

ESSER III School Proposal Template

Due April 4, 2022

School: Memminger IB World School

Date: 3/31/22

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
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Statement of Intended Outcome – We intend to utilize all three ESSER III pillars to grow and strengthen our ability at Memminger Elementary to meet the needs of all students. Currently, we have a significant percentage of students who are at least one year behind in reading and math, and too many who are more than a year behind. Some of this is due to academic gaps created during the last two years of a pandemic, but we also have a longer history of being behind the district, state, and national medians. We intend to reduce this number, and close the gap between our students and their grade level peers through:

a. Providing rigorous grade level instruction

- By building teacher capacity and efficacy with relevant and strategic professional development
- Providing additional curricular materials designed to accelerate reading growth to ensure all students read on grade level by grade five.

b. Ensuring high quality teachers

- By building teacher capacity and efficacy with relevant and strategic professional development
- Allocating both full and part time teacher positions which strategically address our areas of need

c. Providing wrap-around services that help create the most optimum learning environment

- Providing additional instructional time for those who need it
- Enhancing our ability to communicate with our families
- Providing enriching opportunities for student learning beyond and integrated with the core
- Focusing more intentionally on social and emotional learning of our students

SEL Teacher to support climate and wrap-around services: A positive and safe school climate is especially important now, as we come to the end of a more than two year pandemic. Many students have missed more than a year of school time, and both stamina for tasks and positive social interactions with peers and adults have been significantly impacted by this. Both our review 360 data and our Panorama data reveal a need to work on our school climate. Additionally, our truancy and chronic absences data show a need to focus on this. This position will support the SEL work of our counselor and classroom teachers, working with parents, as well as students who need help resetting their behavior before returning to a classroom. The SEL Climate Teacher will support climate and wrap-around services for students, teachers, and families. This role will work in tandem with school guidance counselors in many areas, including Second Step instruction, connecting families to combat chronic tardiness and absenteeism, management of the PBIS rewards system and facilitating small groups

STEM Teacher: STEM stands for science, technology, engineering, and mathematics. STEM is important because it pervades every part of our lives. According to the Department of Labor, more than 65 percent of today's students will grow up having careers that do not exist yet. STEM education helps to bridge the ethnic and gender gaps sometimes found in math and science fields. Our data reveal that our students come to school with significantly fewer words in their vocabularies, and fewer world experiences from which to draw. Our STEM class will be able to **provide embedded opportunities for our students to learn and use content vocabulary, provide more hands on**

experiences, and opportunities to talk and write about them, as well as frequent exposure to content specific informational text and vocabulary. Additionally this class will provide extended opportunities beyond the core for problem solving and creative thinking.

Standards-based ELA Professional Development: Our data clearly show that our students are well behind their same aged peers in reading. It is imperative that our teachers understand the curricular and instructional implications of this. Our students need rigorous, grade level content and text, and our teachers need to know how to intentionally and effectively deliver it. To this end, we will implement two strategies, the intended outcome of which will be to increase the percentage of students reading on grade level:

- Summer Institute for teachers with John Antonetti will provide an intensive three day collaborative training in the instruction of ELA standards with a comprehensive core curriculum. An emphasis will be placed on rigorous task design and creation. This training will be shared between two schools. (Summer 2022)
- Summer collaborative planning and curriculum mapping in preparation for the implementation of the EL curriculum. Teachers will create long range plans and map out the curriculum with state standards. They will also utilize this time to organize EL materials for the year. (Summer 2023)

School-Community Communication Marquee Sign: Currently Memminger has only a very small sign in an inconspicuous space that is very hard to discern from the street. We will purchase an electronic sign that will be installed on the brick wall beside the car rider entrance to the school on Beaufain Street. This sign will daily communicate important information for families, and share celebrations and good news, the intended outcome of which will be that our parents are better informed and more connected.

Field/study Trips: Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Field trips provide valuable experiences for the following purposes (Michie, 1998):

1. To provide firsthand experience
2. To stimulate interest and motivation in science
3. To add relevance to learning and interrelationships
4. To strengthen observation and perception skills
5. To promote personal (social) development

All of these will contribute to our intended outcome of building the experiential schema, vocabulary, and social skills and interactions of our students.

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.

