

ESSER III School Proposal Template

Due April 4, 2022

School: Chicora Elementary

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:

WRAP-AROUND SERVICES	X
RIGOROUS GRADE-LEVEL INSTRUCTION	X
HIGH-QUALITY TEACHERS/LEADERS	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

Statement of Intended Outcome – Chicora’s purpose is to persevere and grow by maintaining a laser-like focus on our district’s goal of all students reading by fifth grade. This plan will support families, students, and staff dealing with trauma, social-emotional well-being, learning loss, and chronic absenteeism. As an Acceleration School, we will work to equip students with the skills needed to thrive and impact the world, while prioritizing equity and building systems that will sustain success and ensure endless possibilities for all scholars. WE WILL EXCEL!!

Research

Goal 1 and Goal 2: Wrap-Around Services

“Wraparound services support families, they can also tailor support for teachers who may be challenged with meeting the unique needs of a student.” ([https://nwi.pdx.edu/NWI-book/Chapters/Eber-5e.3-\(school-wide-support-systems\)](https://nwi.pdx.edu/NWI-book/Chapters/Eber-5e.3-(school-wide-support-systems))).

According to the Learning Policy Institute, establishing wraparound support is vital to the school’s community. In order to effectively meet the needs of students and families, schools must extend services to ensure students and their families are equipped with the necessary tools to improve outcomes for students including attendance, academic achievement, and reduce racial and economic achievement gaps.

<https://restart-reinvent.learningpolicyinstitute.org/establish-community-schools-and-wraparound-supports>

We will engage individuals through an established set of supports (in cooperation with external partners) that close the gaps that prevent students from achieving at high levels. Hiring an additional Family Service Specialist and Lead Teacher to support social-emotional growth and partnering with *Be A Mentor* will allow us an opportunity to close and bridge gaps for our students and their families.

Goal 2 and Goal 3: Rigorous Grade-level Instruction

From the article, *Good Teachers Are the Key to Student Success*, Studies of countries with the highest levels of assessed student achievement shows that a focus on a careful selection process for teachers to be trained, rigorous training including mentorship and apprenticeship, and an overall elevation in the cultural status of teachers all correlate directly with these high-achieving student populations. A key component of this training regimen in educational methods and appropriate applications is ongoing professional development and learning throughout teaching careers.

With the newly implemented EL and Bridges curriculum along with resources in place, teachers are now able to deliver more rigorous and impactful instruction for our students. Through providing continued support to teachers, implementing the curriculum, and focusing on strategic in-class small group instruction, we will close gaps which will increase student achievement.

Goal 3: High-Quality Teachers/Leaders:

“Currently, too little attention is paid to creating the financial incentives necessary to recruit and retain an effective teacher workforce. We need to change that by offering competitive compensation that recognizes and rewards different roles, responsibilities, and results”.

<https://www.americanprogress.org/article/quality-teachers-quality-schools/>

Peg Rosen states that MTSS is a framework many schools use to give targeted support to struggling students. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the “whole child.”

The expectation is that teachers will provide effective instruction as a result of engaging in professional development centered around intentional data dives, small group instruction, and the use of research based digital platforms aimed to close the achievement gaps and accelerate student learning and growth. In addition, the MTSS Lead Teacher will also focus on identifying students with academic challenges and provide support to teachers in strategies to decrease the amount of learning loss. The partnership between home and school is vital to increasing student engagement and student achievement. High quality teachers embedded into a framework that targets support for struggling teachers is one of the strategies used to decrease the learning gap and increase student overall achievement in social, emotional and academic learning. Incentivise pay will be used to capture high quality teachers and student academic success.

