

## ESSER III School Proposal Template

### Due April 4, 2022

School: Mamie P. Whitesides Elementary School  
 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](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>Yes</b>
HIGH-QUALITY TEACHERS/LEADERS	<b>Yes</b>
WRAP-AROUND SERVICES	<b>Yes</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	Yes
2022-2023	Yes
2023-2024	Yes

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

Mamie P. Whitesides Elementary School serves students from 4K to 5th grade, and we recognize that the pandemic has created deficits in our current and incoming students skills, not only academic skills, but also readiness skills, social skills and thinking skills. Our proposal is three-fold:

1. Hire qualified staff to support students' academic achievement, specifically in the area of reading and mathematics and provide professional development opportunities that prepare all staff to better support their students in all areas of need.
2. Increase engagement and support through events and programs to educate and inform families of school, classroom, and student goals.
3. Implement programs that support the social-emotional well-being of both students and staff.

The intended outcome will be to have all students on grade level in reading and mathematics through the above initiatives by providing additional support in the areas of reading, mathematics, social/emotional learning, and increasing family involvement in the process of academic achievement.

**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.

At Whitesides, we want to ensure that all learners are given the opportunity to learn depending on their instructional needs. We will be focusing on small group instruction both in the classroom and pull out models.

Jenny Vo in EducationWeek said the following,

*Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support.*

John Dewey also claimed that a sense of belonging requires both physical and psychological safety.

In addition: Susan Van Zant and Nancy Volpe, Senior Educational Services Specialists, CORE, Inc.) wrote the following:

**When should small group instruction usually occur?**

Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio. Small groups typically range in size from four to six students.

**What are the key benefits of small group instruction?**

There are four key benefits to small group instruction:

1. *Personalize Instruction*: Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. In addition, small group instruction allows teachers to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson (i.e., teachers may break down concepts not easily understood or quickly pass through lessons that students clearly understand).
2. *Provide Feedback*: Small group instruction allows a teacher to monitor student actions more closely and to provide frequent and individualized feedback at point of use to improve specific reading or math skills.
3. *Reteach or Preteach*: Small group instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts (e.g., phonemic awareness skill of manipulating ending sounds, or operations with whole numbers or rational numbers). Through the use of diagnostic assessments, a teacher can determine skills or concepts for which students may need more instructional support. Small group instruction also provides an opportunity for teachers to pre-teach specific vocabulary, challenging text structures, or other prerequisite knowledge to English learners or any students who may experience difficulty in upcoming lessons.
4. *Build Confidence Through Collaboration*: Small group instruction can provide a comfortable environment and boost the confidence of students who might not otherwise participate in a lesson or activity. Small group instruction encourages teamwork as everyone in the group is working toward achieving the same goal.



**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 May, 2024, 81% of all students will perform in the meets or exceeds expectations as indicated on the MAP projected Proficiency report for reading and mathematics and 85% of Kindergarten and First Graders will score in the low risk category as indicated by the FastBridge Early Reading</p>	<p>Provide targeted intervention supports as listed here:            Tier 3 intervention to students with 30 research based instruction 5 days/week.            Tier 2 intervention to students with 30 minutes 2-4 days a week.            Examples of these strategies are Sound Sensible, Spire, CCLI and Bridges Intervention.</p>	<p>Weekly FastBridge            K- Letter Sounds            1st - nonsense words            2nd - 5th - CBM             i/Ready Reading Diagnostic Assessment 3 times a year             MAP Reading and Math</p>	<p>By May, 2024, 85% of Kindergarten and First Grade students will score in the low risk category as indicated by the FastBridge Early Learning Reading Assessment. 81% of students in Grade 1-5 will perform in the meets or exceeds</p>

