

# West Ashley High School: ESSER III Proposal

**School: West Ashley High School**

**Date: April 4, 2022**

**Reviewers:** \_\_\_\_\_

**ESSER III Pillar(s) Addressed:**

RIGOROUS GRADE-LEVEL INSTRUCTION	<input checked="" type="checkbox"/>
HIGH-QUALITY TEACHERS/ LEADERS	<input checked="" type="checkbox"/>
WRAP- AROUND SERVICES	<input checked="" type="checkbox"/>

**Years of Implementation:**

Summer 22 (Esser II)	<input checked="" type="checkbox"/>
2022- 2023	<input checked="" type="checkbox"/>
2023- 2024	<input checked="" type="checkbox"/>

**Statement of Intended Outcomes:**

ESSER III funding allocated to West Ashley High School (WAHS) will be used to secure additional resources and increase learning opportunities that will directly benefit the students of WAHS.

## Goal #1

Beginning with the SY22-23, we will double the number of students who will have access to the academic support labs at WAHS. Students will have access to various intervention services including credit recovery, content recovery, seat time recovery, blended learning support, as well as academic support for students taking courses virtually through CCSD Franchise, Virtual SC, etc... The increased access will decrease the number of failing courses by 50% for SY22-23.

### Goal #1, Rationale

- At the conclusion of SY20-21, an observable decline in the number of credits earned due to the lack of in-person instruction required immediate attention.
- Students who experience failure in courses attempted are at a higher risk of dropping out. Providing students additional support and opportunities to improve the grades of courses they are attempting along with more opportunities to recover the credits of courses previously failed will positively impact the entire WAHS community.
- When students fail courses, costly resources are required to provide students the opportunity to attempt the course again in a traditional setting. Students completing courses through virtual programs (i.e., Edgenuity) are more likely to see success when these courses are presented in a blended/ hybrid model.
- A full-time interventionist was hired for SY21-22 to combat the failure rates resulting from COVID. Current data shows that the intervention program exceeded expectations set for SY21-22 as 81 students (S1) used this lab resulting in 48 students recovering credits and 10 students becoming eligible to participate in credit recovery for S1. This data also supports the need to scale this intervention, creating more opportunities and support for students who may have fallen behind or are at-risk of falling behind as a result of COVID.

### Goal #1, Strategy #1: Progress monitoring, & performance metrics

- WAHS will continue to staff the previously hired academic interventionist with ESSER II funding and will add a 1.00 FTE for an additional intervention lab.
- Students failing specific courses will report to the lab during advisory, lunch, or other flex time.
- An assessment of the intervention program's initial roll-out will be completed at the conclusion of SY21-22 using specific data collected from this intervention (number of participants, assessments/ assignments completed, virtual courses for credit).
- Student progress will continue to be monitored weekly by the academic interventionist and will be reported to the designated administrator monthly.
- Data collected from the academic intervention program will include the number of students assigned, the number of students who report on an "as needed basis" weekly to complete make-up work and assessments, the number of courses completed through a virtual platform compared to the number of courses attempted, and the academic interventionist's student/ guardian communication log.

Person(s) Responsible	Implementation Steps	Implementation Dates
Principal and designated administrators, current interventionist.	<ol style="list-style-type: none"> <li>1. Organize improvement team</li> <li>2. Present SY21 intervention data</li> <li>3. Generate conclusions and identifies strengths/ areas for growth &amp; strategize for improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. May, 2022</li> <li>2-3. End of May, 2022</li> <li>4. June, 2022</li> </ol>
<b>Cost/Budget Analysis/Sustainability</b>		
<ul style="list-style-type: none"> <li>- 1.00 FTE, Additional intervention lab: Total, \$103, 495.75</li> <li>- Sustainability: This position would be filled by a 1.0 teacher FTE. At a large school like WAHS, there are typically between 7-10 vacant positions at the end of every school year. The person hired for this position would be hired into one of those vacancies if we are unable to fund the position with a different funding source.</li> </ul>		

