>17.6% failed a course 82.4% passed all courses</p> <p>-S1 (Fall 2021)-87% of students passing courses.</p>
<p>Goal 3:</p> <p>By June 2023, ADA will increase by 2% and chronic absenteeism will decrease by 2%.</p>	<p>Strategies:</p> <p>Communicate with parents and student and broadly advertise attendance policies and expectations</p> <p>Monitor attendance and follow up with students</p> <p>Mentoring opportunity to engage students with additional supports</p>	<p>Progress Monitoring:</p> <p>Weekly ADA and CA reports</p> <p>Mentoring reports/data</p>	<p>Performance Metrics:</p> <p>2020-2021 ADA=90% CA=14.8%</p> <p>2021-2022 (as of 3-18-22) ADA=93% CA=22%</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 2023, the percentage of students who pass the state mandated End of Course Exams (Algebra 1, Biology 1, and English 2) with at least a C will increase by at least 2%.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Continue employment of a certified Success Coach to work with targeted groups of students	Identify target students using <ul style="list-style-type: none"> ● PowerSchool Reports ● Enrich Data ● Formative assessments ● Benchmark Data ● MTSS Team Utilize a pull out model during structured learning time (SLT) time to provide remediation and clarification about core content material	August 2023- June 2024	Success Coach
Strategy 2: Focus Facilitator and Success Coach will monitor structured learning time	Implementation Steps: Provide lessons on Student Success skills and strategies Assist with organization and work completion Daily/Weekly progress monitoring	August 2022- June 2024	Success Coach and Focus Facilitator
Strategy 3: Instructional Coach will support teachers to incorporate formative based assessments and strategies to support struggling students.	Implementation Steps: PD modeling of formative assessments Provide resources for target intervention strategies	August 2022- June 2024	Instructional Coach
Strategy 4: Provide access to extended learning opportunities	Implementation Steps: Saturday School Credit Recovery Structured Learning Time	August 2022- June 2024	Administration Success Coach Instructional Coach Focus Facilitator Faculty

<p>Strategy 5:</p> <p>Provide teachers with professional development and planning time for vertical articulation.</p>	<p>Implementation Steps:</p> <p>Summer Planning Department and PLC meetings</p>	<p>Implementation Dates:</p> <p>June 2022- June 2023</p>	<p>Person(s) Responsible:</p> <p>Administration Academic Interventionist Instructional Coach Faculty</p>
<p>Goal 2: By June 2023, course passage rate of core content areas will increase by minimum of 2% in all areas</p>			
<p>Strategy 1:</p> <p>Continue employment of a certified Success Coach to work with targeted groups of students</p>	<p>Implementation Steps:</p> <p>Identify target students using</p> <ul style="list-style-type: none"> ● PowerSchool Reports ● Enrich Data ● Formative assessments ● Benchmark Data ● MTSS Team <p>Utilize a pull out model during structured learning time (SLT) time to provide remediation and clarification about core content material</p>	<p>Implementation Dates:</p> <p>August 2023- June 2024</p>	<p>Person(s) Responsible:</p> <p>Success Coach</p>
<p>Strategy 2:</p> <p>Focus Facilitator and Success Coach will monitor structured learning time</p>	<p>Implementation Steps:</p> <p>Provide lessons on Student Success skills and strategies</p> <p>Assist with organization and work completion</p> <p>Daily/Weekly progress monitoring</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Success Coach and Focus Facilitator</p>
<p>Strategy 3:</p> <p>Instructional Coach will support teachers to incorporate formative based assessments and strategies to support struggling students.</p>	<p>Implementation Steps:</p> <p>PD modeling of formative assessments</p> <p>Provide resources for target intervention strategies</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Instructional Coach</p>
<p>Strategy 4:</p> <p>Provide access to extended learning opportunities</p>	<p>Implementation Steps:</p> <p>Saturday School Credit Recovery Structured Learning Time</p>	<p>Implementation Dates:</p> <p>August 2022- June 2023</p>	<p>Person(s) Responsible:</p> <p>Administration Success Coach Instructional Coach Focus Facilitator Faculty</p>

<p>Strategy 5:</p> <p>Provide teachers with professional development and planning time for vertical articulation.</p>	<p>Implementation Steps:</p> <p>Summer Planning Department and PLC meetings</p>	<p>Implementation Dates:</p> <p>June 2022- June 2023</p>	<p>Person(s) Responsible:</p> <p>Administration Academic Interventionist Instructional Coach Faculty</p>
<p>Goal 3: By June 2023, ADA will increase by 2% and chronic absenteeism will decrease by 2%.</p>			
<p>Strategy 1:</p> <p>Communicate with parents and student and broadly advertise attendance policies and expectations</p>	<p>Implementation Steps:</p> <p>Implement an attendance “information campaign” with regular updates and reminders to students and families</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Administration School Counselors Success Coach Attendance Clerk</p>
<p>Strategy 2:</p> <p>Monitor attendance and follow up with students</p>	<p>Implementation Steps:</p> <p>Monitor attendance reports Follow up with students that are trending negatively Implement district CA and truancy protocols</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Administration School Counselors Success Coach Attendance Clerk</p>
<p>Strategy 3:</p> <p>Mentoring opportunity to engage students with additional supports</p>	<p>Implementation Steps:</p> <p>Work with Be a Mentor to develop a program for LBHS</p>	<p>Implementation Dates:</p> <p>August 2022- June 2024</p>	<p>Person(s) Responsible:</p> <p>Administration School Counselors Success Coach</p>

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

Activity 1:	Specific Components of Activity:	Cost:
Hire 1.0 FTE Academic Interventionist <i>*For SY 23-24</i>	Average teacher salary with benefits \$89,386.00 <i>*Taken from FY23 Avg. teacher salary with benefits for SRF.</i>	\$89,386.00
Activity 2: Teachers for extracurricular sessions including assistance with credit recovery <i>*For SY 22-23</i>	Specific Components of Activity: After school 2 days a week for 2 hours=72 days=144 hours One Saturday a month for 3 hours for 9 months=27 hours \$46/hr for 171 hours=\$7,866 /teacher 3 teachers= \$23,598 Supplies/incentives for students/organization (school supplies, backpacks, etc.) \$3,366.00	\$26,964.00
Activity 3: Professional development and planning time for teachers in the summer <i>*For SY 22-23 and 23-24</i>	Specific Components of Activity: 4 Days @\$110=\$440 x 30 teachers =\$13,200.00 for Summer 2022 and 2023	\$26,400.00
Activity 4: Be a Mentor <i>*For SY 22-23 and 23-24</i>	Specific Components of Activity: Grant funded by Be a Mentor	Cost 0
TOTAL:		\$142,750.00

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.

With the current success we are seeing, we would possibly allocate an FTE and would look for grant funding. We also currently have a small amount of EIA funding we could dedicate to the most successful components. Our ultimate goal would be to have systems in place within various areas that perhaps a full time success coach would not be needed and could be incorporated into administration and school counseling.

Application Due Date	Approval Status Date
April 4, 2022	

