

## ESSER III School Proposal Template

### Due April 4, 2022

School: Springfield Elementary 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	<b>X</b>
HIGH-QUALITY TEACHERS/LEADERS	<b>X</b>
WRAP-AROUND SERVICES	<b>X</b>

**Year(s) of Implementation:** *(Plans can be submitted for the Summer 22 and 22-23 and 23-24 school years. You may have a plan that you would like to implement for consecutive years, but please be advised that data will be utilized before moving forward with an additional year).*

Summer 22	X
2022-2023	X

2023-2024

X

**Statement of Intended Outcome –**

1. Springfield will reduce the percent of students who are considered chronically absent to 9.3%
2. Increase the percentage of students scoring Meets or Exceeds on SC READY ELA to 49%.
3. Increase the percentages of students, parents and teachers that are satisfied with the learning environment at Springfield. Students - 93.4%, Teachers - 91.1%, Parents 75.5%

**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.

[ESSER III Research](#)

**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: Increase overall achievement of rising 2nd grade cohort of students

(Pillar 1: Rigorous Grade Level Instruction)

**Strategies:**

1. Create a 2nd grade “Bridge Class” with a teacher and teacher assistant to support students reading below grade level. Students will be grouped homogeneously for core academic content only. Quarterly data reviews by MTSS to determine if students can enter/exit the class.
2. .5 additional reading teacher to support small group tier 1 instruction.
3. Implement Heggerty’s Phonemic Awareness

**Progress Monitoring:**

MAP, Text Levels, FastBridge, iReady, formative assessment (OGAP tasks, EL and Bridges Unit Assessments)

The percentage of students scoring Meets and Exceeds on SC Ready ELA will increase by 2% each year

**Performance Metrics:**

Text Level L or higher at the end of second grade

MAP Growth Goals (students performing below grade level will have accelerated growth goals)

iReady - meeting stretch goals (if beginning the year below grade level)

	<p>Primary instruction in all core 2nd grade classrooms. Utilize Heggerty's Bridge the Gap intervention materials for tier 2 small group classroom interventions.</p> <ol style="list-style-type: none"> <li>Creative grouping in all second grade classrooms (based on push in model with sped, esol, SAIL, etc)</li> <li>Summer EL Training for all ELA teachers and staff who support ELA instruction.</li> </ol>		
<p>Goal 2: Improve student and staff attendance, decrease truancy, increase parent involvement</p> <p>(Pillar III - Wrap Around Services)</p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>Hold a K/1 Parent Orientation &amp; Education event before school and quarterly for any new families in grades k-1. Offer a makeup session during Meet the Teacher and for other families as needed.</li> <li>Mandatory address verification in Spring 2022.</li> <li>District social worker in school cluster (DHES, MCS, SES) to assist with truancy meetings and small group guidance with younger students.</li> <li>Hire full time (FTE 1.0) SEL/Climate Teacher to work with students and families grades k-2</li> <li>Calming corner kits for each classroom, At Home Kits for all 4K and 5K students.</li> <li>Grade level incentives for improved attendance</li> <li>PBIS 2 day Summer Planning Meeting</li> </ol>	<p>Progress Monitoring:</p> <p>Attendance records, Review 360 data logs, truancy meetings, Sign In Sheet (Parent Orientation), Power School Residency Information MTSS monthly meetings</p> <p>Chronic Absenteeism Rate will decrease by 0.2% per year.</p>	<p>Performance Metrics:</p> <p>Chronic Absenteeism rate decrease Percent of students attending 97% of school will increase</p>
<p>Goal 3: Professional Development for all instructional</p>	<p>Strategies:</p>	<p>Progress Monitoring:</p>	<p>Performance Metrics:</p>

<p>staff, focused on Total Participation techniques and engagement of students.</p> <p>( Pillar 2: High Quality Teachers/Leaders)</p>	<p>22-23:</p> <ol style="list-style-type: none"> <li>1. Providing materials and training staff to implement research based engagement strategies for all content areas.</li> </ol> <p>23-24:</p> <ol style="list-style-type: none"> <li>2. Contract services with John Antonetti to support staff in implementing engagement techniques</li> <li>3. Include classroom teachers in strategically focused learning walks during the instructional day to support engagement techniques (Pay for subs for this to happen)</li> </ol>	<p>Walk Through Observations, SCTS 4.0 Observation</p> <p>The percentage of teachers satisfied with the learning environment at Springfield will increase each year by 0.3%</p>	<p>Increase in achievement and % of students scoring “ready” in each grade level.</p>

**Management Plan w/ Major Project Activities** – The management plan should be realistic and achievable. Detail activities, responsibilities, and timelines as related to project goals, strategies, and performance measures listed above. Add additional goals and strategies as necessary.

