

# District 20 Principals Collaboration Program (D20PCP) 2022-2024

Join us and have your wildest dream of academic growth, student success, real parent partnership and sustained community involvement become a reality.



Funded by:  
Federal Program ESSER III

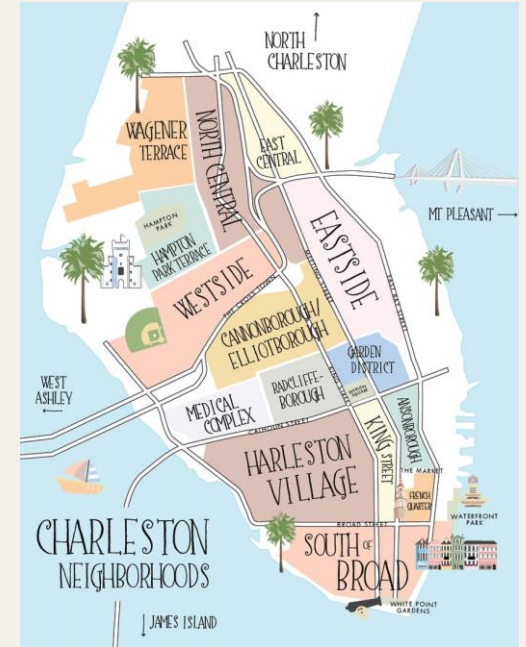
Charleston > excellence is our standard  
County SCHOOL DISTRICT

*D20PCP*



# Participating Schools Feeder System

- ❖ Sanders-Clyde Elementary
- ❖ Julian Mitchell Elementary
- ❖ Charleston Progressive Academy
- ❖ Simmons-Pinckney Middle
- ❖ Burke High



# D20PCP Leadership Team

- ❖ Mrs. Janice Malone, D20PCP Team Leader.....Sanders- Clyde Elementary School
  - ❖ Mrs. Cheryl Swinton, Strategy I Leader –Student Support Initiative
    - ❖ Burke High School
  - ❖ Mrs. Wanda Sheats and Mrs. Stephanie Spann, Strategy II Leaders  
Family/(Parent-Student) and Community Support Initiative
    - ❖ Charleston Progressive Academy \*\*\* Simmons-Pinckney Middle School
- ❖ Dr. Amber Sainz, Strategy IV Leader - Teacher Recruitment and Retention Leader
  - ❖ Julian Mitchell Elementary School
- ❖ Dr. Barbara D. Dilligard, Consultant, Karaton Services, LLC