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:
<p>By June 2026, STUDENT satisfaction with the school climate will improve, as indicated by the percent of STUDENTS mostly agreeing or agreeing, (1) "I am satisfied with the learning environment in my school" increasing from 76.7% to 80.2%; (2) "I am satisfied with the social and physical environment in my school" increasing from 77.3% to 80.7%; (3) "Students from different backgrounds get along well at my school" increasing from 59.1% to %; 65.2% and (4) "I feel safe in my school during the school day" increasing from 72.7% to 76.8%%.</p> <p>By June 2027, TEACHER satisfaction with school climate will improve, as indicated by the percent of TEACHERS mostly agreeing or agreeing, (1) "I am satisfied with the learning</p>	<ul style="list-style-type: none"> ● Implement, manage, and evaluate a school-wide approach to classroom/school wide management ● Provide after school activities for student engagement ● Purchase resource Multi-Language Learners ● PDs to support school climate/culture and PBIS initiatives ● Continue the <u>Be A Mentor Program</u> to support students SEL ● Provide professional development opportunities for teachers based needs and staff input ● Increase teacher voice ● Continue PBIS implementation 	<ul style="list-style-type: none"> ● HOUSE PD for staff ● Agendas/Attendance Log ● Utilizing SEL Walkthroughs Tool ● District and school-based student surveys (Panorama, School Report Card Survey) ● Social-Emotional screener- BESS ● District and school-based teacher surveys (Panorama) ● District and school based student 	<ul style="list-style-type: none"> ● Decrease in behavior referrals by monitoring Discipline in Review 360 ● SEL Walkthrough Tools biweekly during Admin/Coaches and MTSS meetings ● Review 360 Data ● Sign-In Sheet/Agendas

<p>environment in my school" increasing from 76.7% to 80.2%; (2) "The rules for behavior are enforced at my school" increasing from 56.7% to 63.2%; (3) "The level of teacher and staff morale is high at my school" increasing from 44.8% to 53.1%; (4) "There are relevant professional opportunities offered to teachers at my school" increasing from 83.4% to 85.9%; (5) "The school leadership makes a substantial effort to address teacher concerns" increasing from 73.4% to 77.4%; and, (6) "I feel safe at my school during the school day" increasing from 93.3% to 94.3%.</p>	<p>school-wide</p> <ul style="list-style-type: none"> ● Provide survey to parents to help all students meet expectations of SEL 	<p>surveys</p> <ul style="list-style-type: none"> ● Wellness Committee to host school-wide initiatives ● Create Calming Room for teachers ● Professional Development opportunity by implementing a Book Club 	
<p>Goal 2:</p> <p>The percent of students that are chronically absent will decrease from 13.7% to 12.3%.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Hire a 1.0 Family Services Specialist to support families with truancy and attendance. ● Educate parents on chronic absenteeism and truancy and the impact it has on instruction ● Provide incentives for attendance monthly and or/quarterly. ● Fund/incorporate school wide communication system (Class Dojo) to improve instructional outcomes, increase parental involvement and communication about attendance 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Utilize PowerSchool Attendance data report ● Truancy Team meet weekly to analyze and address student attendance concerns ● Schedule truancy meetings with families 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> ● Parent letters sent for truancy meetings. ● Log entries in power school communicating truancy concerns with parents. ● Schedule truancy meeting with parents using CCSD Truancy Plan template
<p>Goal 3:</p> <p>By June 2027, increase the percent of ALL students scoring meets or exceeds on SC READY ELA from 5.3% to 36.3%, increase the percent of students with disabilities/EL scoring meets or exceeds on SC READY ELA from 0.0% to</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Employ a lead teacher that will focus on multi-tiered systems of support ● Purchase instructional software programs to provide academic supports in reading and math, as well as, targeted support for our 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● NWEA MAP Projection Report (Fall, Winter, Spring) ● District ELA Benchmark (Fall, Winter, Spring) ● Instructional software usage 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> ● SCReady ELA ● Professional development invoices and Instructional software reports

<p>15.0%</p> <p>By June 2027, increase the percent of ALL students scoring meets or exceeds on SC READY Math from 0.0 to 15.0% increase the percent of students with disabilities/Math scoring meets or exceeds on SC READY ELA from 0.0% to 15.0%</p> <p>By June 2027, increase the percent of ALL students scoring meets or exceeds on SCPASS SCIENCE from 0.0% to 15.0%, and increase the percent of students with disabilities scoring meets or exceeds on SCPASS SCIENCE from 0.0% to 15.0%.</p>	<p>English Learners</p> <ul style="list-style-type: none"> Continue with PD/workshops with the implementation of ELA/Bridges/Science/ Small Group Data Dive Days for teachers internalize assessments Increase Art and Music teachers to 1.0 FTE with enrichment lessons focusing on ELA and Math infusion Providing afternoon enrichment for students (3rd-5th) Fall Staff Retreat -August 2022 	<p>report</p> <ul style="list-style-type: none"> Walkthrough Tools (IPG and EL Walkthrough Tool via Whetstone) 	
---	--	---	--



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.

