

ESSER III School Proposal Template

Due April 4, 2022

School: Burke High

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:

RIGOROUS GRADE-LEVEL INSTRUCTION	
HIGH-QUALITY TEACHERS/LEADERS	
WRAP-AROUND SERVICES	X

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	X
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2022-2023	X
2023-2024	X

Statement of Intended Outcome –

Believing that success is a collaborative process, Burke High School maintains the goal of moving all students forward academically to ensure a successful future. High expectations are held for our students' academic performance and along with this, we approach instruction and learning with the mindset that social-emotional and authentic learning are equally as important, if not foremost. In light of learning loss, human loss, financial loss, and social-emotional trauma experienced by most of our student population, we are committed to keeping all students safe and leading them to academic success through creative and non-traditional ways.

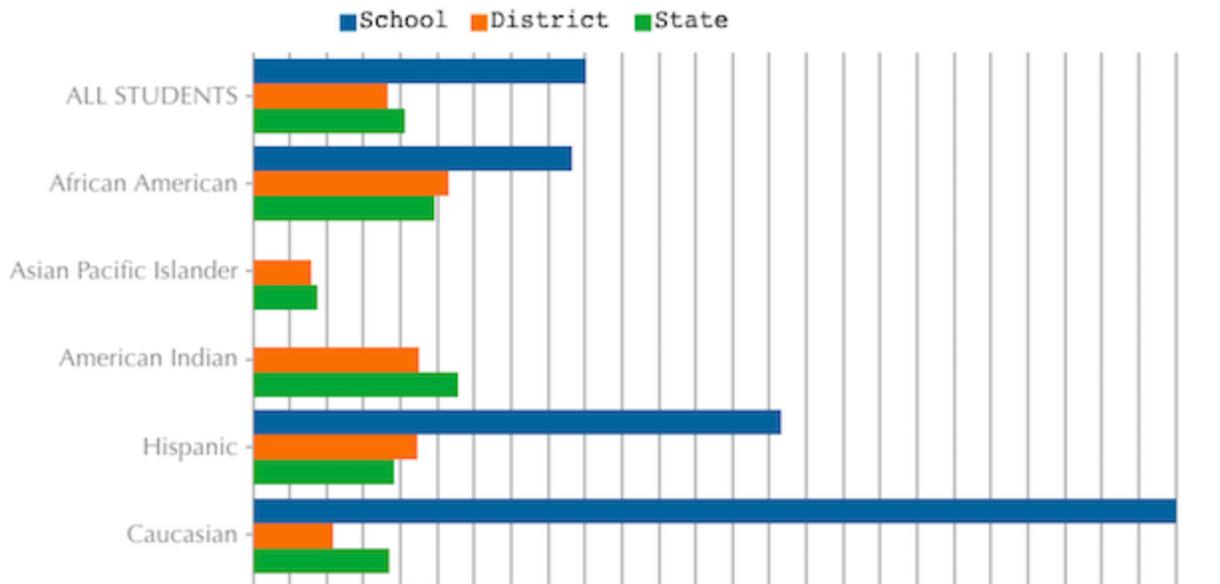
One of our major challenges over the last few years with COVID has been school attendance and more specifically chronic absenteeism. Our current rate indicates that 30.3% or 1 out of every 3 students are chronically absent. This year Burke students have missed 51,929 periods of school so far (August 18, 2021-March 31, 2022). This equates to 77,893.5 hours. Our goal as a school is to reduce this rate as we know that students can't grow academically if they are not in school. In addition, we recognize that hungry students also struggle to learn. This struggle affects not only the classroom but also learning at home. According to Feed America's Map the Meal study, in Charleston County, we have approximately 8,800 children that suffer from food insecurity. At Burke, approximately 92% of our population is included within this number. We plan to combat both of these issues (truancy and food insecurity) by employing a 210 day Parent Advocate. Our Parent Advocate would work on truancy and would be the site coordinator for our School Market as we have been selected by the Lowcountry Food Bank to be the next site for this program. The School Market would provide a school-based free grocery store for school families. Families are able to shop for food and hygiene items at no cost. By providing this opportunity to our families and community, we believe that it will help us draw more families into our building and to participate in parent events led by our Parent Advocate. Overall, we hope to increase parental involvement. During our last three parent events participation has been weak. During our Open House, only four parents attended. Similarly, at our Popcorn with Parents, three parents participated; two parents from Burke attended our D-20 Parent Engagement Meeting and one attended the second meeting. Parent opinion survey responses reflect the same low participation. It also affects teacher satisfaction with school-home relations as shown in the fourth chart below. In most cases parents have not received training in effective ways to support their children which is another aspect of the Parent Advocate's responsibility. Research supports the idea of equipping parents with skills to navigate through their child's education which ultimately impacts

their ability to positively guide their students.

