

ESSER III School Proposal Template

Due April 4, 2022

School: North Charleston Creative Arts Elementary School

Date: 4/1/22

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	
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	
2022-2023	x
2023-2024	x

Statement of Intended Outcome –

Based on the comprehensive needs assessment completed by the school for the June 2022 – June 2027 School Renewal Plan, the following conclusions and strategies were identified to drive continuous school improvement:

NCCAES SY 22-27 SRP Overview

Conclusions

1. Majority of students are not ready for Kindergarten.
2. There are multiple measures of performance in Grades K, 1 and 2 (KRA, Fastbridge, MAP).
3. Performance levels are inconsistent across the three lower grade levels.
4. Nearly half of all students in Grades 3-5 do not meet grade level proficiency in both ELA, Math and Science.
5. Black and African American students have lower performance levels in comparison to White and Hispanic students in Grades 3-5 for ELA, Math and Science.
6. ML students are not demonstrating grade level language readiness for SC content standards.
7. The number of teachers with advanced degrees has decreased.
8. Number of teachers new to the profession has increased.
9. Social and emotional needs of students and teachers outpace the current systems in place.

Strategies

1. Provide teachers with the skills they need to master the fundamentals of reading and instruction.
2. Implement a standards based ELA and Math curriculum.
3. Implement a core science curriculum.
4. Refine the school academic intervention model to meet the growing needs of students.
5. Provide all teachers with the skills they need to master the theory of Second Language Acquisition (SLA).
6. Create systems to promote the ongoing development of teachers with 0-3 years of experience.
7. Incorporate teacher voice into schoolwide improvement efforts.
8. Incorporate student voice into schoolwide improvement efforts.

The following actions are proposed to support the 5 year plan of development with ESSER III monies:

1. Fund the creation of Instructional Coach (Math) for SY 22-23 and SY 23-24:

The addition of a Math Coach will allow the current school instructional coach to focus exclusively on the implementation of the new EL curriculum in SY 22-23 with grade K-5 to achieve the vision that all students will read on grade level by 5th grade by spring of 2027. In addition, the math coach will allow a dedicated lead to support the implementation of the Bridges curriculum with fidelity across K-5.

2. Fund the creation of a school level school level Climate Coach for SY 22-23 and SY 23-24:

The addition of a school level Climate Coach will allow for the creation of a systems approach for:

- Strengthening Tier One behavior practices
- Refining structures to promote an age-appropriate vertical articulation
- Collecting, analyzing and actioning on student behavior data sources to responsively adjust our program and practices to the ongoing needs of our students and teachers

Working in collaboration with the school Reading and school Math coach, the school level Climate Coach will allow for proactive management of ongoing behavior fluctuations in the classroom and building, contributing to the achievement of the vision that all students will read on grade level by 5th grade by spring of 2027.

3. Fund the creation of a Family Services Specialist for SY 22-23 and SY 23-24:

The Family Services Specialist will work in conjunction with the current Family Services Advocate to meet the varying needs of our diverse community. By creating additional bandwidth within the parent advocacy role, we can expand proactive interventions and academic support offerings to parents to achieve the vision that all students will read on grade level by 5th grade by spring of 2027.

Research – Please provide research to support your proposal.

Math Coach:

- [Turning Around Chronically Low-Performing Schools, What Works Clearinghouse, IES Practice Guide](#)

School Climate Coach:

- [Reducing Problem Behaviors in the Elementary Classroom, What Works Clearinghouse, IES Practice Guide](#)

Family Service Specialist:

- [Toolkit of Resources for Engaging Families and the Community as Partners in Educations: Building Trusting Relationships with Families and the Community Through Effective Communication](#)
- [Learning About Fractions at Home: Evidence-Based Tips for Parents and Caregivers](#)
- [Can Texting Parents Improve Attendance](#)
- [Literacy Tips for Parents of Adolescents](#)

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:
Increase the number of students demonstrating grade level proficiency in math in K-5.	<ol style="list-style-type: none"> 1. Signal the need for dramatic change with strong leadership. 2. Maintain a consistent focus on improving instruction 3. Provide visible improvements in the turnaround process. 	Data will be triangulated and monitored through analysis of the following data sources: <ol style="list-style-type: none"> 1. Bridges Walkthrough Data Collection Sheets (weekly) 	By June 2024, increase the percent of Grade K students demonstrating “Low” risk in FastBridge Reading from from 55% to 64% and increase the percent of Grade K students demonstrating