# Statement of Intended Outcomes

***“By spring of 2027, all students will read on grade level by 5th grade.”***

***This is the goal and clarion call of the CCSD.***

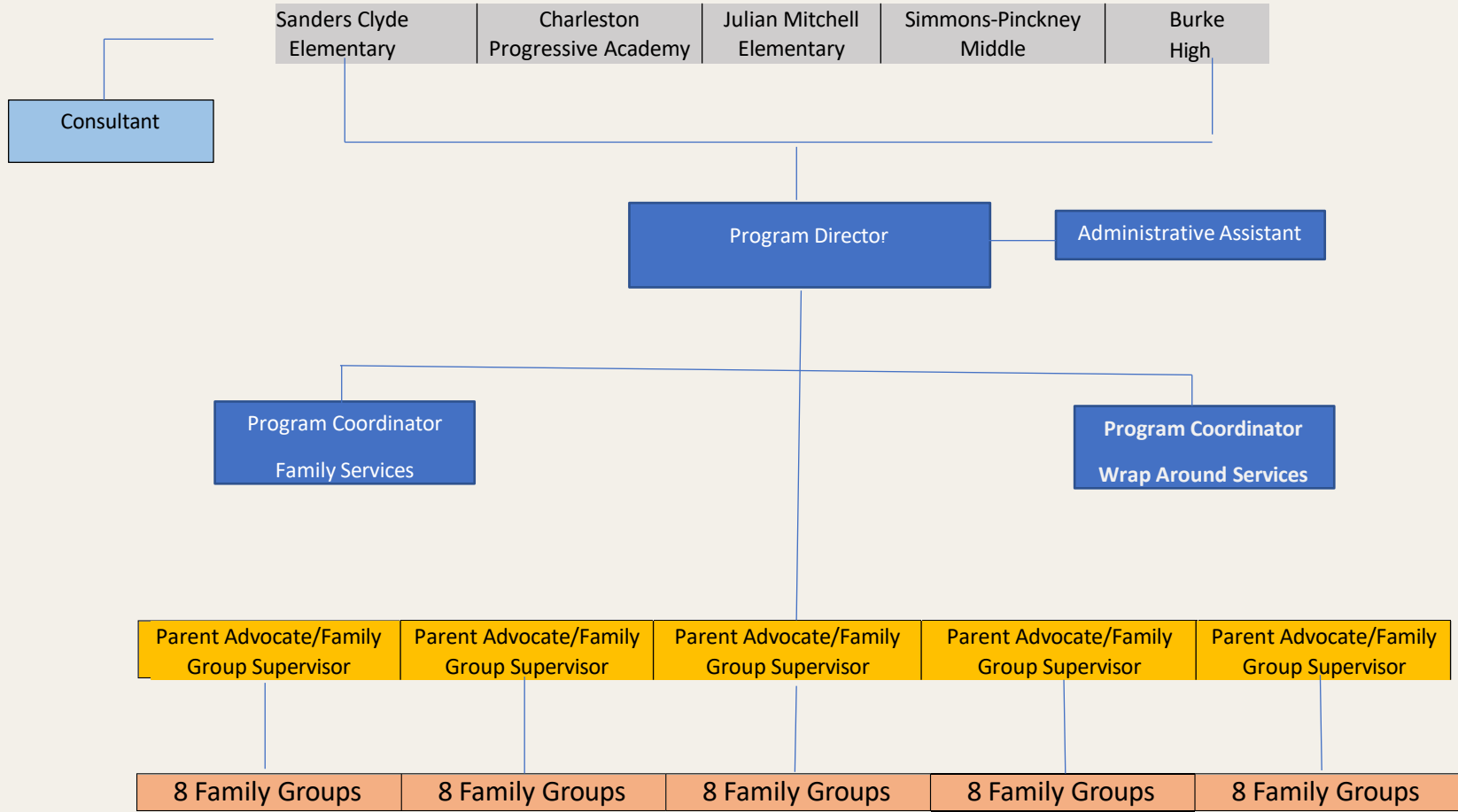
To address the overarching goal of the Charleston County School District (CCSD), five principals from the Constituent District 20 schools formed a collaboration to strengthen and direct the academic progress of students served in the D20 feeder system of elementary, middle, and high schools. The derivative of this collaboration is now called the District20 Principal Collaboration Program (D20PCP).

We are in sync with our teachers, support staff, School Improvement Councils, parents and students in this pursuit of excellence for our scholars, our parents and our D20PCP family. With their support and the participation of our community organizations, success is ahead!

# Through this collaboration the following outcomes are expected:

- ❖ Outcome 1 – Increased student performance at all grade levels as measured in Reading, Math, and Language Arts, as well as state end-of-course tests and national standardized tests administered annually
- ❖ Outcome 2 – Decreased grade retention and the need for course recovery at the high school level
- ❖ Outcome 3 – Improved student attendance and timeliness to school/classes by at least 15% over the previous data collection
- ❖ Outcome 4 -Decreased student discipline problems by measurable amounts based on individual school data of pre-post measurements annually
- ❖ Outcome 5 - Increased parent participation in student education, in school sponsored activities, and program wraparound services
- ❖ Outcome 6 – Improved favorable attitude ratings by participating groups (students, parents, faculty, staff, and community partners) toward school support and assistance for students and themselves as measured by school climate surveys and Panorama surveys
- ❖ Outcome 7 – Decreased teacher turnover, have better recruitment results for the best and brightest educators, and enhanced professional development for teachers, administrators, and staff
- ❖ Outcome 8 – Increased awareness of students and parents about their history and enhanced experiences with cultural activities which stretch the mind and promote social growth of everyone for improved participation in a culturally diverse society

District 20 Principals Collaboration Program (D20PCP)  
ORGANIZATION CHART



Updated 5/16/2022

# ❖ Strategy I

❖ **Student Support Initiative** - This initiative will support students' academic and social/emotional success in school to perform at proficient or higher levels in all content areas and on standardized tests such as SC Ready PSAT, ACT, and SAT; reduce absenteeism, tardiness, and behavior concerns.