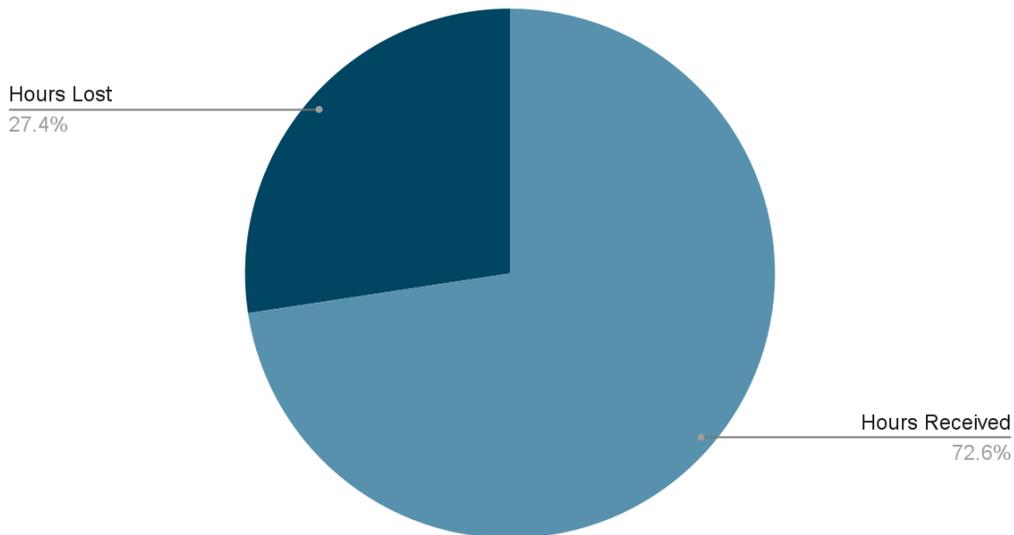
(<https://www.parentcircle.com/are-parenting-classes-and-workshops-important/article>biased perceptions)

Chronic Absenteeism (Note: Data are from prior school year) ⓘ

Percentage of Students at the School or District who are Chronically Absent



Academic Instruction



2019 Overall County Food Insecurity In South Carolina, Charleston County



FOOD INSECURE PEOPLE IN CHARLESTON

FOOD INSECURITY RATE IN CHARLESTON

ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE PEOPLE IN CHARLESTON

36,890



38%	Above Other Nutrition Program threshold of 185% poverty
8%	Between 130%-185% poverty
54%	Below SNAP threshold of 130% poverty

AVERAGE MEAL COST IN CHARLESTON

\$3.62

ANNUAL FOOD BUDGET SHORTFALL

\$22,834,000

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	37	35	19
Percent satisfied with learning environment	89.1%	94.3%	94.7%
Percent satisfied with social and physical environment	100.0%	100.0%	89.4%
Percent satisfied with school-home relations	43.2%	76.5%	84.2%

Most of our students lack culturally diverse experiences which expose them to activities that foster personal and social-emotional growth. For this reason, we would like to establish a Lyceum Series for our scholars. In particular, we believe extra attention is needed to enhance the learning experiences of students who are trying, striving, and succeeding in their studies. This program will offer an exciting and novel idea to promote the engagement of our most talented students as well. The Lyceum Series will sponsor program events and plan student interactions with noted individuals, artists, entertainers, poets, philosophers, and people of interest to them. A number of alumni, high achievers, and famous people who connect with Charleston, its history, and its journey and progress will have a lot to say and demonstrate to these scholars. The events planned with and by students, will be entertaining and instructive in exposing students to unique situations and expressions that will enhance their personal, academic, and emotional growth. Cultural influence initiates the purpose or reason for learning because cultural influences suggest to people how to think and learn using their value ideas. Students need to align their personal knowledge

with the socially cultural accepted group understanding. (Melbourne Graduate School of education—<https://students.education.unmeld.edu.au>)

