

## ESSER III School Proposal Template

Due April 4, 2022

School: Stiles Point Elementary School

Date: 4-4-22

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](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	<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	Begin staff training in EL curriculum pilot
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	<p>Send parent surveys to determine family literacy education interest topics</p> <p>Analyze 21/22 data to determine rosters for small group literacy instruction and am tutoring.</p>
2022-2023	<p>Structured cohorts of at-risk 2nd and 3rd Grade Students will receive literacy instruction in a small group, 4th and 5th graders will receive Breakfast Club Tutoring and Intervention Support</p> <p>Hold quarterly parent literacy education sessions</p>
2023-2024	<p>22/23 2nd Graders will be supported within the 3rd grade intervention structure, 22/23 3rd graders will be supported with push-in support as needed in 4th grade. 4th and 5th graders will receive Breakfast Club Tutoring and Intervention Support</p> <p>Continue parent education - topics based on survey results</p>

**Statement of Intended Outcome** – Link to SPES ESSER Community Input E-Mail: <https://conta.cc/3JUTo0w>  
Link to ESSER Community Input [Comments](#)

Stiles Point Elementary is committed to the success of all students. Analysis of our school data shows us that the pandemic has significantly impacted a number of our rising second and third-grade students in literacy skills acquisition. Although the needs of these students have been addressed this year using many Tier One and Tier Two interventions, more current first and second graders will end this school year performing below the 25th percentile than in any previous year. Considering the major gains students at this age typically make in mastering reading skills, the fact that many are missing key building blocks of knowledge that are necessary for success, and the critical importance of early reading for later academic success, time is of the essence.

According to the Measures of Academic Progress (MAP) Reading Assessment, we have 5 rising second-grade students performing below the 25th percentile, 23 rising third-grade students performing below the 25th percentile, 9 rising fourth-grade students performing below the 25th percentile, and 7 rising fifth-grade students performing below the 25th percentile.

According to the i-Ready Winter Reading Diagnostic, we have 4 rising second-grade students performing below the 25th percentile, 16 rising third-grade students performing below the 25th percentile, 8 rising fourth-grade students performing below the 25th percentile, and 8 rising fifth-grade students performing below the 25th percentile.

According to the FastBridge Curriculum-Based Measurement for Reading (CBMR) Winter Screeners, we have 12 rising second-grade students performing below the 25th percentile, 20 rising third-grade students performing below the 25th percentile, 9 rising fourth-grade students performing below the 25th percentile, and 7 rising fifth-grade students performing below the 25th percentile.

According to the FastBridge early reading Winter Screener, we have 13 rising second-grade students performing below the 25th percentile.

Reading comprehension is critical. Research proves that if a student is not reading effectively by third grade, they are unlikely to be able to successfully access content in their other courses. In order to ensure that these students receive a rigorous implementation of evidence-based literacy intervention initiatives, Stiles Point plans to utilize the bulk of the ESSER III money to fund a third-grade reading intervention taught by a board-certified, highly qualified teacher who has significant experience successfully working with struggling readers. Students in this cohort will receive daily small group and individual instruction to work on their reading, writing, listening, and researching skills. The National Reading Panel Report identified five components vital to developing reading skills: phonological awareness, phonics, fluency, vocabulary, and

comprehension. Although each component is important in developing a child's reading ability, focus will be placed on the development of comprehension strategies and the fostering of self-efficacy.

The Certified Reading Interventionist will also be utilized to provide support to identified 4th and 5th graders, as well as work in a push-in model with the identified 2nd-grade students, who will be rostered in a small class together. (These identified students will be rostered with a Literacy endorsed 2nd-grade teacher.)

Research shows that trauma and other mental health issues can influence children's attendance, their ability to complete schoolwork in and out of class, and even the way they learn. Special emphasis will be placed on the implementation of the Second Steps Social-Emotional curriculum as we seek to accelerate the learning of these students.

#### Reading Interventionist Initial Schedule

7:00- 7:30 4th/ 5th Grade Breakfast Club Tutoring  
7:30- 7:45 Planning  
7:45- 9:15 3rd Grade Group 1  
9:15- 10:45 3rd Grade Group 2  
10:45- 11:45 Lunch/ Planning  
11:45- 1:05 2nd Grade ELA Support  
1:05- 2:05 4th and 5th Grade Intervention Groups  
2:05- 2:50 Planning

Stiles Point will also utilize ESSER III funding to

- \*Support before school (7:00 am- 7:30 am) reading tutoring to identified 4th and 5th-grade students.
- \*Extend the contracted days of our current Literacy Assistant by ten days, from 170 days to 180 days, thus allowing her additional instructional time with students.
- \*Design and offer quarterly "Parent Pod" workshops, allowing parents and caregivers to become more familiar with emergent literacy, reading readiness, and ways to actively support their child/children throughout their elementary school literacy journey.

