

ESSER III School Proposal- Pepperhill Due April 4, 2022

School: Pepperhill ES

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

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).*

This plan is for the FY 2022-2023 and FY 2023-2024 school years.

Statement of Intended Outcome:

- 1. Pepperhill ES will reduce its discipline referrals for Black students by 20% from 88.2% to 65.53% for the 2022-2023 academic school year. Pepperhill ES will reduce its discipline referrals for male students by 20% from 83.1% to 59.04% for the 2022-2023 academic school year. The school data shows:**
 - a. Out of the 578 students, 54% or 312 are males.
 - b. Out of 312 male students, 76.37% are black males.
 - c. Black males make up 72% of total referrals, but only 34% of our total population. (Appendix 1 & 2).
- 2. Pepperhill Elementary will address the SEL and behavioral needs of students (Appendix 3). For the 2021-2022 school year:**
 - a. 23 suicide assessments and 3 threat assessments have been completed (highest in the district)
 - b. Inconsistent Mental health services for students due to staffing
 - c. Twenty percent (20%) of the documented discipline infractions result in counselor referrals but only one certified counselor is allocated through General Operating Funds (GOF) to assist with intervention and support.
- 3. Pepperhill ES will train teachers and staff to work with males of color and will establish a mentoring program for 30 students of the targeted population.** Data from the Intercultural Development Inventory (IDI)

shows that Pepperhill staff has a **Perceived** Orientation of Acceptance in the Developmental Continuum. Data also shows:

- a. 4.8% of staff are in the Denial Stage
- b. 21.4% of staff are in the Polarization stage
- c. 57.1% are in the Minimization stage
- d. 16.7% are in the Acceptance stage
- e. 0% are in the Adaptation stage

Academic Research:

Academic research show that boys of color experience minor and major disciplinary actions at higher rates (2 to 5x) than White male classmates and that boys of color who struggle in school behaviorally and/or experience disproportionate disciplinary actions are at risk for a host of issues such as academic underachievement, expulsion, criminal activity, drug abuse, leaving high school early, and life-long poverty.

Recommendations from the research state that providing teachers, administrators and district leaders, caregivers, and boys with information, including through resources, workshops, and social and emotional learning (SEL) curricula, on factors that can contribute to behavioral difficulties for boys and disproportionate disciplinary responses is one of the most effective strategy to combat this problem. Specifically:

- Train school personnel on the emotional worlds of boys who exhibit externalizing or withdrawn behaviors and appear disengaged from school
- Train teachers and other school personnel about how implicit bias can influence their interactions with boys and contribute to negativity towards boys and boys of color and disproportionate discipline
- Provide all boys with ongoing social and emotional learning and healthy masculinities education, including emotional regulation skills, so they can be part of the solution
- Empower teachers and administrators to effectively and flexibly intervene when a boy, or boys, is exhibiting behaviors that compromise learning and the classroom environment
- Replace zero tolerance discipline with compassionate interventions, such as early warning systems, mentorship programs, social and emotional learning, and restorative justice.

Citations:

1. Barbarin, O. (2006). ABLE: A system for mental health screening and care for preschool children. In E. Moore & B. Bowman (Eds.), *School readiness and social and emotional development: Exploring diverse cultural perspectives*. Washington, DC: National Black Child Development Institute.
2. Barbarin, O., Chinn, L., & Wright, Y. (2014). Creating developmentally auspicious school environments for boys of color. In L. Liben & R. Bigler (Eds.), *Advances in child development and behavior: The role of gender in educational contexts and outcomes* (pp. 75–106). Philadelphia, PA: Elsevier.
3. Gaylord-Harden, N. K., Barbarin, O., Tolan, P.H., & Murray, V. M. (2018). Understanding development of African American boys and young men: Moving from risks to positive youth development. *American Psychologist, 73*, 753–767.
4. Jackson, C. Kirabo., Johnson, Rucker C., Persico, Claudia. (2014) The Effects of School Spending on Educational And Economic Outcomes: Evidence from School Finance Reforms. *The Quarterly Journal of Economics*.
5. Marti M, Merz EC, Repka KR, Landers C, Noble KG and Duch H (2018) Parent Involvement in the Getting Ready for School Intervention Is Associated With Changes in School Readiness Skills. *Front. Psychol. 9*:759. doi: 10.3389/fpsyg.2018.00759.
6. Nguyen, B. M. D., Noguera, P., Adkins, N., & Teranishi, R. T. (2019). Ethnic discipline gap: Unseen dimensions of racial disproportionality in school discipline. *American Educational Research Journal, 56*(5), 1973-2003.

