

## ESSER III School Proposal Template

### Due April 4, 2022

School: Hunley Park 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>X</b>
HIGH-QUALITY TEACHERS/LEADERS	<b>X</b>
WRAP-AROUND SERVICES	<b>X</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	
2022-2023	<b>X</b>
2023-2024	<b>X</b>

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

**Rigorous Grade Level Instruction**

At Hunley Park, we have implemented rigorous curricula in reading and math. This year we have seen marked progress in grades 3–5 in reading and math, shown by our Winter MAP growth. However, in first and second grades, we saw minimal to no growth in reading and math. This begs for strengthening Tier I instruction, with our teachers continuing to implement EL, phonics, Bridges and Number Corner. It also requires that we consider Tier II activities for prevention and strategic intervention. Therefore, if we allow teachers to continue teaching research-based curricula, and if we strengthen our Tier II interventions with teachers and teacher assistants supporting small-group interventions, then the number of students who are considered at risk of developing reading deficiencies will decrease, and students in the primary grades will be better prepared for third–fifth grade instruction.

**High Quality Teacher Leaders**

Teacher leaders who collectively share with colleagues their specialized knowledge, expertise, and experience can help principals broaden and sustain school and classroom improvement efforts. At Hunley Park, we have teacher leaders in reading and math who provide instructional coaching for teachers and help make school-wide decisions that improve student outcomes. Our behavior data—specifically, the number of referrals—is concerning. This year alone, we have had 38 out-of-school suspensions. By further examining the data, we have noted trends. African-American students are more likely to have referrals than others. Historically, our fifth graders have had more referrals than any other grade level. Most incidents have taken place during class, between classes, and, this year, during lunch. If we provide a teacher leader who can support teachers with our social-emotional learning (SEL) curriculum, observe implementation of our PBIS matrix, provide interventions for struggling students, and incentivize specific behaviors, we will see a decrease in referrals, which will create a safe and orderly learning environment.

**Wrap Around Services**

As at most schools that opened after the pandemic, at Hunley Park, we have noticed what other schools are facing across the nation—students who have experienced grief and depression during the pandemic, resulting in their inability to manage emotions and self-regulate. As a result, at Hunley Park, we have disruptive behavior in many younger kids, increased violence, and bullying. To address the needs of our students, we must consider wraparound services. If we provide wraparound services like counseling or mentoring to our students, we will help address mental health concerns. When these services are in place, student mental health improves and achievement increases.

**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.

**Rigorous Grade Level Instruction**

There are mixed results on the impact that teacher assistants have on student achievement. Gerber, Finn, Achilles, and Boyd (2010) conducted a study of 600,000 teacher aides in the United States, focusing on the role of the teacher aide and their impact in the classroom and on student behavior. The results of their research showed that

aides have little, if any, positive effect on students' academic achievement. However, one positive effect was an improvement in reading scores for students who attended a class with a teacher aide for two or three years. This finding is similar to that of the literature reviews conducted by Farrell, Alborz, Howes, and Pearson (2010), who found that teacher aides have made an impact on reading outcomes and academic achievements of primary-aged students with identified difficulties in learning, typically in literacy, which improved significantly following a period of targeted intervention from teacher assistance. Thus, there is some significance in having teacher assistants in the primary grades to support literacy and small-group interventions.

Farrell, P., Alborz, A., Howes, H., & Pearson, D. (2010) The impact of teaching assistants on improving pupils' academic achievement in mainstream schools: a review of the literature, *Educational Review*, 62(4), 435–448.

Hemelt, S., Ladd, H., & Clifton, C. (2021) Do teacher assistants improve student outcomes? Evidence from school funding cutbacks in North Carolina, *Sage Journals*, 43(2), 280–304.

### **High Quality Teacher Leaders**

Harris and Muijs (2005) conducted a meta-analysis of the literature surrounding teacher leadership and found that student outcomes are more likely to improve when leadership is distributed within the school community and when teachers take on leadership roles. Additionally, the authors referenced the research of Leithwood and Jantzi (1998), who wrote that teacher leadership can be more impactful than principal leadership on student learning, improving student engagement and organizational effectiveness.

Harris, A., & Muijs, D. (2005). *Improving schools through teacher leadership*. Maidenhead: Open University Press.  
Leithwood, K., & Jantzi, D. (1998) Distributed leadership and student engagement in school. Paper presented at the Annual Meeting

### **Wrap Around Services**

The National Mentoring Resource Center concluded, in a recent review published on their website, that mentoring shows promise as an effective intervention for adolescents with mental health needs when implemented in partnership with traditional mental health services.

