

## ESSER III School Proposal Template

### Due April 4, 2022

School:   R.B. Stall High School  

Date:   4/4/21  

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](mailto: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	<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	<b>X</b>
2022-2023	<b>X</b>
2023-2024	<b>X</b>

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

*The purpose of our proposal it to provide increased wrap-around supports for student through the enhancement of our schoolwide “House” model. Our “House” model was established 3 years ago to create smaller learning communities within the school. The ESSER support in conjunction with Title 1 will allow each House to receive additional social emotional, family services and academic supports. Each House will be supported by an Assistant Principal, Guidance Counselor, and Intervention Coordinator/Family Advocate/Social Worker.*

*The teams will create early warning signals and provide intervention to students for students through deceased caseloads. Stall will create 7 teams to serve approximately 275 students each. This will allow significantly more monitoring and more effective implementation of a Tiered support system.*

*Specifically, the ESSER III funds will be used to fund 4 parent advocate positions to support the house model and provide wraparound services for students.*

*Additionally, Stall will be implementing support of ESOL endorsements for staff to better serve the ML students. The intended purpose is to improve the instructional practices that support the success of ML students. ESSER funding will be used to train 50 staff members per year to earn their ESOL endorsement and receive a stipend in exchange for a two-year commitment to Stall (pending).*

**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.

[Small High Schools at Work A Case Study of Six Gates-Funded School in New York City](#)

**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:
<i>Implement an early warning response system to identify</i>	<i>The Lead Teacher positions will develop and implement a system</i>	<i>Every 4.5 weeks, Lead Teachers will be able to</i>	<i>We will see an improvement of grades</i>

<i>students at-risk socially, academically, behaviorally or attendance.</i>	<i>to provide Tiered support to students to their specific smaller learning community.</i>	<i>track the amount of support provided to each student and track progress or increase support.</i>	<i>and attendance, and decrease of disciplinary referrals.</i>
Goal 2:  <i>Implement additional support for students dealing with a range of mental health issues.</i>	Strategies:  <i>The smaller learning community will provide more support to identify all mental health needs and consistently refer to the appropriate support intervention.</i>	Progress Monitoring:  <i>We will document students who are referred for various levels of support.</i>	Performance Metrics:  <i>We will see an improvement of grades and attendance, and decrease of disciplinary referrals.</i>
Goal 3:  <i>Provide targeted academic support for students who are not performing adequately towards on-time high school graduation.</i>	Strategies:  <i>Administrative and counseling supports will identify and implement academic intervention from a range of options.</i>	Progress Monitoring:  <i>We will track students' grades weekly and meet with students at least every 4.5 weeks to assess success of interventions.</i>	Performance Metrics:  <i>We will see an improvement of grades and attendance, and decrease of disciplinary referrals.</i>
Goal 4:  <i>Improve instructional practices for Multilingual students through addition of ESOL endorsement.</i>	Strategies:  <i>Support 50 teachers to complete their ESOL endorsement.</i>	Progress Monitoring:  <i>There will be 3 opportunities for staff to complete the training; Summer 22, Fall 22 and Spring 23.</i>	Performance Metrics:  <i>We will see improvement in the grades and academic performance of MSs as well as increased graduation rates and ACCESS performance.</i>

**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**

<b>Strategy 1:</b>  <i>Formation of Houses has already been established, but we would increase the support and create a more formalized plan for the identification of at risk students.</i>	<b>Implementation Steps:</b>  <i>Develop the initial system for identification of students. Write clear plans for implementation of tiered intervention for academic, attendance, and social emotional needs.</i>	<b>Implementation Dates:</b>  <i>Aug-Sept 2022</i>	<b>Person(s) Responsible:</b>  <i>Principal, Intervention Coordinator, and Parent Advocate</i>
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<b>Goal 2</b>			
<b>Strategy 2:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<i>Strengthen Mental Health Supports and system for referrals</i>	<i>Increase school counselor support (Title funded) and utilize the house model to identify and refer students to appropriate resources.</i>	<i>Fall 22</i>	<i>Principal, Guidance Director</i>
<b>Goal 3</b>			
<b>Strategy 2:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<i>Intervention coordinators and parent advocates assigned to each House will be able to more closely monitor, manage and implement academic intervention for students in an on-going basis.</i>	<i>The intervention coordinators will design and implement interventions inside and outside of the classroom to raise achievement and support students to building lexile and quantiles to grade level.</i>	<i>Develop Fall 22 and continue.</i>	<i>Principal, intervention coordinator</i>
<b>Goal 3</b>			
<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<i>Increase effectiveness of multilingual learners through professional development through ESOL endorsement. Offer \$1000 sponsorship for each 3 credit horse course and \$250 for 1 hour practicum then reimburse the faculty member for their out-of-pocket expenses and the additional stipend by paying \$3000 at the completion of earning endorsement.</i>	<i>Offer ESOL endorsement sponsorship during Summer 22, Fall 22, and Spring 23</i>	<i>Summer 22 through Spring 24</i>	<i>Principal</i>
<b>Budget Analysis</b> – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.			
<b>Activity 1:</b>	<b>Specific Components of Activity:</b>	<b>Cost:</b>	
<i>4 Additional Parent Advocates</i>	<i>Parent Advocates will serve as supports for each of our House groups.</i>	<i>\$309,048</i>	
<b>Activity 2:</b>	<b>Specific Components of Activity:</b>	<b>Cost:</b>	

<i>ESOL Endorsement for 50 teacher</i>	<i>We will pay for stipends and costs associated with earning ESOL endorsement. 7 credit hours at \$450 per credit hour with \$1850 in stipend (\$5000 per teacher endorsement)</i>	<i>\$250,000</i>
<b>TOTAL:</b>		<b>\$559,048</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.

The majority of the schoolwide development of our House model will be supported through our Title funding with a lesser amount being funded through Title. The expenses included in the ESSER plan include a one-time expense of earning ESOL endorsements and a recurring expense of additional staffing. The recurring \$309,048 will be able to be primarily funded for the 2nd year through the remaining balance of our ESSER fund (\$280,952), but those expenses would need to be wrapped into our Title expenses each year on-going.

The two years of ESSER funding would allow us to gauge the effectiveness of the strengthened house model and determine if the newly implemented supports are essential. If the two years prove effective, we would certainly maintain the expenses through offsetting less effective initiatives currently funded through Title.

If additional funding were available, we would like to also wrap in our own mental health clinicians so that we were no longer dependent on partnerships that can't guarantee clinicians are available to our students.

<b>Application Due Date</b>	<b>Approval Status Date</b>
April 4, 2022	