These events will connect to the students' current academic class work and will extend the learning tools by giving credit for class assignments related to the series. Program participation will complement and enhance the classwork by challenging the students with new ideas and expanding their horizon to discover new passions and emotions while improving oral and written communications skills. Students learn to work in groups in the academic setting as well as through service. Earlier this school year a focus group of Acceleration Schools students were asked to discuss their dream school. Responses from high school students indicate they want expanded opportunities in the arts, want to engage and learn from speakers, participate in field trips, and have career related experiences. Although Lyceum programs vary throughout the nation and world, at New Hanover High School in Wilmington, North Carolina, their program is described as a means to nurture the intellectual curiosity of its students

(<https://www.nhcs.net/schools/specialty-schools-programs/lyceum-academy>). On the other hand, at the postsecondary level as cited at Johnson C. Smith University, "The intention of the program is to complement and enhance what students are learning in the classroom and to challenge them with new ideas and to help them discover new passions and experience emotions."

(<https://www.jcsu.edu/happenings/lyceum-series/about-our-lyceum-series>)

At Burke, our hope is to make the journey of high school a supportive and enriching experience for our scholars. We expect our instructional coaches to be integral in planning and facilitating this program.

Additionally, Burke High School hopes to employ a .70 Student Concern Specialist to walk beside our students during their high school journey. This particular person would help facilitate our Social-Emotional Learning. We recognize that this is an area in which we could improve. Burke is in the process of piloting Re-Think Ed for the 2nd semester with the hopes of helping the district determine if this program is a good fit for high school students. Regardless of the SEL curriculum selected, we need someone to help us facilitate this learning as we have found that many of our teachers are not comfortable with this. Our Student Concern Specialist will be a resource to both students and teachers with the goal of helping to prevent student issues by providing students with knowledge and tools prior to situations happening. They will also help provide teachers with the resources and knowledge to be comfortable leading this SEL at the classroom level. We have included some funds so that we can provide initial training to all faculty and staff. These funds will allow us to bring faculty in during the summer and/or on non-work days during the year to continue growing in and becoming more comfortable in the area of Social-Emotional Learning. Coupled with this we would like to share a .5 Behavior Specialist with Simmons-Pinckney Middle School and to possibly assist with our CREW program.

Finally, we hope to work more intentionally to close the opportunity gap of our students through the implementation of the AVID (Advancement Via Individual Determination) program. AVID will help build and develop the academic skills our scholars need to be successful in college and the world. This will allow a

continuous cohort of 9th graders who have been exposed to AVID in the 8th grade to expand their skills while building a culture of academic preparedness throughout our school. It will also help students with Writing, Inquiry, Collaboration, Organization, Reading (WICOR) and engagement. This will, in turn, help the students be more successful in their high school and college classes. Instructional coaches will play an important role in the planning process for the upcoming school year and will work integrally during the summer to train and assist with AVID implementation as well.



Summary

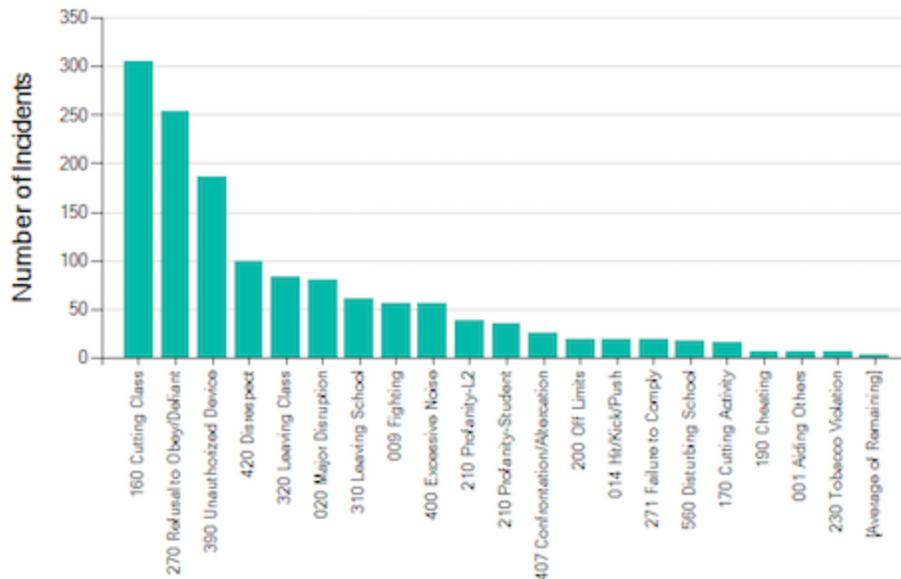
Topic Description	Results	Comparison
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	73% ▲7 since last survey	75% Charleston County School District