<p>Assessment.</p>	<p>Implement EL Curriculum and Heggerty and Open Court with fidelity.</p> <p>Provide professional development in the following areas: EL Curriculum, iReady Reading, Dreambox Math, LETRS training, Read to Succeed Endorsement and FastBridge progress monitoring.</p> <p>Utilize Digital Content data, progress monitoring data, and benchmark assessments to provide differentiated instruction, target skill deficits, and make program phase changes as needed.</p>	<p>for 1-5, 3 times a year. Weekly progress monitoring for Tier 3 students.</p> <p>Bi-weekly progress monitoring assessment for Tier 2 students</p>	<p>expectations as indicated by MAP Projected Proficiency reports.</p> <p>By May, 2024, all teachers will have completed training in the EL curriculum and FastBridge progress monitoring.</p>
<p>Goal 2:</p> <p>By May, 2024, we will provide mental health and wellness support for students and staff through the use of various wraparound services.</p>	<p>Strategies:</p> <p>Provide daily lessons with students that support SEL needs through the use of the Second Step Curriculum and Guidance lessons monthly with extension activities.</p> <p>Create and implement a comprehensive guidance plan that meets the mental health and wellness needs of our students and staff to include a calming room for staff and calming kits for classrooms.</p> <p>Provide training in Action Based Learning strategies by Physical Education teachers and provide areas for students to practice them.</p> <p>Provide professional development in the area of social emotional learning to teachers.</p>	<p>Progress Monitoring:</p> <p>BESS Screener Data</p> <p>Review 360 Teacher Referrals and Office Managed Referrals</p> <p>Small group referrals for Guidance</p> <p>Guidance screeners</p> <p>Lesson Plans</p> <p>PD Feedback</p> <p>Panorama Data</p> <p>ESS and Kelly Services reports</p>	<p>Performance Metrics:</p> <p>Decrease in number of students identified at Tier 2 and 3 by the BESS Screener Data</p> <p>Decrease in the number of Teacher Referrals</p> <p>Decrease in the number of Office-managed referrals</p> <p>Increase in the number of students dismissed from small group sessions.</p> <p>Panorama Data</p> <p>Decrease in the number of students truant and chronically absent</p> <p>Increase in staff attendance rate</p>
<p>Goal 3:</p> <p>By May, 2024, we will increase family engagement by providing resources, programs and events that promote/foster positive home-school relationships.</p>	<p>Strategies:</p> <p>Provide parent education classes that teach ways they can support their child's learning at home in academics (Bridges and EL home connections) and Social/Emotional (Second Steps Home links and calming kits for</p>	<p>Progress Monitoring:</p> <p>Calendar for year long events including parent nights and family events.</p> <p>Parent/Student handbook</p> <p>Feedback from parents on</p>	<p>Performance Metrics:</p> <p>Increased attendance at events and programs</p> <p>All parents informed of student data as documented by teacher conference logs</p>

	<p>families)</p> <p>Create a Student/Parent Handbook and information sessions for parents to discuss rules, procedures, and expectations of the school and district.</p> <p>Working with the PTA and SIC, implement a yearlong family engagement plan to promote positive home- school relations.</p> <p>Have a face-to-face conference with every child's parent to review data.</p>	surveys	Increased scores on surveys completed by the SCDOE
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**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:** By May, 2024, 81% of all students will perform in the meets or exceeds expectations as indicated on the MAP projected Proficiency report for reading and mathematics and 85% of Kindergarten and First Graders will score in the low risk category as indicated by the FastBridge Early Reading Assessment.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p>Provide targeted intervention support as outlined here:</p> <p>Tier 3 30 minutes a day/5 days a week with research- based instructional strategies such as Sound Sensible, Spire, CCLI, LLI and Bridges Intervention.</p> <p>Tier 2 30 minutes of researched-based instruction 2-4 times a week using the same strategies as above.</p>	<p>Hire and transfer existing certified staff for Interventionist positions.</p> <p>Assess students according to FastBridge and MAP windows to collect baseline data.</p> <p>Identify students in Tier 2 and 3 with specific needs.</p> <p>Utilize the interventionist and classroom teacher to provide 4-5 weeks of targeted, small group instruction and gather data on students with progress monitoring tools.</p> <p>Analyze data collected to determine groups for targeted, pull out intervention.</p>	<p>August, 2022- June, 2023 August, 2023 - June, 2024</p>	<p>ESSER III funded Reading and Math Certified Interventionist</p> <p>Instructional Coach</p> <p>MTSS</p> <p>Principal</p> <p>Assistant Principal</p>