<u>Goal 1</u>			
<u>Strategy 1:</u>	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Attend Ron Clarke House Training (admin and behavior team)</p>	<ul style="list-style-type: none"> Register/Attend Ron Clarke House Training Plan phases of roll out for strategies of Ron Clarke Training Resources Weekly MTSS mtg to discuss implementation and provide feedback to team to monitor and adjust (MTSS) 	<p>July 21-23, 2022 Ongoing PD through years</p>	<p>Principal, Bookkeeper</p>

<p><u>Strategy 2:</u></p> <p>Provide RCA House PD in house to staff to improve school climate.</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Review feedback of implementation of House Strategies ● Determine next area of focus for school culture and climate improvement ● Provide ongoing PD from Ron Clarke Academy to increase student engagement and involvement and decrease (Setting the Standard) and (How to interact, support, and collaborate with parents effectively) 	<p>Implementation Dates:</p> <p>July 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Staff who attended the PD</p>
<p><u>Strategy 3:</u></p> <p>Continue Be A Mentor Program</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Use Review 360 data to determine most critical students to partner with this program ● Continue supporting Chicora students to develop positive relationships, character, confidence and leadership skills (also support PBIS) 	<p>Implementation Dates:</p> <p>August 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Guidance Counselor</p>
<p><u>Strategy 4:</u></p> <p>DancED</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Advertise dance classes to students and parents and conduct sign up ● Determine eligibility based on transportation needs ● Enrich students educational experience with arts and cultural enrichment ● Evaluate program's success and possibly add on more days and more students 	<p>Implementation Dates:</p> <p>August 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal and Assistant Principal</p>

<p><u>Strategy 5:</u></p> <p>Fall Staff Retreat- Don Antenilli and others</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Secure location ● Keynote Speaker ● Create an agenda ● Provide Breakfast and Lunch for staff ● Materials and Resources 	<p>Implementation Dates:</p> <p>August 2022</p>	<p>Person(s) Responsible:</p> <p>Principal and Assistant Principal</p>
<p><u>Strategy 6:</u></p> <p>Continue school-wide PBIS implementation</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Review current PBIS structures and revise and update as needed ● Identify PBIS committee chair ● Work with PBIS committee to implement ideas and to provide training for faculty/staff ● Coordinate PBIS fidelity checks with the district's climate coach ● Share PBIS expectations with faculty/staff and students (ensure time is build in to school schedule to model said expectations) ● Review and provide PBIS expectations refreshers for students and parents and determine needs of students to be successful meeting expected SEL goals ● Provide school paraphernalia to students and parents 	<p>Implementation Dates:</p> <p>July 2022 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, assistant principal, PBIS committee chair, PBIS committee members, teachers</p>
<p><u>Goal 2</u></p>			
<p><u>Strategy 1:</u></p> <p>Hire a 1.0 Family Services Specialist to support families with truancy and attendance.</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Post the job on Applitrack ● Interview candidates to find an individual who is highly qualified ● Admin team will ensure smooth onboard process for family service specialist 	<p>Implementation Dates:</p> <p>July 2022 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Leadership Team, Data Clerk, Parent, Guidance Counselor, District Social Worker</p>
<p><u>Strategy 2:</u></p>	<p>Implementation Steps:</p>	<p>Implementation Dates:</p>	<p>Person(s)</p>