United States. (202) *Office of Juvenile Justice and Delinquency Prevention OJJDP, U.S. Department of Justice*.  
United States (2020). [Web Archive]  
<https://ojjdp.ojp.gov/library/publications/11-mentoring-adolescents-mental-health-needs>.

**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: By 2023-2024, student satisfaction with the school climate will improve, as indicated by the percent of students mostly agreeing or agreeing by 3% each year on the climate survey.</p>	<p>Strategy: Hire consultants to provide mentoring and mental health counseling.</p>	<p>Progress Monitoring: Climate Survey</p> <ul style="list-style-type: none"> <li>2022-2023 from 88 % to 91%</li> <li>2023-2024 from 91% to 94%</li> </ul>	<p>Performance Metrics:</p> <ul style="list-style-type: none"> <li>Climate Survey</li> <li>The number of students mentored and receiving counseling services</li> <li>Contract for services mentoring and mental health counseling</li> </ul>
<p>Goal 2: By 2023-2024, student referrals will decrease each year by 10% as measured by the number of referrals in Review 360.</p>	<p>Strategy: Employ one full-time lead teacher to observe, coach and provide instructional support on the social emotional learning program, positive behavior interventions and supports, lead peer mediations and provide targeted professional development.</p> <p>Strategy: Create a summer camp for rising fifth grade to focus on SEL components, academic and enrichments.</p>	<p>Progress Monitoring: Review 360</p> <ul style="list-style-type: none"> <li>2022-2023 from 359 incidents (teacher and office managed) per year to 323 incidents by year.</li> <li>2023-2024 from 323 incidents (teacher and office managed) per year to 291 incidents by year.</li> <li>Summer school cohort of student pre/post assessments and data in Review 360</li> </ul>	<p>Performance Metrics:</p> <ul style="list-style-type: none"> <li>Review 360</li> <li>Classroom observation data</li> <li>Peer mediation cases</li> <li>Professional development topics</li> <li>Summer School data</li> </ul>
<p>Goal 3: By 2023-2024, students in the primary grades will increase their growth by 10% each year as indicated on the MAP assessment in reading.</p>	<p>Strategy: Employ four full-time teacher assistants for strategic grades.</p>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>2022-2023 from 37% to 41%</li> <li>2023-2024 41% to 46%</li> </ul>	<p>Performance Metrics:</p> <ul style="list-style-type: none"> <li>Interim assessments (module assessments, iReady)</li> <li>MAP assessments</li> </ul>



**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 2023-2024, student satisfaction with the school climate will improve as indicated by the percent of students mostly agreeing or agreeing by 3% each year on the climate survey.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
<p>Hire consultants to provide mentoring support to students.</p>	<ol style="list-style-type: none"> <li>Review the proposals for ESSER III funding on CCSD's website.</li> <li>Contact the vendors: Be a Mentor and Raising the Bar Mentoring Program.</li> <li>Select the vendor that</li> </ol>	<p>SY22-23 SY23-24</p>	<p>Principal MTSS Team Members</p>

	<p>provides the most comprehensive support aligned to the needs of our students.</p> <ol style="list-style-type: none"> <li>4. Monitor the implementation of mentoring support by reviewing the progress of students cases at the MTSS meeting.</li> </ol>		
<p><b>Strategy 2:</b></p> <p>Hire consultants to provide counseling to students.</p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Review the proposals for ESSER III funding on CCSD's website.</li> <li>2. Contact the vendor Charleston Hopes</li> <li>3. Select the vendor that provides the most comprehensive support aligned to the needs of our students.</li> <li>4. Monitor the implementation of counseling support by reviewing the progress of students cases at the MTSS meeting.</li> </ol>	<p><b>Implementation Dates:</b></p> <p>SY22-23 SY23-24</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal MTSS Team Members</p>
<p><b>Goal 2:</b> By 2023-2024, student referrals will decrease each year by 10% as measured by the number of referrals in Review 360.</p>			
<p><b>Strategy 1:</b></p> <p>Employ one full-time lead teacher to observe, coach and provide instructional support on the social emotional learning program, positive behavior interventions and supports, lead peer mediations and provide targeted professional development.</p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Post the position(s) on Frontline.</li> <li>2. Invite the hiring committee to interview and select the lead teacher.</li> <li>3. Select and train students on peer mediation.</li> <li>4. Schedule classroom observations and professional development training.</li> <li>5. Monitor the support of the lead teacher by reviewing the data on student referrals, the number of student peer mediations, and professional development training sessions.</li> </ol>	<p><b>Implementation Dates:</b></p> <p>SY22-23 SY23-24</p>	<p><b>Person(s) Responsible:</b></p> <p>Secretary Principal Hiring Committee Lead Teacher Student Peer Mediation Groups</p>
<p><b>Goal 3:</b> By 2023-2024, first-grade student growth will increase by 3% each year as indicated on the MAP assessment in reading.</p>			