	<p>Utilize a researched-based curriculum as determined by multiple data points</p> <p>Continue to monitor data and make effective and efficient phase changes as needed.</p>		
<p><b>Strategy 2:</b></p> <p>Implement EL, Heggerty, Open Court, and Bridges with fidelity in all classrooms to include targeted small group instruction and phase changes as needed.</p>	<p><b>Implementation Steps:</b></p> <p>Provide professional development in the EL curriculum and support for Heggerty and Open Court.</p> <p>Provide time for teachers to collaborate and prepare for implementation of EL Curriculum.</p> <p>Schedule fidelity check observations by school-based administrators and district specialists.</p> <p>Give feedback to teachers and continue to discuss and plan during PLCs.</p> <p>Implement tiered, differentiated PD to support and address areas of need with curriculum implementation.</p>	<p><b>Implementation Dates:</b></p> <p>August, 2022 - June, 2023 August, 2023 - June, 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Classroom teachers and assistants</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>ESSER III Interventionists</p> <p>MTSS team</p>
<p><b>Strategy 3:</b></p> <p>Provide differentiated professional development in the following areas: EL Curriculum, iReady Reading and Dreambox Math Digital Content, LETRS training, Read to Succeed Endorsement, Bridges, Review 360, and Progress monitoring</p>	<p><b>Implementation Steps:</b></p> <p>Provide professional development on the EL Curriculum.</p> <p>Schedule times for teams to meet and plan and prepare with support of the instructional coach.</p> <p>Provide PD for iReady and FastBridge using the diagnostic results to analyze students' needs.</p> <p>Create a cohort of teachers taking the LETRS training and provide substitutes for the days of training.</p> <p>Utilize PLCs during school day to analyze data and discuss student</p>	<p><b>Implementation Dates:</b></p> <p>July, 2022 -June, 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>ESSER III Funded Interventionist(s)</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>MTSS Team</p> <p>Instructional Specialist</p> <p>School Counselor</p> <p>Teacher Leadership team</p>

	<p>work samples and provide professional development for teachers and assistants.</p> <p>Have the leadership team prepare in the summer for supports and calendar of events for planning.</p>		
<p><b>Goal 2</b> - By May, 2024, we will provide mental health and wellness support for students and staff through the use of various wraparound services.</p>			
<p><b>Strategy 1:</b></p> <p>Provide classroom lessons using the Second Step program and include Guidance lessons using the extension activities.</p>	<p><b>Implementation Steps:</b></p> <p>Analyze BESS screener data to determine trends and needs as related to SEL.</p> <p>Ensure Second Steps curriculum is implemented with fidelity by continued Professional Development and observations.</p> <p>Bi-weekly meeting with counselor to provide feedback on students and lessons.</p> <p>Reinforce PBIS expectations and rewards.</p>	<p><b>Implementation Dates:</b></p> <p>August, 2022 - June, 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>School Counselor</p> <p>Classroom teachers and assistants</p> <p>MTSS Team</p> <p>DAP Support staff</p>
<p><b>Strategy 2:</b></p> <p>Create and implement a comprehensive guidance plan for the year that will meet the needs of SEL and wellness for students and staff to include a calming room and calming kits for classrooms.</p>	<p><b>Implementation Steps:</b></p> <p>Create a calming room for staff members' mental health and wellness as identified by the counselor with support from the DAP office.</p> <p>Establish a walking club that walks the Nature trail one day a week.</p> <p>Utilize BESS screener and Climate survey to identify student needs.</p> <p>Design a year long guidance curriculum that aligns with Second Step, supports PBIS expectations and promotes positive character traits.</p>	<p><b>Implementation Dates:</b></p> <p>August, 2022-June, 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>School Counselor</p> <p>MTSS Team</p> <p>PBIS Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>Support of DAP</p>

