

## ESSER III School Proposal Template

### Due April 4, 2022

School: Wando High School  
 Date: 04/04/2022

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](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	
WRAP-AROUND SERVICES	✓

**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	✓
2022-2023	✓
2023-2024	✓

**Statement of Intended Outcome** – Improve student learning and student belonging through intervention services whether mental or academic, for students in need further preparing them for college and career readiness.

**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.

Research has shown that the single most important ingredient in student learning is a qualified, caring teacher. Students feel ownership and a sense of belonging when strong relationships are built. These relationships are built on high expectations with needed support systems, reciprocal respect, and mutual responsiveness between students and their teachers as well as students and other caring adults (administrators, counselors, clerical staff, advisement teachers, student concern specialists, and SROs).

*If you have a child's heart, you have his head.*

Flip Flippen

**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.

<p><b>Goal 1:</b> By June 2027, 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 73.1% to 77.1%; (2) "I am satisfied with the social and physical environment in my school" increasing from 80.8% to 83.7%; (3) "Students from different backgrounds get along well at my school" increasing from 76.9% to 80.4 %; (4) "I feel safe in my school during the</p>	<p><b>Strategies:</b> Provide intervention services for students in need of SEL supports by</p> <ul style="list-style-type: none"> <li>○ Developing/purchasing SEL curriculum to be used in advisement periods</li> <li>○ Providing "Calming Room" for students</li> <li>○ Providing CKH training or Restorative Practices PD for teachers and staff</li> <li>○ Providing more clubs, activities, to address student belonging</li> </ul>	<p><b>Progress Monitoring:</b> Assign advisement teachers to monitor students</p> <p>Review and monitor use of Calming Room and effectiveness</p> <p>Review grades, discipline, wellness twice monthly</p> <p>Recognize increases in student clubs</p>	<p><b>Performance Metrics:</b> Student achievement Student discipline referrals Student attendance rates Graduation rates Teacher Satisfaction Student sense of belonging as reflected in Panorama Survey results</p>
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<p>school day" increasing from 84.6% to 88.1%; and (5) "My school has a variety of extracurricular activities for students" increasing from 90.0% to 95.0%.</p>			
<p><b>Goal 2:</b> By June 2027, increase the percent of students in the graduating 9GR cohort who score a C or better on EOCEP from 84.8% to 86.7% for all students in English 2, and 50.8% to 70.8% for Black students.</p>	<p><b>Strategies:</b> Provide intervention services for students with academic needs in reading</p> <ul style="list-style-type: none"> <li>○ Hire interventionist for reading</li> <li>○ Provide "reading camp" during summer 2022</li> <li>○ Identify students in lower quartile in reading and schedule pull out, after-school, and Academic Saturday school for students</li> <li>○ Provide transportation as needed</li> </ul>	<p><b>Progress Monitoring:</b> Interventionists monitor student performance in English/reading weekly</p> <p>Measure reading skills during summer reading camp to monitor students' needs in order to be successful in the coming school year</p>	<p><b>Performance Metric</b> Student achievement Student sense of belonging Student discipline referrals Student sense of belonging as reflected in Panorama Survey results</p>
<p><b>Goal 3:</b> By June 2027, increase the percent of students in the graduating 9GR cohort who score a C or better on EOCEP from 75.1% to 78.8% in Algebra I for all students, and from 20.6% to 45.6% for Black students.</p>	<p><b>Strategies:</b> Provide intervention services for students with academic needs in math/algebra</p> <ul style="list-style-type: none"> <li>○ Hire interventionist for math/algebra</li> <li>○ Identify students in lower quartile in math/algebra and schedule pull out, after-school, and Academic Saturday school for students</li> <li>○ Provide transportation as needed</li> </ul>	<p><b>Progress Monitoring:</b> Interventionists monitor student performance in math/algebra weekly</p> <p>Measure math skills from onset of 2022-2023 school year to monitor students' needs in order to be successful in building math skills</p>	<p><b>Performance Metrics:</b> Student achievement Student sense of belonging as reflected in Panorama Survey results Student discipline referrals</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.

<b>Goal 1</b>			
<p><b>Strategy 1:</b> Develop/purchase SEL</p>	<p><b>Implementation Steps:</b> Seek assistance from DAP for</p>	<p><b>Implementation Dates:</b> Summer and fall</p>	<p><b>Person(s) Responsible:</b> Principal, MTSS</p>