<b>Goal #1, Strategy #2: Progress monitoring, &amp; performance metrics</b>		
<ul style="list-style-type: none"> <li>- ESSER Funding will be allocated to an after school intervention program, providing students access to certified teachers for individualized instruction and support.</li> <li>- Additional funding may be allocated for transportation to a neutral drop-off location depending on student need.</li> <li>- The students participating in this program will be monitored, specifically looking at their extended day attendance and grades. Data collected will be shared out with the MTSS team at WAHS that meets weekly and will be monitored by the academic team within MTSS.</li> <li>- The success of the intervention will be determined by the number of students participating in the extended day, the number of grades improved, and the amount of improvement for those grades.</li> </ul>		
Person(s) Responsible	Implementation Steps	Implementation Dates
Principal, designated administrator, and afterschool teachers	<ol style="list-style-type: none"> <li>1. Create logistical plan for after school program (rooms, dates, hours, teachers, transportation, time, etc.)</li> <li>2. Identify program participation criteria.</li> <li>3. Select students for Participation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer, 2022</li> <li>2-3. August/ September, 2022</li> </ol>
<b>Cost/Budget Analysis/Sustainability</b>		
<ul style="list-style-type: none"> <li>- Extended day: S1 (\$23,055.81), S2 (\$23,055.81), Total: \$46,111.62</li> <li>- Sustainability: Funding for this strategy would be pulled from our GOF and/or local accounts should the program be deemed successful. Our hope is that once students are caught up, and systems are established to prevent the large number of students requiring this type of intervention, we will be able to scale down the extended day program.</li> </ul>		

## Goal #2

WAHS will improve the outcomes of at-risk students by the conclusion of SY23-24 by providing focused and individualized support between SY22-23 and SY23-24.

### Goal #2, Rationale

- WAHS currently has 175 students who are behind grade level.
- Current attendance data raises concern as 878 of our students have missed ten or more half-days of school as indicated in the chronic absenteeism report.
- 235 students are currently failing two or more classes.
- Currently, there are 107 students who are 17 years old with fewer than 15 credits earned.
- Currently, 50 students are responsible for 35% (n=866/ 2445) of all office referrals.
- Of the 1,757 students enrolled, 452 students are currently listed at high risk (Power School Dashboard), with an additional 303 at moderate and 714 at some (total= 1,469 students).

### Goal #2, Strategy #1: Progress monitoring, & performance metrics

- A full-time certified prevention/ intervention counselor/ graduation coach will be hired who is responsible for monitoring the attendance, academics, behaviors, and social-emotional needs of this set of students.
- Progress will be monitored daily by the at-risk interventionist and will be reported in MTSS.
- SAT/ ACT boot camps will be offered throughout the school year, organized, and managed by this coach.
- Individual comparative student data in the areas of attendance, academics, and behavior will be used to determine success and expected growth will be determined by the individual student needs.
- A full job description for this individual can be found [HERE](#).

Person(s) Responsible	Implementation Steps	Implementation Dates
Principal & hired interventionist	<ol style="list-style-type: none"> <li>1. List the vacancy.</li> <li>2. Conduct interviews</li> <li>3. Onboard interventionist</li> </ol>	1,2, &3. Summer, 2022

### Cost/Budget Analysis/Sustainability

- 1.00 FTE, (prevention/ intervention counselor/ graduation coach): \$107,265.62
- +20 Days (210): \$11,291.12
  - Total: \$118,556.74
  - Sustainability: This position would be filled by a 1.0 teacher FTE. At a large school like WAHS, there are typically between 7-10 vacant positions at the end of every school year. The person hired for this position would be hired into one of those vacancies if we are unable to fund the position with a different funding source.

### Goal #2, Strategy #2: Progress monitoring, & performance metrics

- A full-time classified interventionist (Family service specialist) will be hired to support and report to the certified at-risk interventionist. The roles and responsibilities of this employee will include scheduling and holding truancy conferences, conducting home-visits, meeting regularly with

identified students, and responding to immediate daily needs presented by students on this caseload.

- Feedback surrounding this interventionist’s performance will be reported to the principal on a monthly basis.
- Data will be collected pertaining to specific tasks, to include (but not limited to): truancy conferences, home-visits, and students assigned for check-in/ check-out.

Person(s) Responsible	Implementation Steps	Implementation Dates
Principal & hired interventionist	1. List the vacancy. 2. Conduct interviews 3. Onboard interventionist	1,2, &3. Summer, 2022

**Cost/Budget Analysis/Sustainability**

- Family Service Specialist: Total, \$56, 849.00
- Sustainability: This is a classified position paid at the same hourly rate as a student concern specialist, secretary/bookkeeper. If we are unable to continue funding this position, we would hire the individual for a vacant clerk/SCS position. We would look to move the individual into a vacant position as early as FY 24.

**Goal #3**

An emphasis will be placed on student support across all three tiers of intervention and school safety to improve school climate by the conclusion of SY23-24. Current assistant principal roles and responsibilities will be rearranged, allowing one administrator to oversee student support and interventions..