**Goal 1**

<p><b>Strategy 1:</b> Create a 2nd grade “Bridge Class” with a teacher and teacher assistant to support students reading below grade level.</p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Hire teacher and teacher assistant (currently at SES now)</li> <li>2. Create profile of target students for the program</li> <li>3. Contact parents to explain program, hold conferences and sign parent contract</li> <li>4. Set up current classroom for 2nd grade students</li> </ol>	<p><b>Implementation Dates:</b></p> <ol style="list-style-type: none"> <li>1. Now</li> <li>2. April 2022</li> <li>3. May 2022</li> <li>4. Summer 2022</li> </ol>	<p><b>Person(s) Responsible:</b></p> <p>Principal, AP, Reading Coach, Math Coach</p>
<p><b>Strategy 2:</b> Part Time (.5 FTE) additional reading teacher to support small group tier 1 instruction.</p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Move current 1st grade .5 reading teacher to 2nd grade to continue to work with same students</li> </ol>	<p><b>Implementation Dates:</b></p> <p>May 2022</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal</p>

	(22-23 ESSER II Funded, 23-24 ESSER III funded)		
<b>Strategy 3:</b> Implement Heggerty's Phonemic Awareness Primary instruction in all core 2nd grade classrooms. Utilize Heggerty's Bridge the Gap intervention materials for tier 2 small group classroom interventions.	<b>Implementation Steps:</b> 1, Acquire materials 2. Train staff for implementation with fidelity	<b>Implementation Dates:</b> August 2022	<b>Person(s) Responsible:</b> District ELA coordinator, AP, Reading Coach
<b>Strategy 4:</b> Creative grouping in all second grade classrooms (based on push in model with SPED, ESOL, SAIL, etc)	<b>Implementation Steps:</b> 1. Complete student roster cards 2. Create 22-23 class lists based on grouping needs 3. Create master schedule around push in/co teaching model	<b>Implementation Dates:</b> 1. May 2022 2. May 2022 3. Summer 2022	<b>Person(s) Responsible:</b> Principal, AP, Reading Coach, Math Coach  1st grade teachers, special ed teachers
<b>Strategy 5:</b> Pay ELA teachers \$110 a day stipend to attend summer EL Training.	<b>Implementation Steps:</b> Once determined, have teachers sign up for summer EL PD sessions (K-5, Special Ed/Resource and Reading Coach).	<b>Implementation Dates:</b> Summer 2022	<b>Person(s) Responsible:</b> Reading Coach, Teachers
<b>Goal 2</b>			
<b>Strategy 1:</b> Hold a K/1 Parent Orientation & Education event	<b>Implementation Steps:</b> 1. Pay staff summer planning hours to prep and carryout event 2. Pay staff to provide childcare for parents with young children 3. Provide dinner for families in attendance	<b>Implementation Dates:</b> August 2022	<b>Person(s) Responsible:</b> K and 1st grade teachers, Parent Advocate, Guidance Counselor, Principal, AP, Reading and Math Coach
<b>Strategy 2:</b> Mandatory address verification in Spring 2022.	<b>Implementation Steps:</b> Follow district protocol	<b>Implementation Dates:</b> April-May 2022	<b>Person(s) Responsible:</b> Data Clerk
<b>Strategy 3:</b> District social worker in school cluster (DHES, MCS, SES) to assist with truancy meetings and small group guidance with younger students.	<b>Implementation Steps:</b> Work with DAP in hiring personnel	<b>Implementation Dates:</b> August 2022	<b>Person(s) Responsible:</b> Principal, AP