7. Shin, Yongyun. (2012). Do Black Children Benefit More From Small Classes? Multivariate Instrumental Variable Estimators With Ignorable Missing Data. Journal of Educational and Behavioral Statistics, 37 (4).

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>Goal 1: <i>Peppehill ES will reduce its discipline referrals for male Black students.</i></p>	<p>Strategies: <i>Strategic support of Tier 1 in classrooms to include Second Step and PBIS implementation, training around and implementation of calming areas (in class) and calming room (for school).</i></p>	<p>Progress Monitoring: <i>Review 360 Data PBIS Data Panorama Survey 3-5 BESS Data K-2</i></p>	<p>Performance Metrics: 20% Reduction in referrals of male Black students <i>Teacher Panorama Results: Increase School Climate score from 24% to 44%.</i></p>
<p>Goal 2: <i>Pepperhill Elementary will target SEL and behavioral needs of the students through the addition of a targeted SEL counselor.</i></p>	<p>Strategies: <i>Weekly lesson plans, targeted school-wide recognition based on skills/strategies being taught</i> <i>SEL Lab- counselor will teach proactive Tier 1 SEL strategies to students on a weekly basis and Tier 2 targeted small group intervention.</i></p>	<p>Progress Monitoring: <i>Second Steps fidelity check tools Panorama Survey 3-5 BESS Data K-2</i></p>	<p>Performance Metrics: <i>Increase from 71% to 80% on Normal Risk Index on BESS</i> <i>Decrease from 18% to 15% in Elevated Risk Index BESS</i> <i>Decrease from 11% to 5% on Extremely Elevated Risk Index</i> **Sense of Belonging for Students: (Increase from 55% to 70%)</p>
<p>Goal 3: <i>Pepperhill ES will train teachers and staff to work with males of color and bring in community partnerships with a mentoring program for the target population.</i></p>	<p>Strategies: <i>Partnership with South Carolina State University- monthly teacher PD</i></p>	<p>Progress Monitoring: <i>Review 360 Data PBIS Data Panorama Survey 3-5 BESS Data K-2</i></p>	<p>Performance Metrics: <i>Reduce the number of discipline referrals for Black Males by 20%</i> <i>Panorama: Increase Staff Cultural Awareness and Action from 54% to 64%</i></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.

Goal 1: Pepperhill ES will reduce its discipline referrals for male Black students by 20% for the 2022-2023 academic school year.

<p>Strategy 1: <i>Hire 1 Assistant Principal (210) or</i></p>	<p>Implementation Steps: <i>Split grades levels among AP's to give targeted attention and</i></p>	<p>Implementation Dates: <i>FY 2022-2023</i></p>	<p>Person(s) Responsible: <i>Dr. Jennifer Baez, Principal</i></p>
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Assistant Administrator	behavior support to (K-2 and 3-5).		
Strategy 2: Hire SCS, and behavior interventionist to work with the school psychologist to create behavior plans for students.	Implementation Steps: Create manageable behavior intervention plans and CICO plans to support student behavior and train teachers on how to implement them. Train teachers and monitor the effectiveness of the plans.	Implementation Dates: FY 2022-2023	Person(s) Responsible: Dr. Jennifer Baez, Principal Amanda Pennington, School Psychologist
Strategy 3: Partner with CCSD DAP office to implement and Train staff on PBIS.	Implementation Steps: Training for behavior intervention team -Tier 1 PBIS system.	Implementation Dates: FY 2022-2023	Person(s) Responsible: Dr. Jennifer Baez, Principal Behavior Interventionist Lead Teacher
Strategy 4: Implementation of a Strong Tier 1 PBIS team.	Implementation Steps Have a dedicated person that will monitor the implementation of PBIS who will lead a team that will create, plan, and monitor the system.	Implementation Dates: FY 2022-2023	Person(s) Responsible: Dr. Jennifer Baez, Principal Behavior Interventionist Lead Teacher

Goal 2: Pepperhill Elementary will address the SEL and behavioral needs of students (Appendix 3).