**Goal #3, Rationale**

- Panorama survey results revealed an opportunity for growth in the area of student supports and environment.
- At the conclusion of SY20-21, WAHS ended the year with 75% of students attending in-person.
- Additionally, the West Ashley Center for Advanced Studies (WACAS) opened on the WAHS campus, revealing several areas in need of review to ensure a safer and more secure campus. Administrators and student support members responsible for responding to calls across campus need to be able to quickly respond and return to supervision stations in a timely manner.
- There has been an observable increase (attendance data and referrals) in students entering/ exiting campus without permission, cutting class, and engaging in unsupervised behaviors as a result of new construction and the time away from school while attending virtually.

**Goal #3, Strategy #1: Progress monitoring, & performance metrics**

- One additional Associate Principal stipend will be added to a current WA assistant principal FTE to oversee student support across all three tiers, with an emphasis on tier III interventions and discipline. The 2nd associate principal will also serve as co-chair to our school’s MTSS team.
- In addition to overseeing tier III interventions and behavior, the second associate principal will also serve as the supervising administrator over facilities.

<ul style="list-style-type: none"> <li>- The associate principal will respond directly to the principal and will be assessed using the PADEPP rubric.</li> </ul>		
Person(s) Responsible	Implementation Steps	Implementation Dates
Principal	<ol style="list-style-type: none"> <li>1. List the vacancy</li> <li>2. Conduct interviews</li> <li>3. Onboard associate principal</li> </ol>	SY 22-23
Cost/Budget Analysis/Sustainability		
<ul style="list-style-type: none"> <li>- Associate Principal: Total, \$5,000.00</li> <li>- Sustainability: This is a stipend that we could pay using several funding sources.</li> </ul>		

Goal #3, Strategy #2: Progress monitoring, & performance metrics		
<ul style="list-style-type: none"> <li>- WAHS will use remaining funding to purchase a golf cart/ ATV to increase response time when needed at various locations on campus.</li> <li>- West Ashley High School's campus now includes additional space for student parking, as well as more gates/ opportunities for students to enter and exit campus without permission.</li> </ul>		
Person(s) Responsible	Implementation Steps	Implementation Dates
Principal	<ol style="list-style-type: none"> <li>1. Contact vendors</li> <li>2. Receive quotes</li> <li>3. Purchase vehicle</li> </ol>	SY 22
Cost/Budget Analysis/Sustainability		
<ul style="list-style-type: none"> <li>- ESSER Funds required: Total, \$6,000.00</li> <li>- Sustainability: This is a one-time purchase. The school will use local funds to provide yearly maintenance and upkeep.</li> <li>- For year two of ESSER III funding, this \$6,000 will be added to our Parent Advocate's account to support parent nights and community/student outreach initiatives.</li> </ul>		

Item:	Cost:
Additional Intervention Lab Teacher FTE	\$103,495.75
Extended day (S1 & S2)	\$46,111.62
At- Risk Counselor 1.0 FTE + 20 additional days	\$118,556.74
Family Service Specialist (Classified Position)	\$56,849.00
Associate Principal (Stipend)	\$5,000.00
ATV/ Golf Cart (One-time purchase)	\$6,000.00
<b>TOTAL:</b>	<b>\$336,013.11</b>



**West Ashley High School**

**Donald R. Kennedy, Sr.**  
Interim Superintendent of Schools

**Karolyn Belcher**  
Chief Academic Officer

**Joseph Williams, Ed.D.**  
Associate Superintendent of  
Secondary Learning Community

**Ryan Cumback, Ed.M.**  
Principal

Dear WAHS Community Member:

As part of the COVID recovery efforts, we are receiving \$670,000 that will be used to secure additional resources and increase learning opportunities that will directly benefit the students of WAHS. After collecting feedback from various stakeholders and completing several revisions of this draft, we intend to submit the following proposal for approval:

- An additional learning/ intervention lab
- Adding an extended day program for students seeking academic support as well as provide additional opportunities for students to earn/recover credit(s) through the use of Edgenuity, CCSD Franchise, and Virtual SC.
- Hiring a full-time certified intervention/ prevention counselor
- Hiring a full-time classified family service specialist

While considering additional ideas for wrap-around services, please know that we have already secured the following during the 21-22 academic year and they will continue for SY22-23 & SY23-24:

- An additional part-time counselor
- A calming room for students
- Trauma training for faculty & staff
- A full-time parent advocate
- Social- Emotional Learning lessons for all students
- Positive Behavioral Interventions & Supports (PBIS)
- Monthly parent nights
- On-site mental health support (MUSC)
- On-site substance abuse support (The Charleston Center)
- A full-time school psychologist

At the conclusion of the 22-23 school year, we will evaluate the effectiveness of our proposal and make adjustments if needed. If you have any ideas or suggestions that you would like to share, please do not hesitate sending them to me.

Sincerely,

Ryan Cumback  
Principal  
West Ashley High School  
Ryan\_Cumback@charleston.k12.sc.us