Through plan implementation and close monitoring of student progress, at the end of the ESSER III funding cycle students initially identified as *at-risk* will move to *some/ low risk*. These students will demonstrate consistent skill security and routinely apply their knowledge, having developed a full understanding of the concepts associated with literacy to a degree that demonstrates skill ownership.

## **Research –**

### **Research support for reducing class size in lower grades**

Project STAR, a study of over 6,500 students in Tennessee, found a smaller class size led to gains in reading and math in kindergarten, first and second grade. Effect sizes were even larger when students spent multiple years in smaller classes and were greater for minority students (Finn & Achilles, 1990). When class size was reduced from 22 to 15 student achievement increased by an amount equivalent to three additional months of school.

In a meta-analysis conducted by Blatchford and colleagues (2003), when class size was reduced from 25 to 15 student scores on reading assessments increased across studies.

### **Guidelines for effective small group instruction (Wasik, 2008)**

- Group should not exceed 5 children
- Learning goal should determine group participants

Active responses during small group reading instruction increase student motivation and engagement (Amendum, Li & Creamer, 2009)

### **Research support for small group reading instruction in upper elementary grades**

A review of reading intervention research for upper elementary struggling readers found interventions implemented in small groups predicted larger comprehension outcomes (Donegan & Wanzek, 2021). Smaller groups provide more opportunities for dialogue, feedback and differentiation of instruction.

Fourth graders exposed to weekly, small group instruction focused on questioning and argumentation improved on written measures of comprehension at the end of the school year (Murphy, et al., 2018).

Striving fourth-graders taught paraphrasing strategies during small groups produced higher percentages of text recall and correct responses to comprehension short answer questions (Washburn, Abdullah, & Mulcahy, 2021).

For informational texts -- focused efforts to increase student motivation coupled with strategy instruction in third grade led to higher scores on measures of reading comprehension (Guthrie, Wigfield, Barbosa & Perencevich, 2004)

## References

- Amendum, S.J., Li, Y., & Creamer, K.H. (2009). Reading lesson instruction characteristics. *Reading Psychology, 30*(1), 119-143.
- Blatchford, P., Bassett, P., Goldstein, H., & Martin, C. (2003). Are class size differences related to pupils' educational progress and classroom processes? Findings from the institute of education class size study of children aged 5–7 years. *British Educational Research Journal, 29*(5), 709–73.
- Donegan, R. E. & Wanzek, J. (2021). Effects of reading interventions implemented for upper elementary struggling readers: A look at recent research. *Reading and Writing, 34*: 1943-1977.
- Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal, 27*(3), 557–577.
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented Reading Instruction. *Journal of Educational Psychology, 96*, 403-423.
- Marva Hinton, "Why teaching kindergarten online is so very, very hard," Edutopia, October 21, 2020, edutopia.org.
- Murphy, P. K., Greene, J. A., Firetto, C.M., Hendrick, B. D., Li, M., Montalbano, C., & Wei, L. (2018). Quality Talk: Developing students' discourse to promote high-level comprehension. *American Educational Research Journal, 55*(5), 1113-1160.
- National Reading Panel Report: Teaching Children To Read  
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>
- Satu Larson et al., "Chronic childhood trauma, mental health, academic achievement, and school-based health center mental health services," *Journal of School Health, 2017, 87*(9), 675–86, escholarship.org.
- Washburn, E., Abdullah, S., & Mulcahy, C. A. (2021). Effects of a paraphrasing strategy on the text comprehension of fourth grade striving readers. *Elementary School Journal, 121*(4), 586-608.