Incidents By Behavior

Academic Year, 2021-2022



Burke High



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>Decrease chronic absenteeism and increase parent involvement</p>	<p>Employ a 210 day Parent Advocate who will:</p> <p>Monitor truancy</p> <p>Act as site coordinator for our School Market</p> <p>Facilitate Community and Parenting Events</p>	<p>PS Truancy Report Truancy Log</p> <p>School Market monthly distribution report</p> <p>Parenting/Community Event fliers and sign-in sheets</p>	<p>Chronic absenteeism number reported to the state shows improvement (Baseline: 30.3% to 29.1% in 2023/2024 based on our SRP)</p> <p>An quarterly increase in participation and utilization of services (Baseline established during Q1)</p> <p>A increase in the number of parents who complete the State Report Card survey (Baseline: 5% to 50% in 2023/2024)</p>
<p>Goal 2:</p> <p>Increase student engagement and exposure to cultural events to enhance personal and social development.</p>	<p>Strategies:</p> <p>Create a Lyceum Series Program</p> <p>Expose students to unique, cultural, and interactive experiences to enhance their personal, academic, and social-emotional growth.</p> <p>Collaborate with community partners:: The Charleston Gaillard Center The BHS Foundation ACE Mentors Communities in Schools The Green Heart Project</p>	<p>Progress Monitoring:</p> <p>A planning team will be established composed of student leaders, BHS administration/staff, SIC representation, and volunteer community organizations.</p> <p>Academic credit for class assignments connected to the series can be awarded.</p>	<p>Performance Metrics:</p> <p>Program participation recorded by teacher/staff or event leader</p> <p>Student evaluations and responses on the Panorama survey</p>

	Doors to Dream R3, Inc. - EYMW Entrepreneur Centers for Youth Young Men Rise		
Goal 3: Implement a strong schoolwide SEL program while supporting students to eliminate negative behaviors.	Strategies: Employ a .7 Student Concern Specialist who will: Utilize the SEL curriculum to create a school wide lesson and activity calendar Monitor the implementation of the weekly SEL lessons Create small groups for targeted SEL instruction as needed	Progress Monitoring: Train the faculty on our SEL curriculum and provide monthly updates at Faculty meetings Conduct observations during SEL and provide feedback Create groups and assign them to a designated person. Track individual student progress.	Performance Metrics: PD sign-in Schoolwide SEL calendar Faculty meeting presentations and sign-in Walkthrough observation form/checklist Group roster and assignment R360 reports (Decrease in the number of referrals for refusal to obey and disrespect from baseline of 1.8 per day to 1.5 per day in 2023/2024)
Goal 4: Prepare students for college readiness	Strategies: Implement AVID program for specific grade level	Progress Monitoring: Train staff and faculty Create site team Academic support structures	Performance Metrics: Standardized Test Data Student Outcome Data
<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.</p>			
Goal 1: Decrease chronic absenteeism and increase parent involvement			

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Employ a 210 day Parent Advocate who will:</p> <p>Monitor truancy</p> <p>Act as site coordinator for our School Market</p> <p>Facilitate Community and Parenting Events</p>	<p>Post and hire a 210 day Parent Advocate</p> <p>Send the Parent Advocate to Truancy Training and then have the Parent Advocate create a plan for attacking truancy at Burke</p> <p>Partner the Parent Advocate with the Low Country Food Bank to begin the installation and set-up for the School Market</p> <p>Have the Parent Advocate plan at least 1 event quarterly for Parents and Community members</p>	<p>Summer 2022</p>	<p>Admin DAP (training) Parent Advocate</p>

Goal 2: Engage students in entertaining and unique/instructive cultural experiences