<b>Strategy 3:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
Provide Professional Development in the area of Social/Emotional learning and wellness for staff.	<p>Identify areas of need using climate surveys and BESS screener.</p> <p>Partner with community based organizations to provide moral-boosting activities for staff and students.</p> <p>Utilize motivational speakers for staff and students to support mental health and wellness.</p>	August, 2022- June, 2024	<p>Principal</p> <p>Assistant Principal</p> <p>MTSS Team</p> <p>DAP Office</p> <p>PBIS Team</p> <p>Teacher Leadership</p> <p>PTA</p> <p>SIC</p> <p>School Counselors</p> <p>Instructional coach</p>

**Goal 3 -**

By May, 2024, we will increase family engagement by providing resources, programs and events that promote/foster positive home-school relationships

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
Create and implement a year long plan of events that include family engagement activities.	<p>Create a calendar of events that include fun and learning activities and publish so parents can plan ahead.</p> <p>Partner with community based organizations for regular spirit nights.</p> <p>Organize events that bring families together with community based organizations and the school to promote a strong sense of community. These could include performances, whole school reading program, service projects, and whole school events.</p> <p>Parent conference schedules during the month of October for all parents to review data.</p> <p>Coordinate with various stakeholder groups (parents, SIC, staff member, businesses,</p>	August, 2022 - June, 2023	<p>Principal</p> <p>Assistant Principal</p> <p>Faculty Leadership</p> <p>School Improvement Council</p> <p>PTA</p> <p>Community Based Organizations</p> <p>Instructional Coach</p> <p>Media Specialist</p>

	<p>and PTA) to coordinate events and how to promote positive home-school relations.</p> <p>Host a school wide reading program for all families, One School, One Book, that all families read at home and discuss and host a celebration night at the end. This book will also tie into the SEL curriculum for all students.</p>		
<p><b>Strategy 2:</b></p> <p>Provide parent education nights in the area of data, reading, mathematics and social/emotional learning</p>	<p><b>Implementation Steps:</b></p> <p>Survey parents on areas they need support at home.</p> <p>Survey teachers on areas they see parents need support at home</p> <p>Create a schedule of events that support and give parents the tools to use at home to support academic as well as social/emotional needs at home.</p> <p>Provide resources using EL and Bridges for parents.</p> <p>Provide resources including recordings for parents that may not be able to attend the sessions.</p>	<p><b>Implementation Dates:</b></p> <p>August, 2022- June, 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal</p> <p>Assistant Principal</p> <p>Instructional coach</p> <p>School Counselor</p> <p>Faculty Leadership</p> <p>PTA</p> <p>SIC</p> <p>Interventionists</p>
<p><b>Strategy 3:</b></p> <p>Create information sessions for parents to discuss rules, procedures, expectations of the school and district. Include student data information.</p>	<p><b>Implementation Steps:</b></p> <p>Create and publish a Parent/Student Handbook as well as have it on the website.</p> <p>Schedule informational meetings for parents at the beginning of the year, October conferences and other times as needed during the year.</p> <p>Provide monthly opportunities (open office hours) for parents to</p>	<p><b>Implementation Dates:</b></p> <p>Summer, 2022</p> <p>August, 2022 - June, 2024</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal</p> <p>Assistant Principal</p> <p>PTA</p> <p>SIC</p> <p>Teacher Leadership</p> <p>Instructional Coach</p>