**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:
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<p>By June 2023, identified 2nd and 3rd-grade students will demonstrate growth in reading/ comprehending grade-level text with accuracy and fluency.</p>	<p>Explicit, targeted instruction in Phonemic Awareness/ Phonics/ Vocabulary</p> <p>Comprehension</p> <p>Reading Fluency</p>	<p>FastBridge CBMs</p>	<p><i>FastBridge Screeners MAP</i> <i>i-Ready Diagnostic 3rd Grade District Benchmarks</i></p>
<p>Goal 2:</p> <p>By June 2023, identified 4th and 5th -grade students will demonstrate growth in reading/ comprehending grade-level text with accuracy and fluency through their experience in BREAKFAST CLUB morning tutoring.</p>	<p>Strategies:</p> <p>Tier 2 Reading Intervention materials from FastBridge (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Concepts of Print)</p> <p>The Six-Minute Solution, Reading Fluency Program</p> <p>Reviewing i-Ready Personalized Instruction Summaries. Use i-Ready Tools for Instruction lessons with students who have alerts.</p> <p><i>These strategies will not replace Literacy Intervention, but will be additional reading support.</i></p>	<p>Progress Monitoring:</p> <p>Ongoing conversations with classroom teachers of each student.</p> <p>The Six Minute Solution Assessment Passages</p> <p>Weekly review of i-Ready Personalized Instruction Summary</p> <p><i>Students who are also in Literacy Intervention will be progress monitored weekly using FastBridge CBMs</i></p>	<p>Performance Metrics:</p> <p>Ongoing conversations with classroom teachers of each student.</p> <p>Monitoring and tracking student i-Ready Personalized Instruction Summary progress.</p> <p>MAP, iReady Diagnostic, District Benchmarks (Fall, Winter, Spring)</p>
<p>Goal</p> <p>By June 2023, family engagement/ efficacy surrounding literacy instruction will increase.</p>	<p>Strategies:</p> <p>Parent education workshops focusing on reading strategies/ supports.</p> <p>Design educational resources to support learning at home while strengthening the family/school partnership</p>	<p>Progress Monitoring:</p> <p>Quarterly Surveys</p> <p>Minutes/ Notes from focus group meetings</p>	<p>Performance Metrics:</p> <p>Family Year End Surveys</p>
<p><b>Management Plan w/ Major Project Activities</b> – 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.</p>			
<p><b>Goal 1-</b> By June 2023, identified 2nd and 3rd-grade students will demonstrate growth in reading/ comprehending grade-level</p>			

text with accuracy and fluency.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p><i>Identify rising 2nd and 3rd-grade students for targeted small group instruction in ELA in the 2022/2023 school year.</i></p>	<ol style="list-style-type: none"> <li>1. Review Spring 2022 Reading MAP data to identify rising 2nd and 3rd-grade students performing below the 25th percentile.</li> <li>2. Review Spring 2022 FastBridge early reading data to identify rising 2nd-grade students performing below the 25th percentile.</li> <li>3. Review Spring 2022 i-Ready Diagnostic data to identify rising 2nd and 3rd-grade students performing below the 25th percentile.</li> <li>4. Assess rising 2nd and 3rd-grade students performing below the 25th percentile on FastBridge early reading, MAP, and/or i-Ready using FastBridge CBMR.</li> <li>5. Use convergent data to create a list of rising 2nd and 3rd grade students who are performing below the 25th percentile across multiple assessments.</li> </ol>	<p>Spring/ Summer 2022</p>	<p>Administration Reading Interventionist Literacy Assistant 1st and 2nd Grade Teachers School Psychologist Reading Coach</p>

**Goal 2:** By June 2023, identified 1st- 5th-grade students will demonstrate growth in reading/ comprehending grade-level text with accuracy and fluency.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p>Identify rising 4th and 5th-grade students for targeted small group before school tutoring and/ or small group intervention in ELA in the 2022/2023 school year.</p>	<ol style="list-style-type: none"> <li>1. Review Spring 2022 Reading MAP data to identify rising 4th and 5th-grade students performing below the 25th percentile.</li> <li>2. Review Spring 2022 i-Ready Diagnostic data to identify rising 4th and 5th-grade students performing below the 25th percentile.</li> <li>3. Assess rising 4th and 5th grade students performing below the 25th percentile on MAP and/or i-Ready using FastBridge CBMR.</li> </ol>	<p>Spring/ Summer 2022</p>	<p>Administration Reading Interventionist Literacy Assistant Reading Coach 3rd and 4th Grade Teachers School Psychologist</p>