Recognize staff perfect attendance quarterly.	Promote attendance initiatives on an ongoing basis	July 2022-June 2024	Responsible: Leadership Team, data clerk, guidance counselor, family service specialist
<u>Strategy 3:</u> Educate parents on chronic absenteeism and truancy	Implementation Steps: <ul style="list-style-type: none"> • Coordinate quarterly parent education nights and/or workshops that are specifically focused on truancy and chronic absenteeism • In monthly newsletters for parents, provide research that shows the impact attendance has on academic performance • Participate in CCSD's Let's Get Engage attendance initiative 	Implementation Dates: July 2022-June 2024	Person(s) Responsible: Leadership Team, Parent Advocate, family service specialist
<u>Goal 3</u>			
<u>Strategy 1:</u> Hire a Lead Teacher to support the implementation of MTSS and PBIS	Implementation Steps: <ul style="list-style-type: none"> • Post the job on Applitrack. • Interview candidates to find an individual who is highly qualified and act as a liaison between teachers and the MTSS and PBIS committees. • Revise MTSS agenda, share weekly agenda one week prior to meetings, and update data for highlighted students for each meeting • Update MTSS data drive weekly 	Implementation Dates: July 2022 - July 2024	Person(s) Responsible: Principal, Leadership Team
<u>Strategy 2:</u> Increase Teacher Voice with MTSS/PBIS	Implementation Steps: <ul style="list-style-type: none"> • Review Panorama teacher and staff survey data using the district MTSS protocol with the climate coach facilitating • Increase teacher participation in PTA and 	Implementation Dates: Weekly MTSS Mtgs	Person(s) Responsible: Leadership Team, Lead Teacher, and MTSS Team Members

	<p>SIC through awareness of what each stakeholder group does to support the school's vision and mission</p> <ul style="list-style-type: none"> • Grade level and/or department chairs will meet monthly with the principal to discuss concerns and brainstorm ways to make our school better • Provide faculty/staff with opportunities to be a part of various committees established to meet the needs of the school • Survey faculty/staff often to gather feedback to improve school overall 		
<p><u>Strategy 3:</u></p> <p>Data Days for Teacher Collaboration</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Review and analyze data from SCReady/MAP/Benchmark Assessments, etc. 	<p>Implementation Dates:</p> <p>October 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, Assistant Principal, Reading/Math Coaches, Teachers</p>
<p><u>Strategy 4:</u></p> <p>Resources:</p> <p>Instructional Software Programs</p> <p>Multicultural Library Materials</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Determine students who need academic supports in reading and math, as well as, targeted support for our Multi Language through iReady data and MAP data • Implement school wide use of StarFall and Raz-Kids for supplemental resources • Update classroom library sets to include multicultural books • Purchase additional EL booksets • Update school library 	<p>Implementation Dates:</p> <p>October 2022-June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal, Assistant Principal, Reading/Math Coaches, Teachers</p>

<p><u>Strategy 5:</u> Intentional Small Group Implementation</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Review spring and fall data from iReady and MAP • Determine small group focuses based on EL instruction and iReady and MAP • Provide PD around intentional small group lessons and analyzing student progress through progress monitoring and anecdotal notes (monthly to check implementation) • Provide PD for flexible grouping models 	<p>Implementation Dates: October 2022-June 2024</p>	<p>Person(s) Responsible: Principal, Assistant Principal, Reading/Math Coaches, Teachers</p>
<p><u>Strategy 6:</u> Enrichment Tutoring Program</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Identify students in the 25th-50th percentiles • Determine areas of challenges and strengths • Create small groups for enrichment sessions 	<p>Implementation Dates: October 2022-June 2024</p>	<p>Person(s) Responsible: Principal, Assistant Principal, Reading/Math Coaches, Teachers</p>
<p><u>Strategy 7:</u> Hire .5 Music Teacher and .5 Art Teacher</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Hire Music and Art teacher as 1.0 FTE • Review and analyze ELA and Math curriculum and standards and infuse arts into lessons 	<p>Implementation Dates: October 2022-June 2024</p>	<p>Person(s) Responsible: Principal, Assistant Principal, Reading/Math Coaches, Teachers</p>



Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

<p><u>Activity 1:</u> Ron Clarke Academy Be A Mentor Program DancED</p>	<p>Specific Components of Activity: \$1,000 X 8 = \$8, 000.00 -Registration \$600 X 8 = \$4,800.00 -Hotel \$30,000X 2 Be A Mentor \$70/session x 108 sessions= \$7,560</p>	<p>Cost: \$12, 800.00 \$60,000.00 \$7,560.00</p>
---	---	--