STEM Teacher: STEM stands for science, technology, engineering, and mathematics. STEM is important because it pervades every part of our lives. According to the Department of Labor, more than 65 percent of today's students will grow up having careers that do not exist yet. At Memminger we want to create an opportunity for students to have hands-on learning that will prepare them for real world skills that they can use to dive into these career paths. STEM education helps to bridge the ethnic and gender gaps sometimes found in math and science fields. Research on early exposure to STEM and its impacts to future work can be found [here](#). Specifics about what STEM is and why STEM is important in schools can be found [here](#).

SEL Climate Teacher: The importance of a properly implemented SEL curriculum, and the role that a positive school climate plays in student success, cannot be disputed. Studies on the benefits of positive school climates can be found [here](#) and [here](#). Case studies on the benefits of house systems in the school environment, the managing of which will be one of the responsibilities of the SEL climate and wrap-around services position, can be found [here](#), [here](#), and [here](#).

Standards-based Professional Development: John Antonetti has provided professional development for CCSD for the past four years. The basis for his sessions can be [found in his book](#). This professional development will focus on increasing teachers' instructional skills with designing and creating rigorous student tasks based on state standards. Unpacking standards is a technique teachers can use to make sense of standards, and then create focused learning targets to make them actionable. [Here](#) you will find the research of unpacking the standards. [Here](#) you will find the relevance of rigor for instructional excellence.

Extended Day teaching/tutoring: An extended day will allow students to ask questions, ease frustration, and build confidence in ways that may not be happening in a larger setting. This will allow personalized learning that will cater to each student's circumstances. By increasing time in the learning day we will be able to move closer to closing the achievement gap.

The benefits of extended day can be found [here](#) and [here](#).

School/Family Communication: Communication acts as a bridge to engagement and, ultimately, strong parent partnerships. Good two-way communication between families and schools is necessary for your students' success. Research shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically. How communication can boost parent engagement can be found [here](#) and [here](#).

Summer onboarding and preparation for EL curriculum: It is imperative that teachers feel prepared to teach a new curriculum that is being rolled out. During this summer preparation teachers will create long range plans and map out the curriculum with state standards. The benefits of curriculum mapping can be found [here](#). This will also create the opportunity for collaboration amongst teachers. [Here](#) you will find the benefits of having a collaborative environment.

Field Trips: Including field trips in the academic school year we will be able to provide all students with an opportunity to have real world experiences. Field trips will help students make connections with content that is being taught in the classroom. Students will be able to access tools and environments that may not be available at the school campus or introduced to them in their home environment. Due to Covid-19 many students have not been

exposed to a lot of real world experiences.

[Here](#) you will find the research of incorporating field trips.

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>Provide relevant, meaningful professional development opportunities that will enable teachers to more effectively meet the instructional needs of our students</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> • <i>Collaborate with Colleagues on Call (John Antonetti) to provide specifically designed professional development focusing on rigorous ELA standards instruction and effective reading/writing instruction (summer 2022)</i> • <i>Provide opportunities to teachers to collaborate, plan and map the EL curriculum through the school year and match with standards (summer 2023)</i> • <i>Collaborate with OGAP trainer to provide intensive math concepts training for teachers to enhance delivery of Bridges curriculum</i> 	<p>Progress Monitoring:</p> <p>Student data</p> <ul style="list-style-type: none"> • Fastbridge (benchmark and progress monitoring) • MAP • District Benchmarks • iReady reports <p>Other</p> <ul style="list-style-type: none"> • Lesson plans • Classroom observations • Coaching feedback 	<p>Performance Metrics:</p> <p>Student data</p> <ul style="list-style-type: none"> • Fastbridge (benchmark and progress monitoring) • MAP • District Benchmarks • iReady reports
<p>Goal 2:</p> <p><i>Provide wrap-around services and enrichment opportunities</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> • <i>Allocate an SEL teacher to support climate and</i> 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Review 360 reports • Panorama Surveys • Teacher committee 	<p>Performance Metrics:</p> <p><i>Review 360 reports</i></p> <p><i>Panorama Surveys</i></p>