<b>Strategy 4:</b> Hire 1.0 FTE Guidance Counselor, to work with students in grades CD-2	<b>Implementation Steps:</b> Post position, interview and hire	<b>Implementation Dates:</b> Spring 2022	<b>Person(s) Responsible:</b> Principal and AP
<b>Strategy 5:</b> Calming corner kits for each classroom and at home kits for all CD and K students	<b>Implementation Steps:</b> Acquire kits, train staff on using kits, disperse kits, include at parent orientation	<b>Implementation Dates:</b> August 2022	<b>Person (s) Responsible:</b> Guidance Counselor, Classroom teachers
<b>Strategy 6:</b> Grade level incentives for improved attendance	<b>Implementation Steps:</b>  1. Summer Planning for PBIS Team (2 day) 2. Grade level incentives (\$250 per quarter for each grade level)	<b>Implementation Dates:</b>  1. August 2022	<b>Person (s) Responsible:</b>  PBIS Committee Members
<b>Goal 3</b>			
<b>Strategy 1:</b> Purchase Total Participation text for each staff member	<b>Implementation Steps:</b> Barnes & Nobles - purchase PD materials for all certified staff	<b>Implementation Dates:</b> May 2022	<b>Person(s) Responsible:</b> Reading Coach
<b>Strategy 2:</b> Provide 4 hours of professional development around Total Participation and engagement strategies	<b>Implementation Steps:</b>  1. Create PD schedule for August PD to allow all teachers to participate in the 2 hours training. 2. Plan 2 additional after school hour training for all certified staff (Need to fund 2 hours for 9 teachers with ESSER III - other hours via Title I)	<b>Implementation Dates:</b> Summer 2022	<b>Person(s) Responsible:</b> Reading and Math Coach
<b>Strategy 3:</b> Contract Services with John Antonetti (23-24 school year) to enhance student engagement in the classroom.	<b>Implementation Steps:</b>  1. Secure services for 3 In Person days of John Antonetti at Springfield for the 23-24 school year. 2. Plan the three PD days for September, November, and January 3. Secure subs to allow teachers time to work with John Antonetti	<b>Implementation Dates:</b>  1. May 2022 2. May 2023 3. August 2023	<b>Person(s) Responsible:</b> Principal, Reading Coach

Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.		
<b>Activity 1:</b>  1. Teacher: 2. Teacher Assistant: 3. Summer EL PD 4. Part Time Reading Teacher	<b>Specific Components of Activity:</b>  1. Salary and Benefits for (1.0 FTE) teacher 2. Salary and Benefits for (1.0 FTE) teacher assistant 3. EL Summer PD Days - 36 teachers @ \$110 a day for 2 total days 4. 0.5 FTE Reading Teacher - only need to use ESSER III funds for the 23-24 school year.	<b>Cost:</b>  1. \$89,396 2. \$51,797 Two Year Total (\$282,386) 3. \$10,518.55 4. \$38,442 <b>Total Activity 1:</b> <b>\$331,346.55</b>
<b>Activity 2:</b>  K/1 Parent Orientation	<b>Specific Components of Activity:</b>  1. Summer Planning Time for K/1 Teachers 2. Pay staff to work at the event 3. Pay staff to provide child care 4. 1.0 FTE SEL/Climate Teacher 5. 12 staff, \$40 an hour for 8 hours 6. Student Attendance Incentives	<b>Cost:</b>  1/ 2. Planning/Event Hours \$6,906.12 3. \$213.08 Two Year Total (1-3) = (\$14,238.40) 4. \$89,936/Two Year Total \$179,872 5. PBIS Summer Planning \$5,099.90 6. \$667.37 <b>Total Activity 2:</b> <b>\$199,877.67</b>
<b>Activity 3:</b>  1. Total Participation Books 2. John Antonetti (3 sessions)	<b>Specific Components of Activity:</b>  1. Purchase books for PD 2. 2 hours of PD for 9 teachers 3. 3 sessions (September, November, February)	<b>Cost:</b>  1. \$1,819.55 2. \$956.23 3. \$19,500  <b>Total Activity 3:</b> <b>\$22,275.78</b>
<b>TOTAL:</b>		<b>\$553,500</b>

**Sustainability** – What will you do to sustain your plan? For instance, if you are hiring staff, what will you do at the end of two years when ESSER funding has been exhausted? Please be specific.

Much of the planning and PD time in the summer will elicit a systems change and will not require further funding. With actual staff positions, we will utilize data to determine whether continued funding is beneficial. We can use title I money to continue funding some of the positions.

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Application Due Date	Approval Status Date
April 4, 2022	