❖ Extended Learning \* Social- Emotional Initiatives

❖ Cultural Enrichment \* Heritage School of Knowledge

## Research say:

1. In a RAND report, the overall conclusion is that extended learning programs are generally effective at producing expected outcomes. Regular attendance and consistent participation are keys to success.
2. The meta-analysis research found “significantly improved social and emotional skills, attitudes, behavior, and academic performance. They further stated that to be most effective, social-emotional learning should be integrated across the school day, including during academic instruction.
3. This research also indicates that students who participate in ethnic studies are more academically engaged, develop a stronger sense of self efficacy and personal empowerment, perform better academically and graduate at higher rates.

# Strategy II

❖ **Family/(Parent-Student) and Community Support Initiative** - This initiative will provide holistic support for identified families to mentor, encourage, support, engage community organizations and help families access resources needed to improve the overall academic success, mental and social well being of all students.

- ❖ Family Coach Teams and Parenting Classes
- ❖ Family Engagement – Support and Incentives
- ❖ Family Education and Economic Development
- ❖ Non-profit and community organization collaborations
- ❖ All-Star Teams – across school lines – in nontraditional sports
- ❖ Wraparound services- Rapid assistance for mental health counseling, onsite clinics – general health, vision, hearing, dental, etc.

## RESEARCH SAY:

1. According to the Annie E. Casey Foundation, engaging parents with mentors (D20PCP Family Coaches) help to strengthen families and result in a “win-win” for students. Mentoring programs have been shown to provide a wide range of positive influences on young people, from reduced substance use to improved school attendance; attitudes toward peers and family; and enhanced self-esteem, along with other attributes.
2. By focusing on helping the family establish a caring and supportive relationship with a volunteer adult mentor, better results occur. Mentors can be a true support network, providing encouragement and serving as a resource to help the family become more socially connected.



# Strategy III

- ❖ **Teacher Recruitment and Retention** - To provide support, professional development, and recognition for teachers and staff
  - ❖ Professional Development – Articulation, Teacher-Teacher Mentoring, Leadership Academy
  - ❖ Incentives and Support Activities
  - ❖ Rewards for Benchmark Accomplishments
  - ❖ School Monitors –Teacher Relief time
  - ❖ Day Care for teachers on school-site

## **Research Say:**

1. When teachers feel supported and satisfied in their work, they are more likely to stay in their essential roles as educators.
2. By strengthening the teacher workforce through enhanced teacher preparation and decreased turnover, states and districts have the opportunity to improve student outcomes and academic success.
3. Schools that have more challenges in luring teachers are also more likely to have a young workforce that will have childcare issues. To prevent this, some school districts offer childcare perks. Teachers who have benefitted agree that childcare makes it easier for them to achieve a work-life balance.

# Sustainability

- ❖ The research about sustainability supports three major questions that must be asked.
  - ❖ 1. Social Impact: Why Do You Do What You Do?
  - ❖ 2. Economic Viability: How Do You Fund What You Do?
  - ❖ 3. Capacity to Deliver: What Supports What You Do?
- ❖ The social impact is obvious to the business of education, but we must constantly revisit how we do what we do. “Doing school” has taken on new challenges and demands that we look at options to achieve our goals. In addition to informing decisions on finances and capacity, revisiting the mission, vision, and goals helps ensure that our way of work is effective, efficient, and relevant. Methodology and service delivery must be re-examined and modified as indicators suggest a need for change.

# Sustainability

- ❖ Data collected and lessons learned from implementing the D20PCP will allow us the opportunity to discontinue what is ineffective and repurpose/redirect funds to more effective actions and processes.
- ❖ Funds that are ongoing and can be repurposed include:
  - ❖ Title I & Title IV funds
  - ❖ State School Improvement Grants to identified schools TI and **non-TI** schools
  - ❖ School Improvement Programs
  - ❖ Comprehensive Support and Improvement Schools (CSI Schools)
  - ❖ Targeted Support and Improvement (TSI) Schools
  - ❖ Priority Schools
- ❖ Community partnerships forged during this program will enhance shared responsibility and render cost saving for both CCSD and community agencies. We are certain that our sustainability methods will reap many benefits for the D20 students and their families.

# Next Steps

- ❖ Celebrate the grant award
- ❖ Launch the program and inform all stakeholders about this opportunity
- ❖ Sponsor a community wide D20PCP Expo and invite all community organizations, churches, non-profits, public service agencies, and interested parties to display their service offers for consideration of partnerships and to be selected as service providers. **June 18, 2022**
- ❖ Start program implementation – staffing, set-ups, marketing, etc.
- ❖ Identify and select an independent evaluator group to begin data collection and survey needs for monitoring and program analysis
- ❖ Begin implementation