<p><i>that help create the most optimum learning environment</i></p>	<p><i>wrap-around services for students and families</i></p> <ul style="list-style-type: none"> ● <i>Employ teachers to teach/tutor for two hours after school three days per week</i> ● <i>Provide and strategically place a communications marquee with school information in the front of the school</i> ● <i>Plan and provide field opportunities for student experiences that enrich and extend learning beyond the school campus.</i> 	<p>feedback</p> <ul style="list-style-type: none"> ● Minutes from team lead meetings ● Results of school team challenges ● School Climate Surveys 	<ul style="list-style-type: none"> ● <i>Student</i> ● <i>Staff</i> ● <i>Teacher</i> <p><i>Climate Surveys</i></p> <ul style="list-style-type: none"> ● <i>Student</i> ● <i>Parent</i> ● <i>Teacher</i>
<p>Goal 3:</p> <p><i>Provide rigorous grade level instruction as well as intentionally differentiated instruction designed to increase the number of students on grade level</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● <i>Allocate a STEM position to provide students with opportunities designed to enrich and extend the core curriculum and help bridge ethnic and gender gaps sometimes found in math and science fields.</i> ● <i>Provide Core Decodables for use in differentiated small groups to supplement the EL curriculum and meet individual student needs.</i> ● <i>Plan and provide field opportunities for student experiences that enrich and extend learning beyond the school campus.</i> ● <i>Provide extended time</i> 	<p>Progress Monitoring:</p> <p>Student data</p> <ul style="list-style-type: none"> ● Fastbridge (benchmark and progress monitoring) ● MAP ● District Benchmarks ● iReady reports <p>Other</p> <ul style="list-style-type: none"> ● Lesson plans ● Classroom observations ● Coaching feedback 	<p>Performance Metrics:</p> <p>Student data</p> <ul style="list-style-type: none"> ● Fastbridge (benchmark and progress monitoring) ● MAP ● District Benchmarks ● iReady reports

	<i>afterschool for differentiated instruction and tutoring.</i>		
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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
Provide relevant, meaningful professional development opportunities that will enable teachers to more effectively meet the instructional needs of our students

<p>Strategy 1: <i>Collaborate with Colleagues on Call (John Antonetti) to provide specifically designed professional development focusing on rigorous ELA standards instruction and effective reading/writing instruction (summer 2022)</i></p>	<p>Implementation Steps: <i>Work with Colleagues on Call and another school to plan a three day professional development designed to infuse rigor and intentional standards instruction into the ELA block</i> <i>Host (with another school) a three day summer institute for teachers with John Antonetti as presenter</i> <i>Follow training with coaching and collaboration in PLC's throughout the year that ensures the rigorous instruction learned in the summer institute</i></p>	<p>Implementation Dates: <i>Spring 2022</i> <i>July 25th - July 27th, 2022</i> <i>August 2022 - June 2023</i></p>	<p>Person(s) Responsible: <i>Memminger Leadership Team (principal, AP's, coaches)</i> <i>Memminger Leadership Team</i> <i>Memminger Leadership Team</i></p>
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<p>Strategy 2: <i>Provide opportunities to teachers to collaborate, plan and map the EL curriculum through the school year and match with standards (summer 2023)</i></p>	<p>Implementation Steps: <i>Visit schools already implementing EL curriculum to determine our upcoming implementation needs</i> <i>Provide paid opportunities for teachers throughout the summer to organize EL materials, map and match standards for the year and begin planning</i></p>	<p>Implementation Dates: <i>School year 2022-23</i> <i>Summer 2023</i></p>	<p>Person(s) Responsible: <i>Memminger Leadership Team</i> <i>Classroom Teachers</i></p>
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Goal 2			
<i>Provide wrap-around services and enrichment opportunities that help create the most optimum learning environment</i>			
Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<i>Employ SEL teacher to support climate and wrap-around services for students and families</i>	<i>Define roles and responsibilities (working closely with school counselor) to include maintaining and managing PBIS reward system, working with teachers on implementing SEL lessons, working with data clerk and counselor on truancy and chronic tardies, parent and home-school relations, School Team challenges, working with students in reset room</i>	<i>Summer 2022</i>	<i>Administration</i>
	<i>Identify and hire candidate</i>	<i>Summer 2022</i>	
	<i>Onboard and support teacher</i>	<i>August 2022 - June 2024</i>	
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<i>Employ teachers to teach/tutor for two hours after school three days per week</i>	<i>Survey teachers for interest in extended day teaching/tutoring</i>	<i>Fall 2022</i>	<i>Memminger Leadership Team</i>
	<i>Create application process for interested teachers</i>	<i>Fall 2022</i>	
	<i>Hire 8 teachers to teach for two hours after school three days per week</i>	<i>Fall 2022</i>	
	<i>Create and communicate expectations for extended day instruction</i>	<i>Fall 2022</i>	
	<i>Determine eligible students and communicate opportunities to parents/families</i>	<i>Fall 2022</i>	
	<i>Determine transportation needs</i>	<i>Fall 2022</i>	
	<i>Determine instructional groups</i>	<i>Fall 2022 - 2024</i>	