curriculum	information on SEL Curriculum  Have Leadership Team involved in selecting best course of action	2022-2023 to continue through 2023-2024	administrator, department chairs, associate principal
<b>Strategy 2:</b> Provide Calming Room	<b>Implementation Steps:</b> Seek examples for and information on the use of Calming Rooms from DAP  Find a space for Calming Room within the school building	<b>Implementation Dates:</b> Summer and fall 2022-2023 to continue through 2023-2024	<b>Person(s) Responsible:</b> Guidance director, school psychologist, counselors
<b>Strategy 3:</b> Provide CKH or Restorative Practices PD	<b>Implementation Steps:</b> Set up dates for teacher PD Allow Leadership team to be involved in selecting CKH or Restorative Practices	<b>Implementation Dates:</b> Summer and fall 2022-2023 to continue through 2023-2024	<b>Person(s) Responsible:</b> Assistant principal over PD, MTSS coordinator
<b>Strategy 4:</b> Offer/provide more clubs and activities to address student belonging needs	<b>Implementation Steps</b> Survey students for interests in adding more clubs and activities  Invite "Students new to Wando" to participate	<b>Implementation Dates</b> Fall 2022-2023, to continue	<b>Person(s) Responsible:</b> Student/school activities assistant principal, Warrior Ambassadors, Student Counsel
<b>Goal 2</b>			
<b>Strategy 1:</b> Hire reading interventionist	<b>Implementation Steps:</b> Post job as soon as possible Hire interventionist Develop intervention plan	<b>Implementation Dates:</b> As soon as possible	<b>Person(s) Responsible:</b> Assistant principal over ELA, English department chair, hiring committee
<b>Strategy 2:</b> Identify and target students lower quartile students in reading and schedule "Summer Reading Camp", and literacy course, pull out, after-school, and Academic Saturday school	<b>Implementation Steps:</b> Schedule "Reading Camp" dates Schedule targeted students for support through camp, literacy course, after-school, and Academic Saturday school	<b>Implementation Dates:</b> Summer 2022 "Reading Camp" 5 days in late June or early July Fall 2022	<b>Person(s) Responsible:</b> Assistant principal over ELA, reading interventionist, summer camp coordinator (teacher), guidance
<b>Strategy 3:</b> Provide transportation as needed	<b>Implementation Steps:</b> Speak with students and parents regarding the need for bus transportation	<b>Implementation Dates:</b> Summer 2022 and fall 2022-2023, 2023-2024	<b>Person(s) Responsible:</b> Teacher and assistant principal over summer programs, assistant principal over buses, associate principal

<b>Goal 3</b>			
<b>Strategy 1:</b> Hire math/algebra interventionist	<b>Implementation Steps:</b> Post job as soon as possible Hire interventionist Develop intervention plan	<b>Implementation Dates:</b> As soon as possible	<b>Person(s) Responsible:</b> Assistant principal over math department, math department chair, hiring committee
<b>Strategy 2:</b> Identify students in lower quartile students in math/algebra and schedule pull out, after-school, and Academic Saturday school	<b>Implementation Steps:</b> Target students in lower quartile in math/algebra and schedule course, pull out, after-school and Academic Saturday schools as needed based on skills mastery	<b>Implementation Dates:</b> Summer 2022 to continue through 2024	<b>Person(s) Responsible:</b> Assistant principal over math department, math department chair, guidance
<b>Strategy 3:</b> Provide transportation as needed	<b>Implementation Steps:</b> Speak with students and parents regarding the need for bus transportation	<b>Implementation Dates:</b> Summer 2022 to continue through 2024	<b>Person(s) Responsible:</b> Assistant principal over buses, associate principal
<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> SEL - CKH training/PD if that course of action is selected  Restorative Practices	<b>Specific Components of Activity:</b> Two- day training if during summer - costs for stipends and training  District funded	<b>Cost:</b> Training cost - \$50,000  Stipends \$17,500 (50 participants @\$175 per day)	
<b>Activity 2:</b> Reading Interventionist	<b>Specific Components of Activity:</b> Salary for 2 years with benefits	<b>Cost:</b> \$92,795	
<b>Activity 3:</b> Math interventionist	<b>Specific Components of Activity:</b> Salary for 2 years with benefits	<b>Cost:</b> \$92,795	
<b>Activity 4:</b> Summer Reading Camp 2 years	<b>Specific Components of Activity:</b> Teachers and coordinator pay for 2 years	<b>Cost:</b> \$21,120 (\$10,560 per 5 day summer session - 2 sessions over 2 years)	
<b>Activity 5:</b>	<b>Specific Components of Activity:</b>	<b>Cost:</b>	

Academic Saturday School	Teachers and coordinator pay for 2 years with benefits	\$88,704 (\$2,112 per session - 42 sessions over 2 years)
<b>Activity 6:</b> After School Support Assistance Sessions	<b>Specific Components of Activity:</b> 2 Teachers, 2 hours, 1 day per week, 2 years with benefits	<b>Cost:</b> \$18,480 (\$35 per hour with benefits - 25 sessions per year, 50 sessions over 2 years)
<b>Activity 7:</b> Bus Transportation	<b>Specific Components of Activity:</b> Activities and clubs, after-school assistance, Academic Saturday School over 2 years	<b>Cost:</b> \$81,606
<b>TOTAL:</b>		<b>\$463,000</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.

Hopefully, our projected numbers will increase over the next two years and my allocations will fall more in line so that we can retain the staff we hire afterward.

Application Due Date	Approval Status Date
April 4, 2022	