Strategy 1: Train teachers on Second Steps and Trauma Informed Practices	Implementation Steps: Two counselors will support classroom teachers with Second Steps implementation	Implementation Dates: FY 2022-2023	Person(s) Responsible: Dr. Jennifer Baez, Principal Tabitha Strong, Counselor
Strategy 2: Service Tier 2 students through targeted counseling groups.	Implementation Steps: Identify Tier 2 students using the BESS to create small group SEL counseling groups.	Implementation Dates: FY 2022-2023	Person(s) Responsible: Dr. Jennifer Baez, Principal Tabitha Strong, Counselor CIS Counselor
Strategy 3: School counselor will teach Second Steps Curriculum to K-5 students through an SEL Lab and small group instruction.	Implementation Steps: New counselor will be put on master related arts schedule to give each class a targeted 45 min lesson on Second Steps skills.	Implementation Dates: FY 2022-2023	Person(s) Responsible: Dr. Jennifer Baez, Principal Tabitha Strong, Counselor New Counselor

Goal 3: Pepperhill ES will train teachers and staff to work with males of color and will establish a mentoring program for 30 students of the targeted population.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
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<i>Staff will be trained by South Carolina State University, College of Education on working with Black students.</i>	<i>Monthly staff PD through a Dr. Anderson at SCU- 10 sessions.</i>	<i>FY 2022-2023</i>	<i>Dr. Jennifer Baez, Principal SanTonia Singleton, Parent Liaison</i>
Strategy 2: <i>Engage with a Community Organization to support Black males students.</i>	Implementation Steps: <i>Mentorship Program through SCU for 30 Tier 2 and Tier 3 students (possible lunch buddies, Call me MISTER mentors to teach at school).</i>	Implementation Dates: <i>FY 2022-2023</i>	Person(s) Responsible: <i>Dr. Jennifer Baez, Principal SanTonia Singleton, Parent Liaison</i>
Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.			
Activity 1: <i>Support staff positions</i>	Specific Components of Activity: <i>Student Concern Specialist (#1)- \$51,363.23 Student Concern Specialist (#2)- \$51,363.23 Behavior Interventionist- \$60,879.00 Guidance Counselor-\$83,104.00 Assistant Administrator- \$84,609.00</i>	Cost: <i>Average Staff Salaries and Benefits: \$662,636.92 for two years</i>	
Activity 2: <i>Partnership with South Carolina State University, College of Education</i>	Specific Components of Activity: <i>Monthly staff professional development (10 sessions) for 60 staff members and mentoring program for 30 students</i>	Cost: <i>\$27,000.00 for two years</i>	
Activity 3: <i>PBIS Training for Behavior provided by CCSD DAP</i>	Specific Components of Activity: <i>60 staff members (No Cost) - training provided by Janna Cunningham and DAP department.</i>	Cost: <i>\$0.00</i>	
Activity 4: <i>PBIS Incentives</i>	Specific Components of Activity: <i>Incentives for projected 488 students. (Average \$40 per student for two years or \$20 per year)</i>	Cost: <i>\$10,000.00 for two years</i>	
TOTAL:		Total Cost: \$701,500.00	

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.

In two years, rezoning will be complete and staffing allocations will be stable. Part of this plan includes building capacity among GOF and title-bought staff members so we can keep the initiatives going after the money runs out and staffing has to be reduced. The funds will be sustained by:

1. Creating a teacher-led PBIS Initiative
2. Teachers trained in research based intervention practices for PBIS Tier 1 Behavior Management

3. Teacher Retention through training on working with students of color to reduce discipline referrals and increase academic engagement and increase teacher climate perceptions.