	<i>and provide extended day instruction for eligible Memminger students</i>		<i>Memminger Leadership Team Extended Day Teachers</i>
<p>Strategy 3:</p> <p><i>Provide and strategically place a communications marquee with school information in the front of the school</i></p>	<p>Implementation Steps:</p> <p><i>Purchase communications marquee</i></p> <p><i>Have marquee installed</i></p> <p><i>Train specific staff on entering and updating information regularly on marquee</i></p> <p><i>Regularly post relevant Memminger information and updates</i></p>	<p>Implementation Dates:</p> <p><i>Summer 2022</i></p> <p><i>Summer 2022</i></p> <p><i>Summer/fall 2022</i></p> <p><i>Fall 2022 - June 2024 and beyond</i></p>	<p>Person(s) Responsible:</p> <p><i>Administration</i></p> <p><i>Administration and trained staff</i></p>
<p>Strategy 4</p> <p><i>Plan and provide field opportunities for student experiences that enrich and extend learning beyond the school campus.</i></p>	<p>Implementation Steps:</p> <p><i>Work with teachers to collaboratively decide the best field experiences for each grade</i></p> <p><i>Plan field study trips</i></p> <p><i>Facilitate and lead students on field study trips</i></p>	<p>Implementation Dates:</p> <p><i>Fall 2022 - June 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Memminger Leadership Team Classroom Teachers</i></p>
<p>Goal 3</p> <p><i>Provide rigorous grade level instruction as well as intentionally differentiated instruction designed to increase the number of students on grade level</i></p>			
<p>Strategy 1:</p> <p><i>Employ a STEM position to provide students with opportunities designed to enrich and extend the core curriculum and help bridge ethnic and gender gaps sometimes found in math and science fields. Emphasis will also be placed on reading informational text and</i></p>	<p>Implementation Steps:</p> <p><i>Train STEM teacher in Tech Terra curriculum through Tech Terra consultants</i></p> <p><i>Set and communicate expectations for student learning outcomes</i></p> <p><i>Provide ongoing support and coaching</i></p>	<p>Implementation Dates:</p> <p><i>Summer 2022</i></p> <p><i>Summer 2022</i></p> <p><i>Fall 2022 - June 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Memminger Leadership Team</i></p>

<i>building domain specific vocabulary</i>	<i>Train classroom teachers with Tech Terra materials to build capacity</i>	<i>Fall 2023 - ongoing</i>	
<p align="center">Strategy 2</p> <p><i>Plan and provide field opportunities for student experiences that enrich and extend learning beyond the school campus.</i></p>	<p align="center">Implementation Steps:</p> <p><i>Work with teachers to collaboratively decide the best field experiences for each grade</i></p> <p><i>Plan field study trips</i></p> <p><i>Facilitate and lead students on field study trips</i></p>	<p align="center">Implementation Dates:</p> <p align="center"><i>Fall 2022 - June 2024</i></p>	<p align="center">Person(s) Responsible:</p> <p align="center"><i>Memminger Leadership Team Classroom Teachers</i></p>
<p align="center">Strategy 3:</p> <p><i>Employ teachers to teach/tutor for two hours after school three days per week</i></p>	<p align="center">Implementation Steps:</p> <p><i>Survey teachers for interest in extended day teaching/tutoring</i></p> <p><i>Create application process for interested teachers</i></p> <p><i>Hire 8 teachers to teach for two hours after school three days per week</i></p> <p><i>Create and communicate expectations for extended day instruction</i></p> <p><i>Determine eligible students and communicate opportunities to parents/families</i></p> <p><i>Determine transportation needs</i></p> <p><i>Determine instructional groups and provide extended day instruction for eligible Memminger students</i></p>	<p align="center">Implementation Dates:</p> <p align="center"><i>Fall 2022</i></p> <p align="center"><i>Fall 2022 - 2024</i></p>	<p align="center">Person(s) Responsible:</p> <p align="center"><i>Memminger Leadership Team</i></p> <p align="center"><i>Memminger Leadership Team Extended Day Teachers</i></p>
<p>Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.</p>			
<p align="center">Activity 1:</p>	<p align="center">Specific Components of Activity:</p> <p>The STEM teacher will enhance learning that supports the daily</p>	<p align="center">Cost:</p>	