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Establish a Lyceum Series Program</p>	<ul style="list-style-type: none"> • A planning team composed of students, administrators, staff, SIC reps, and community organizations will be established. • Plan event options for the ensuing school term. 	<p>August 2022</p> <ul style="list-style-type: none"> • At least four(4) major events, one per quarter will be planned • Activities will be scheduled during daytime and evenings 	<ul style="list-style-type: none"> • Principal and Admin Team • Instructional Coaches

Goal 3: Implement a strong schoolwide SEL program while supporting students to eliminate negative behaviors.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Employ a .7 Student Concern Specialist and a who will</p> <p>Utilize the SEL curriculum to create a school-wide lesson and activity calendar</p> <p>Monitor the implementation of the weekly SEL lessons</p>	<p>Post and hire a Student Concern Specialist</p> <p>Train the SCS in our SEL . curriculum</p> <p>Have the SCS create a calendar for implementation</p> <p>SCS, along with Admin, will</p>	<p>July/August 2022 (Ongoing)</p>	<p>Admin School Climate Coach Student Concern Specialist Teachers Counselors</p>

Create small groups for targeted SEL instruction as needed	conduct PD for our faculty		
Employ a .5 Behavior Specialist	SCS will oversee the weekly implementation of SEL		
	SCS will review discipline data with Admin and will create targeted small groups		

Goal 4: Prepare students for college readiness

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Employ a teacher coordinator for AVID program	AVID FTE needed Create Site Team Add Elective Course to Master Schedule Develop Professional Growth Plan	June 2022 - August 2024 (ongoing)	Principal & Admin Team Instructional Coaches AVID Teacher/Coordinator

Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

Activity 1:	Specific Components of Activity:	Cost:
<i>Parent Advocate (210 day)</i>	Employ a Parent Advocate who will work on truancy and lowering our chronic absenteeism rate and also oversee our School Market.	\$181,001.88 (\$90,500.94/year)
Activity 2: <i>Lyceum Series</i>	<p>Coordinate activities and events that enhance cultural, social-emotional as well as academic skills utilizing artists, athletes, authors, celebrities, civic leaders, corporate representatives, educators, engineers, media staff, poets, technicians, and organizations, etc.</p> <p>Extend instructional coaches (2) contracts to reflect 210 days in order to facilitate and coordinate programs/projects related to Lyceum, AP Academy, Scholars Academy, and AVID programs before school starts and after the school year ends.</p> <p>Honorariums, accommodations, receptions, rewards, transportation, etc.</p>	<p>\$40,000.00 (\$20,000.00/year)</p> <p>\$62,219.96 (\$31,109.98/year) (additional salary and benefits for two instructional coaches)</p>
Activity 3: <i>Student Concern Specialist (.70)</i>	Employ a .7 Student Concern Specialist (this will be matched	\$85,230.60

<p>Activity 4: <i>Behavior Specialist (.5)</i></p>	<p>with .3 from EIA funds). The SCS will oversee the implementation of our SEL initiative. This person will also work directly with students and teachers to help prevent issues from occurring or needing disciplinary interaction</p> <p>Provide PD related to Social Emotional Learning Specific Components of Activity:</p> <p>Employ a .5 Behavior Specialist to support Crew Curriculum implementation and small group tier 2 and tier 3 interventions (CCSD/DAP funding needed)</p>	<p>(\$42,615.30/year)</p> <p>\$10,000.00 Cost:</p> <p>\$62,693.00 (\$31,346.50 per year)</p>
<p>Activity 5: <i>AVID Program & Teacher Coordinator</i></p>	<p>Employ a 1.0 AVID Teacher/Coordinator Training and Resources</p>	<p>\$70,000.00 salary \$30,000.00 resources</p>
<p>TOTAL:</p>		<p>\$541,145.44</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.

Once ESSER funds are exhausted, we will request in our Title 1 Plan support for a Parent Advocate, Student Concern Specialist, a .5 Behavior Interventionist, and extended contracts for our Instructional Coaches. We will work with the CTE department and Acceleration Schools to continue our AVID program. Once everyone becomes trained, we will conduct in-house training in order to sustain our SEL focus. Additionally, we hope to sustain the Lyceum series through donated funds and co-sponsorships to underwrite and augment expenses.

Application Due Date	Approval Status Date
April 4, 2022	

Link to Community/Parent Engagement documents:
[D20 Night](#)
[March 17, 2022](#)
[March 24, 2022](#)
[Student & Faculty Survey](#)