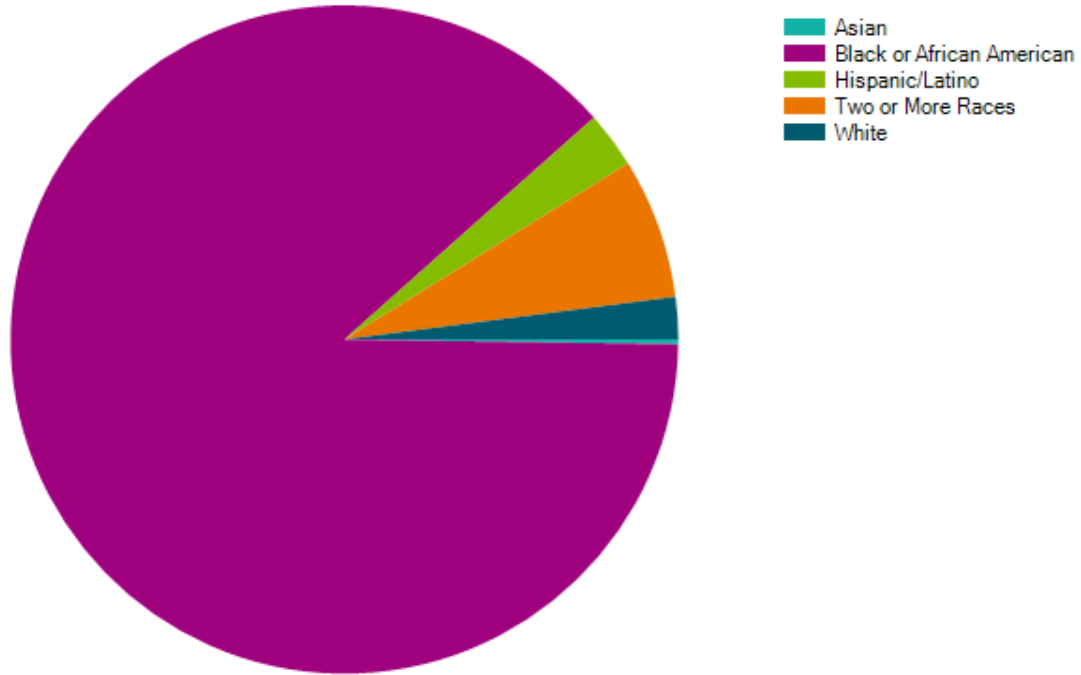
Application Due Date	Approval Status Date
April 4, 2022	

Appendix 1: Pepperhill Behavior Incidents by Ethnicity

Incidents By Ethnicity Academic Year, 2021-2022



Pepperhill Elementary



Ethnicity	Incidents	Percent of Incidents
Asian	1	0.2%
Black or African American	389	88.2%
Hispanic/Latino	12	2.7%
Two or More Races	30	6.8%
White	9	2.0%
Total	441	

Appendix 2: Pepperhill ES Discipline Report by Gender

Incidents By Gender Academic Year, 2021-2022



Pepperhill Elementary

Gender	Incidents	Percent of Incidents
Female	74	16.9%
Male	364	83.1%
Unknown	0	0.0%
NonBinary	0	0.0%
Total	438	

Report Options	
Reporting Group	Pepperhill Elementary
Incident Category	Discipline Incidents
Special Ed Only	No

Appendix 3: Pepperhill Incident 3 Year Incident Data

	2019	2020	2021
BESS	Extremely Elevated 11% Elevated Risk 19% Normal 70%	Extremely Elevated Risk 5% Elevated 11% Normal 85%	Extremely Elevated Risk 11% Elevated Risk 18% Normal Risk 71%
Discipline	415 incidents	221 incidents	438 incidents (3/31/2021) 50 Consequence Counseling Referrals
Mental Health	33 students served	23 students served	19 students on caseloads* 15 students waiting on intake
Counseling Data	50 students served	48 students served	93 students served
CIS Data	64 students served*	53 students served	43 students served
RISK Assessment	2 Threat Assessments 7 Suicides Assessments	6 Threat Assessments 10 Suicides Assessments	3 Threat Assessments 23 Suicide Assessments

*Data is not available due to inconsistent services

Appendix 4: Parent-Community Survey

Parent Community input was collected via SIC meeting on March 17th and via Google Survey below.