	<p>4. Build a committed staff.</p>	<p>2. K-2 FastBridge Assessments (3 times a year) AND/OR 2-5 MAP Assessments (3 times a year)</p> <p>3. Math iReady Progress Monitoring Checks (weekly)</p> <p>Summative SC Ready data will be used to validate the reliability of formative data points.</p>	<p>“Low” risk in FastBridge Math from 54% to 63%.</p> <p>By June 2024, increase the percent of Grade 1 students demonstrating “Low” risk in FastBridge Reading from 56% to 64% and increase the percent of Grade 1 students demonstrating “Low” risk in FastBridge Math from 78% to 82%.</p> <p>By June 2024, increase the percent of Grade 2 students meeting MAP Growth Targets from 39% to 51% in Reading and increase the percent of Grade 2 students meeting MAP Growth Targets in Math from 22% to 37%</p> <p>By June 2024, increase the percent of:</p> <ul style="list-style-type: none"> ● Grade 3 students scoring meets or exceeds on SC READY ELA from 33% to 46% and scoring meets or exceeds on SC READY MATH from 38% to 50% ● Grade 4 scoring meets or exceeds on SC READY ELA from 26% to 40% and scoring meets or exceeds on SC READY MATH from 18% to 33% ● Grade 5 scoring meets or exceeds on SC READY ELA from 18% to 33% and scoring meets or exceeds on SC READY MATH from 15% to 32%
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<p>Goal 2:</p> <p>Create systems to support the social and emotional needs of teachers and students to increase student achievement.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. 2. Modify the classroom learning environment to decrease problem behavior. 3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. 4. Draw on relationships with professional colleagues and students' families for continued guidance and support. 5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions 	<p>Progress Monitoring:</p> <p>Data will be triangulated and monitored through analysis of the following data sources:</p> <ol style="list-style-type: none"> 1. "Super 6" (DAP Classroom Management Training) Walkthrough Data Collection Sheets (weekly) 2. Review 360 Reports (monthly) 3. Opportunity Room (school calming room) Data Log (monthly) <p>Panorama survey data will be used to validate the reliability of formative data points.</p>	<p>Performance Metrics:</p> <p>By June 2024, TEACHER Panorama survey results will improve, as indicated by:</p> <ul style="list-style-type: none"> • "School Climate" increasing from 31% to 44% <p>By June 2024, STUDENT Panorama survey results will improve, as indicated by:</p> <ul style="list-style-type: none"> • "School Climate" increasing from 62% to 69%
<p>Goal 3:</p> <p>Deliver supports to address the varying needs of our families and community to support student achievement.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Building an understanding of family and community engagement <ul style="list-style-type: none"> • Reflecting on beliefs and assumptions • Getting to know school families • Understanding the influence of a cultural lens • Acknowledging cultural differences 2. Building a cultural bridge <ul style="list-style-type: none"> • Tapping into the strengths of families and community members • Establishing roles for building family and community engagement 3. Building trusting relationships with families and the community through effective communication <ul style="list-style-type: none"> • Cross-cultural communication in a school community 	<p>Progress Monitoring:</p> <p>Data will be triangulated and monitored through analysis of the following data sources:</p> <ol style="list-style-type: none"> 1. Parent Training Event Attendance Sheets (monthly) 2. Parent Training Event Surveys (monthly) 3. Parent Advocate Office Data Log (monthly) <p>Summative School Climate survey data will be used to validate the reliability of formative data points.</p>	<p>Performance Metrics:</p> <p>TBD with Spring 2022 parent school climate data set</p>

	<ul style="list-style-type: none"> Preparing educators for two-way communication with families <p>4. Engaging all in data conversations</p> <ul style="list-style-type: none"> Determining what student data are important to share with families and community members Presenting student data in meaningful ways 		
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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

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Implement research-based practices to increase the number of students demonstrating grade level proficiency in math in K-5.	<ol style="list-style-type: none"> Signal the need for dramatic change with strong leadership. Maintain a consistent focus on improving instruction Provide visible improvements in the turnaround process. Build a committed staff. 	July 2022 – July 2024	Principal Math Coach Reading Coach