	4. Use convergent data to create a list of rising 4th and 5th-grade students who are performing below the 25th percentile across multiple assessments.		
<b>Strategy 2:</b> Increase contracted days of current Literacy Assistant position from 170 to 180	<b>Implementation Steps:</b> 1. Increase instruction for Reading Intervention students by two weeks (10 days)	<b>Implementation Dates:</b> <i>2022-2023 school year</i> <i>2023-2024 school year</i>	<b>Person(s) Responsible:</b> <i>Administration</i> <i>Literacy Assistant</i>
<b>Goal 3:</b> By June 2023, family engagement/ efficacy surrounding literacy instruction will increase through the offering of requested workshops and book studies			
<b>Strategy 1:</b> Quarterly Parent Education Opportunities.	<b>Implementation Steps:</b> <i>Offer parent orientation conferences for families of students identified to receive services</i>  <i>Survey families to determine interest topics for workshops/ preferred content delivery methods</i>  <i>Design workshops/ sessions to be effectively delivered in multiple modalities to meet the needs of parents/ caregivers.</i>	<b>Implementation Dates:</b> <i>Once every nine weeks during the 2022-2023 school year</i>	<b>Person(s) Responsible:</b> <i>Administration</i> <i>Reading Coach</i> <i>Grade Level Teachers</i> <i>Literacy Committee</i>
<b>Strategy 2:</b> Quarterly school-wide family literacy initiatives	<b>Implementation Steps:</b> Survey staff and create initiative plan  Promote initiatives through the morning show, weekly school newsletter, and social media	<b>Implementation Dates:</b> Spring/Summer 2022 August 2022-June 2023 August 2023-June 2024	<b>Person(s) Responsible:</b> Administration Reading Coach Grade Level Teachers Literacy Committee Literacy Assistant Reading Interventionist
<b>Strategy 3:</b> Establish one staff member to be the school's literacy contact person, responsible for fielding	<b>Implementation Steps:</b> This duty would be assigned by the principal.	<b>Implementation Dates:</b> Spring/Summer 2022 August 2022-June 2023 Summer 2024 August 2023-June 2024	<b>Person(s) Responsible:</b> Principal and staff member assigned

parent questions and concerns.			
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**Budget Analysis** – 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>
Reading Interventionist Certified Teacher salary	Average Teacher Salary/ Benefits	\$202,632
<b>Activity 2:</b> BREAKFAST CLUB tutoring	<i>Identified staff members will meet with 4th and 5th-grade students from 7:00 am to 7:30 am daily for ELA tutoring</i>	<i>0 Staff members already under contracted time from 7:00- 7:30 am</i>
<b>Activity 3:</b> Parent Education	Supplies for parent education workshops/copies/ subscriptions  Book Study materials: Ex: The Ramped-Up Read Aloud: What to Notice as You Turn the Page (Corwin Literacy) 1st Edition by <a href="#">Maria P. Walthe</a>	\$23,368
<b>Activity 4:</b> Increase current Literacy Assistant from 170-day contract to 180-day contract	Literacy Assistant will provide ten extra days of Intervention services to identified students.	\$6,000

**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.

Prior to this school year, Stiles Point has been served solely by a .5 Literacy Assistant. Current ESSER funds are paying to make this a 1.0 position. Throughout the 2021-2022 school year, we have served 48 students in Reading Intervention. Of these 48 students, 16 are in first grade, 17 are in second grade, 7 are in 3rd grade, 5 are in 4th grade, and 3 are in fifth grade. These students are being served in 12 different reading groups throughout the school day. In order to provide this intervention to all 48 students, we have had to increase the size of three of our groups to 5 students, while the CCSD Literacy Intervention Plan states a 1:4 ratio for the intervention curriculum being used. With our current 1.0 Literacy Assistant serving nine of these groups, we

then had to use our Numeracy Assistant to serve three of the reading intervention groups.

After implementing the strategies listed in this plan and monitoring student progress throughout the ESSER III funding cycle, we expect to see the students who are initially identified as *at-risk* move to the *some-risk or low-risk* category at the end of the two years. The students who will receive the additional reading support (explicit/small group instruction, Breakfast Club, increased family engagement) should demonstrate substantial growth in reading/comprehending grade-level text with accuracy and fluency. Therefore, we expect most of the identified students to recoup skills/learning loss, thus no longer requiring additional support moving forward.

While many of our current student skill gaps can be attributed to COVID learning loss, we believe that instructional change is solidified through intentional instructional practice. Acute analysis and awareness of student needs will continue to drive our planning and data review cycles. We know that effective literacy instruction is rooted in a strong set of beliefs and as a staff are excited about piloting the EL curriculum in the 2022-2023 school year to serve as our schoolwide literacy framework and “anchor”.

Application Due Date	Approval Status Date
April 4, 2022	