<p>Fall Retreat</p> <p>PBIS School Wide Incentives for Students</p> <p>PBIS School Wide Incentives for Teachers</p>	<p>Keynote Speakers, Venue, Refreshments, Materials and Resources- \$20,000</p> <p>Materials, School Store Resources, Quarterly Incentives (School Paraphernalia), Etc-\$20,000</p> <p>Perfect Attendance, MAP Goals Achievements, Class Goals-\$10,045</p>	<p>\$20,000.00</p> <p>\$20,000.00</p> <p>\$10,045.00</p>
<p><u>Activity 2:</u></p> <p>Family Service Specialist</p>	<p>Specific Components of Activity:</p> <p>\$37,093 X 2= \$74,186.00</p> <p>Benefits \$19, 756 X2=\$39,512.00</p>	<p>Cost:</p> <p>\$113,698.00</p>
<p><u>Activity 3:</u></p> <p>Lead Teacher</p> <p>Data Dive Collaboration Day</p>	<p>Specific Components of Activity:</p> <p>\$70,007 X 2=\$140,014.00</p> <p>Benefits \$30, 554.00 X 2=\$61,108.00</p> <p>(Fall 2022) 21 teachers at \$40.00 hourly, 1 day for 3 hours =</p> <p>(Winter 2022) 21 teachers at \$40.00 hourly, 1 day for 3 hours</p> <p>(Spring 2023) 21 teachers at \$40.00 hourly, 1 day for 3 hours</p> <p>(Fall 2023) 21 teachers at \$40.00 hourly, 1 day for 3 hours</p> <p>(Winter 2023) 21 teachers at \$40.00 hourly, 1 day for 3 hours</p> <p>(Spring 2023) 21 teachers at \$40.00 hourly, 1 day for 3 hours</p> <p>(Fall 2022) 2 teacher assistants at \$30.00, 1 day for 3 hrs</p> <p>(Winter 2022) 2 teacher assistants at \$30.00, 1 day for 3 hrs</p> <p>(Spring 2023) 2 teacher assistants at \$30.00, 1 day for 3 hrs</p> <p>(Fall 2023) 2 teacher assistants at \$30.00, 1 day for 3 hrs.</p> <p>(Winter 2023) 2 teacher assistants at \$30.00, 1 day for 3 hrs.</p> <p>(Spring 2023) 2 teacher assistants at \$30.00, 1 day for 3 hrs.</p> <p>Lunch \$500 X 12</p>	<p>Cost:</p> <p>\$201,122.00</p> <p>\$2,520.00</p> <p>\$2,520.00</p> <p>\$2,520.00</p> <p>\$2,520.00</p> <p>\$2,520.00</p> <p>\$2,520.00</p> <p>\$2,520.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$180.00</p> <p>\$6,000.00</p>

Multicultural Classroom Library Books	\$10,000	\$10,000.00
Multicultural School Library Books	\$7,342	\$7,342.00
Instructional Software Programs	StarFall- \$1000/school/2 years	\$1,000.00
.5 Art Teacher	RazKids- 20 classes x \$125/year/ 2 years	\$5,000.00
.5 Music Teacher	\$21,956.40 Total Cost \$31,657.37	\$31,657.37
	\$25,178.80 Total Cost \$37,273.72	\$37,273.72
Activity 4: Enrichment Tutoring Program	8 teachers at \$55.00 hourly, 2 days per week for 2 hours for 25 weeks = 44, 000	\$88,000.00
	2 teacher assistants at \$30.99, 2 days per week for 2 hours for 26 weeks = 6,198 X2	\$24,800.00
Activity 5: Small Group PD	PD Facilitator- \$2000x 5/year for 2 years- \$20,001.91	\$20,001.91
TOTAL:		\$692,500.00

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.

Before funding is exhausted, Chicora Elem. will ensure teachers attend professional development to sustain learning and continued growth.

Paraprofessionals will be encouraged to enter the classified personnel pipeline.

All stakeholders were given the opportunity to provide input regarding ESSER III Funds.

Application Due Date	Approval Status Date
April 4, 2022	