<p><b>Strategy 1:</b></p> <p>Employ two full-time teacher assistants for strategic grades to focus on literacy skills and support the teachers with EL implementation.</p>	<p><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Post the position(s) on Frontline.</li> <li>2. Invite the hiring committee to interview and select teacher assistants.</li> <li>3. Train teacher assistants on the EL curriculum (no cost as this in service is provided as a part of Acceleration schools).</li> <li>4. Monitor the support of the teacher assistants by reviewing the academic data on students at MTSS meetings.</li> </ol>	<p><b>Implementation Dates:</b></p> <p>SY22-23 SY23-24</p>	<p><b>Person(s) Responsible:</b></p> <p>Secretary Assistant Principal Hiring Committee Reading Coach MTSS Team Members</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.

<p><b>Activity 1:</b></p> <p>Hire consultants to provide mentoring and mental health counseling.</p>	<p><b>Specific Components of Activity:</b></p> <p><b>Raising the Bar Leadership Program</b> will address the needs of students in kindergarten-fifth grade. Facilitators will meet with students weekly or bi-weekly to implement a program that addresses moral and ethical values, education and social awareness, non-violent and drug-free lifestyles and behavior health. The program also aims to produce mature, responsible, productive leaders and citizens that are assets to our society.</p> <p>Be a Mentor will address students who are behind in school; students with discipline problems; students lacking individual attention; and those that would benefit from a one-on-one relationship with a caring adult will be identified and provided a caring adult mentor and offered opportunities and resources not always available to them.</p> <p>Charleston Hopes will provide services for individual students who display a mental health concern or determined by the CANS-EI; services will be provided by contracted licensed professional counselors and will be included in an after-school mental health program.</p>	<p><b>Cost:</b></p> <p>Mentoring: Raising the Bar Mentoring Program \$ 20,000 for one year, totaling \$40,000 for two years</p> <p>Be A Mentor: \$ 20,000 for one year, totaling \$40,000 for two years</p> <p>Mental Health Counseling: Charleston Hopes: \$72,000 for one year (includes two graduate interns for the school year at \$12,000 and \$50,000 for after school program)</p>
<p><b>Activity 2:</b></p> <p>Employ one full-time lead teacher (210) to observe, coach and provide instructional support on the social emotional learning program, positive behavior</p>	<p><b>Specific Components of Activity:</b></p> <p>Provide instructional and curriculum support to equip teachers with increasing positive behaviors in all school settings. Lead peer mediations and reinforce PBIS within the school.</p>	<p><b>Cost:</b></p> <p>Lead Teacher: \$118,619 per year for one year</p>

interventions and supports, lead peer mediations and provide targeted professional development.		
<b>Activity 4:</b> Employ four full-time teacher assistants for strategic grades to support literacy and EL implementation.	<b>Specific Components of Activity:</b> Assigned teacher assistants will reinforce Tier I instruction by implementing intervention/acceleration lessons that are teacher-prepared and aligned to core lessons.	<b>Cost:</b> <i>\$207,188 for one year</i>
<b>TOTAL: \$477,807</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.

When the ESSER funds are no longer available, we must pivot and rely heavily on the resources at the school to continue practices that address counseling, small-group intervention, mentoring, and student behavior. To address counseling, the school counselor will implement (on a small scale) leadership and lessons on core values. The site-based psychologist will meet with a small group of students to address behavioral health. Our parent educator will research programs that are no-cost that can be used for students who need counseling, mental health services, and mentoring programs.

The lead teacher, if successful, based on student behavior data and data from the school climate survey will be employed using Title I funds. That person will continue to support teachers on the SEL curriculum, support teachers with the implementation of the PBIS matrix, lead student mediations, and increase positive behaviors in all school settings.

Summer camp, if successful, will continue using Title I funds. Four teacher assistants may be reduced to two and will be paid using Title I funds.

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