	<p>engage with school staff around topics like attendance, volunteer and field trip chaperone expectations and health and allergy procedures.</p> <p>Use surveys to determine topics that parents would like addressed and discussed throughout the year..</p>		<p>Guidance Counselo</p> <p>Community Based Organizations</p>
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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>
<p>Increase 2 ,5 Teacher assistants in Reading to Reading Interventionists. Hire 1.0 FTE certified teacher interventionist</p>	<p>Provide targeted instruction for 190 days (instead of 170) to identified students in Tier 2 and Tier 3. Maintain progress monitoring data and provide monthly data reviews to MTSS. Collaborate with classroom teachers on specific needs. Analyze data to create high quality instruction through a researched based program, such as Bridges Intervention, SPIRE, Sounds Sensible, CCLI, LETRS</p>	<p>\$86,000</p> <p>(PTA sharing cost of Certified Interventionist)</p>
<p><b>Activity 2:</b></p> <p>Professional Development</p>	<p><b>Specific Components of Activity:</b></p> <p>Provide non-school days for professional development to all staff on EL Curriculum and allow time for staff to collaborate and plan for implementation.</p> <p>Provide time for primary teachers to conduct early assessment for students to determine immediate needs of students.</p> <p>Provide substitutes so teachers will have .5 day planning with team and Instructional coach to continue professional development and planning for implementation of the EL Curriculum</p> <p>Create a cohort of teachers to attend LETRS training.</p> <p>Continue PD during PLC meetings.</p>	<p><b>Cost:</b></p> <p>15 teachers @ \$110 plus benefits = \$2200</p> <p>12 days X 6 substitutes X \$150 = \$10,800</p> <p>District provided training</p> <p>No cost</p>
<p><b>Activity 3:</b></p> <p>Hire a contracted counselor support to provide up to 30 hours of SEL direct instruction</p>	<p><b>Specific Components of Activity:</b></p> <p>SEL counselor will provide additional guidance lessons with students that will support the Second Step curriculum implementation in the classroom. Students will be identified by the BESS screener and teacher recommendations.</p>	<p><b>Cost:</b></p> <p>\$0 (social worker or temporary employee funded through District ESSER funding)</p>

<p><b>Activity 4:</b></p> <p>Expand partnership with Engaging Creative Minds to server Grades Kindergarten, First and Second Grades</p>	<p><b>Specific Components of Activity:</b></p> <p>Teachers will plan with ECM for an Arts infused STEAM residency for each grade level that will be based around grade level standards. This will encourage engagement, critical thinking, hands-on learning and motivation.</p>	<p><b>Cost:</b></p> <p>Partner with parents and PTA for cost NO ESSER III funds. (3 residencies at \$3600 each = \$10,800)</p>
<p><b>Activity 5:</b></p> <p>Parent Engagement Activities</p>	<p><b>Specific Components of Activity:</b></p> <p>Provide resources and informational flyers to parents to attend events. Partnering with PTA and grade levels to host Parent Engagement events will increase home-school connections, increase confidence and social emotional learning skills as well as helping parents understand what students are learning.</p>	<p><b>Cost:</b></p> <p><b>(Partner with PTA and SIC)</b></p>
<p><b>Activity 6:</b></p> <p>Calming Room and Action Based learning</p>	<p><b>Specific Components of Activity:</b></p> <p>Create a space where staff can reflect, reduce stress and relax throughout the day and focus on their physical and mental well being.</p> <p>Provide PD on Action Based Learning and create some activities for students</p> <p>Include Calming kits of classrooms.</p>	<p><b>Cost:</b></p> <p>\$0 (support staff provided by DAP office)</p> <p>\$250 for materials for activities</p> <p>\$0 (DAP supported)</p>
<p><b>Activity 7:</b></p> <p>Expand the curriculum in the computer lab and STEM lab to address current standards and reinforce strategies for increasing academic and SEL achievement.</p>	<p><b>Specific Components of Activity</b></p> <p>Work with the IDL department to expand the curriculum in the computer lab as well as working with the Media Specialists and District Science liaison to implement a year long curriculum in the STEM lab for students to build cooperation skills as well as thinking skills.</p>	<p><b>Cost:</b></p> <p>\$1000 (also partner with PTA for additional funds if needed)</p>
<p><b>TOTAL:</b></p>		<p><b>\$100,250 (X 2 years) for a total allocation of \$200,500</b></p>

**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.

This plan will repeat for the second year. After that our plan is sustainable. Many of our programs will be low to zero cost (Parenting Engagement events, Calming room, data analysis, upgrading computer and STEM curriculum). We will be able to continue these programs when the ESSER III funding is exhausted. We believe that early intervention is the key to helping our students have foundational skills that will carry them through the rest of their schooling. Our interventions will be focused on the early grades while helping all grade levels achieve reading on grade level by 5th grade. Our PTA partnership is strong and they will be able to sustain the positions that we need to continue along with the allocations from the District. We understand that the intervention is only available with this funding for 2 years. Giving teachers the planning time in the next 2 years with new curriculums should help them implement the curriculums with fidelity and the planning time can be managed a different way in the future.

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