<p><i>STEM TEACHER</i></p>	<p>core curriculum with a hands-on approach to teaching and learning. The curriculum will also assist in bridging ethnic and gender gaps typically found in traditional math and science fields. The STEM teacher will facilitate flexible, authentic experiences that lead students to real learning and essential skill development concentrated in mathematics and science. <i>The STEM class will also provide embedded opportunities for our students to learn and use content vocabulary, provide more hands on experiences, and opportunities to talk and write about them, as well as frequent exposure to content specific informational text and vocabulary. Additionally this class will provide extended opportunities beyond the core for problem solving and creative thinking.</i></p>	<p><i>\$89,396 avg. salary \$180,000 for two years</i></p>
<p>Activity 2: <i>SEL Climate Teacher</i></p>	<p>Specific Components of Activity: The SEL Climate Teacher will support climate and wrap-around services for students, teachers, and families. This role will work in tandem with school guidance counselors in many areas, including Second Step instruction, connecting families to combat chronic tardiness and absenteeism, management of the PBIS rewards system and facilitating small groups. Data derived from Panorama Surveys, Review 360 reports, School Climate Surveys, and the BESS Screener, will drive initiatives covered by the teacher serving in this position.</p>	<p>Cost: <i>\$89,396 avg. salary \$180,000 for two years</i></p>
<p>Activity 3: <i>After-School Tutoring</i></p>	<p>Specific Components of Activity: The after-school tutoring program will work to improve students' educational outcomes, school attendance, and social-emotional learning. These areas are of increased concern for a greater number of students following the learning loss brought on from the pandemic. Transportation for students</p>	<p>Cost: <i>7 teachers at: \$35/hour - 2 hours/day 3 days/week - 30weeks \$58,123.80 (including benefits) \$19,600 - busses</i></p>
<p>Activity 4: <i>Marquee Communication Sign</i></p>	<p>Specific Components of Activity: The addition of the marquee sign will work to increase communication between school, families, and the community. The sign will keep stakeholders abreast of deadlines, days off, school events, ways to volunteer, and resources available within the school. This is a clear and efficient way to communicate with our stakeholders.</p>	<p>Cost: <i>\$21,000 See quote here</i></p>
<p>Activity 5: <i>Colleagues on Call (John Antonetti) Summer</i></p>	<p>Specific Components of Activity: The Memminger faculty along with another elementary school will participate in a 3 day summer institute with Colleagues on Call. The customized work will focus on rigorous and intentional</p>	<p>Cost: <i>\$24,000</i></p>

	standard based instruction in ELA. This work will continue and be supported in PLC's throughout the school year.	
Activity 6: <i>Summer Curriculum Work (2023) for the onboarding of the EL Curriculum</i>	Specific Components of Activity: The Memminger staff will have 4-5 days to collaboratively plan, map, align the instruction to standards, and organize the EL curriculum for the 2023 academic school year. The work will prepare the teachers to begin the implementation of EL and will be supported by instructional coaches during weekly PLC's.	Cost: <i>20 teachers@ \$40/hour 5 days \$42,176.00 (including benefits)</i>
Activity 8: <i>Field Trips</i>	Specific Components of Activity: Teachers and staff will plan field opportunities for student experiences that enrich and extend learning beyond the Memminger campus. Field trips, particularly in under performing schools, are an equalizer. For many students, these opportunities are only afforded to them from the school setting. The Memminger team will work to provide standard alignment to the experiences selected as well as taking advantage of our rich culture in downtown Charleston.	Cost: \$11,600.20
TOTAL:		\$536,500

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.

Much of our plan is self-sustaining, in that we can maintain the work with support and coaching, as long as we retain the classroom teachers involved.

The primary purpose for the SEL teacher position is to assist with additional layers of climate and wrap-around support needed for gaps and concerns created during the last few years of pandemic. The responsibilities of this position can most likely be reabsorbed or delegated back to other school staff at the end of the two year period.

The STEM position adds so much value to the school. However, with the end of these funds, and the loss of our Title I status, we may need to absorb the teacher in this position into a regular classroom position if we cannot obtain a grant or other means of continuing with it. A concerted effort will be made to obtain funding (possibly through Tech Terra) to sustain this valued position.

Application Due Date	Approval Status Date
April 4, 2022	