Goal 2

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Create research-based systems to support the social and emotional needs of teachers and students to increase student achievement.	<ol style="list-style-type: none"> Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. Modify the classroom learning environment to decrease problem behavior. Teach and reinforce new skills to increase appropriate behavior and 	July 2022 – July 2024	Principal Assistant Principal Climate Coach

	<p>preserve a positive classroom climate.</p> <ol style="list-style-type: none"> 4. Draw on relationships with professional colleagues and students' families for continued guidance and support. 5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions 		
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Goal 3

Strategy 1	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Deliver research-based supports to address the varying needs of our families and community to support student achievement.</p>	<ol style="list-style-type: none"> 1. Building an understanding of family and community engagement <ul style="list-style-type: none"> ● Reflecting on beliefs and assumptions ● Getting to know school families ● Understanding the influence of a cultural lens ● Acknowledging cultural differences 2. Building a cultural bridge <ul style="list-style-type: none"> ● Tapping into the strengths of families and community members ● Establishing roles for building family and community engagement 3. Building trusting relationships with families and the community through effective communication <ul style="list-style-type: none"> ● Cross-cultural communication in a school community ● Preparing educators for two-way communication with families 4. Engaging all in data conversations 	<p>July 2022 – July 2024</p>	<p>Principal Family Service Advocate Family Services Specialist</p>

	<ul style="list-style-type: none"> Determining what student data are important to share with families and community members Presenting student data in meaningful ways 		
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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:
Instructional Coach (190)	The Math Coach will work in partnership with the Reading and Climate Coach to support the comprehensive implementation of the Bridges math curriculum with fidelity across K-5.	SRF Average Salary/Full Benefits: \$97,903 x 2 = \$195,806
Activity 2: SEL Instructional Coach (190) School Climate Supply Money	The school level Climate Coach will work in collaboration with the Reading and Math Coach to: <ul style="list-style-type: none"> Strengthening Tier One behavior practices Refining structures to promote an age-appropriate vertical articulation Collecting, analyzing and actioning on student behavior data sources to responsively adjust our program and practices to the ongoing needs of our students and teachers 	SRF Average Salary/Full Benefits: \$97,903 x 2 = \$195,806 Supply Money: \$7,595
Activity 3: Family Service Specialists (190) Family Service Supply Money	Provide supplementary support to the existing Family Services Advocate to support the diverse needs of our students, families, and community.	SRF Average Salary/Full Benefits: \$56,849 x 2 = \$113,698 Supply Money: \$7,595
TOTAL:		\$520, 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.

Our recent comprehensive needs assessment concluded the current needs of our students, families, and teachers are outpacing the existing systems we have in place at NCCAES. To aggressively combat this critical need, we believe an “all hands on deck” approach with the addition of targeted personnel to build tier one research-based systems in all facets of our operations will allow us to create the structures we need to sustain the work beyond the two year timeframe of funding.

To ensure the time sensitive ESSER III supports are sustainable beyond the two years, the following outlines the concrete sustainability plans to be accomplished or in place by June 2024:

Math Coach:

The funding of the math coach position will extend beyond the ESSER III timeline. Either through traditional Title 1 monies or Title 1 Priority monies if NCCAES becomes federally identified as a Comprehensive School Improvement (CSI) school.

SEL Instructional Coach:

System outcome by June 2024:

- A comprehensive NCCAES tiered instructional continuum for behavior for lower grades (CD – 2) and upper grades (3-5) aligned to the CCSD MTSS continuum.

With a schoolwide continuum created, published and trained, the NCCAES PBIS committee and two school instructional coaches will support the continued implementation of the tiered instructional continuum for behavior allowing the fade out of a dedicated SEL instructional coach beyond the ESSER III timeline.

Family Services Specialist:

The funding of the family services specialist will extend beyond the ESSER III timeline. Either through traditional Title 1 monies or Title 1 Priority monies if NCCAES becomes federally identified as a Comprehensive School Improvement (CSI) school.

The ESSER III proposal was shared and discussed with the following stakeholders:

- Leadership Team: March 22, 2022
- Parents: March 21, 2022
- School Improvement Council: March 28, 2022
- Title 1 Schoolwide Planning Team: March 28, 2022

Application Due Date	Approval Status Date
April 4, 2022	