ESSER III School Proposal Template
Due April 4, 2022

School: <u>Charles Pinckney Elementary</u>

Date: <u>April 18, 2022</u>

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	✔

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	✔
2023-2024	✔

Statement of Intended Outcome –
Charles Pinckney Elementary will Implement high quality, school-wide, rigorous literacy instruction, intervention, and professional development to ensure all students are reading on or above grade level by 5th grade by the Spring of 2024.

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.*

➔Before and during the pandemic, teachers described themselves as overwhelmed (Brackett. & Cipriano, 2020), so adding more training will have to be done thoughtfully and creatively while implementing high-quality training. According to Darling-Hammond et al. (2017), the seven characteristics of effective PD include focused content, active learning, collaboration, modeling, expert support, opportunities for feedback, and is of sustained duration. Without these components, the learning will be forgotten and remain unused. (Goals #1 & 3)

➔ According to Morrison, 1 in 4 teachers worked 60 hours per week or more before the pandemic and 1 in 6 teachers leave the profession due to workload (2019). Adding professional development at the end of the day, evening, or weekend does not allow teachers time to recharge mentally. Pinckney Elementary should creatively schedule professional development for ELA by finding ways to cover classes for teachers while they attend PD during the workday. (Goal #3)

➔ Another option would be to have substitutes cover classes during lunch and recess while teachers attend a lunch and learn session for professional development. According to Paige, "Regularly scheduled lunch and learns can help boost morale and develop employee skills when done in a relaxed atmosphere instead of an uptight meeting setting" (2019, para 4).(Goal #3)

➔The impact of the EL Education curriculum for a student who has worked in the program for three years is a gain of 7 months average in reading achievement and 10 months in math. Teachers saw positive impacts on instruction after one year and student achievement after two years (Farnham & Nothmann, 2019). Additionally, students in districts who have used this program for three years outperform their peers in the district on state tests, with the greatest gains for Black, Hispanic, and low-income students" (Farnham & Nothmann, 2019, sidebar para 1). As a result, this program should raise ELA scores of students in poverty while also raising all students' ELA scores. (Goal #1 & 3)

➔This program puts social-emotional learning at the forefront of learning by focusing on the whole child instead of just academics. According to Ron Berger, Chief Academic Officer at EL Education, "Our vision of building student character is predicated on a school culture that changes how adults interact with each other and with kids" (Farnham & Nothmann, sidebar, p.2). (Goal #1)

➔Researchers at Penn State found "School-based programs designed to promote student social and emotional development at the elementary school level are effective at promoting academic achievement, reducing conduct problems, improving prosocial behavior, and reducing emotional distress" (Dusenbury & Weisberg, 2017). The goal `academics can contribute positively to a child's future potential. (Goal #1 & 2)

➔The second key ingredient to this curriculum is the focus on changing the way teachers teach. According to EL Education, "There is always a direct relationship between how much growth students experience and how much adults are modeling these qualities of respect, responsibility, courage, and kindness" (Farnham & Nothmann, 2019, sidebar p.5). (Goal #1 & 3)

➔When presented with the new ELA curriculum, administrators should explain the reasons why this curriculum was chosen and why this curriculum will work with students. Administrators and district leaders responsible should also attend training alongside the teachers. "Teachers should never be put in the situation of convincing their colleagues to teach the units of study - that is the job of the administrator" (Ainsworth & Donovan, 2019, p. 273). (Goal #3)

➔Allow teachers to be a part of the process Refresher courses and feedback from teacher coaches and administrators are imperative for the new curriculum implementation to be successful. "Researchers report that teachers who participated in sustained discipline-specific professional learning that dealt concretely with what they were teaching in the classroom – professional learning that averaged 49 hours across nine separate studies – saw student achievement increase of about 21 percentile points" (Davidson, p.39). When teachers, students, and administrators work together to implement a new curriculum that fosters high-quality learning while also building character and working collaboratively, success is imminent. (Goal #3)

➔According to Lauren Camera, "Students from low-income families … consistently have lower levels of academic achievement and are less likely to graduate from high school and college. Education policymakers are on high alert as the achievement gap between these two groups is the fastest-growing of all student subgroups in the U.S" (2017, para 7). Schools need to stop this trend before it becomes worse. (Goal #2)

➔Intervention is a key component of wrap-around services for struggling learners. Instruction in smaller groups has been shown to be extremely beneficial to these students. RTI can also save special education services for students who truly need them. According to Morin, "Many students performing below grade level don't have disabilities. Through the RTI process, they can make progress without special education services" (Morin, n.d, para 2). (Goal#2)

➔Research supports the Intervention model as shown by the research of Burns, Maki, et al: "The students who received the targeted interventions grew at a rate that equaled the growth rate of students without reading difficulties and exceeded that of their peers receiving the most intensive intervention that a school has to offer (i.e., special education), which has implications for schools implementing tiered systems of support" (2020, p.453). (Goal#2)

➔High-quality professional development should always be personalized with feedback. The PD should have follow-up training and time to collaborate with peers. The implementation should be balanced for all teachers with creative scheduling to lighten the burden for classroom teachers. Training should also be personalized to our school and the demographic of our students just as classroom instruction should be for all students. For real change to occur and boost test scores, all teachers must be motivated to be part of the system and trained well. (Goal #3)

➔"Change needs to be strategic, purposeful, and focused on making instrumental shifts toward reaching an ideal." -Dr. Anthony Dixon (Goals #1,2&3)

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: Establish grade level Literacy Labs for intense intervention and wrap around services of 3rd, 4th, & 5th grade students achieving below grade level.	**Strategies**: 1. Add 1 interventionist per grade level (3rd, 4th & 5th) with literacy expertise to run an intensive Literacy Lab intervention program for each grade level. 2. Train interventionists in effective teaching methods, including phonics, and use multi-sensory resources and techniques to promote engagement and enjoyment. 3. Design and implement a rigorous Literacy Lab program in each grade level.	**Progress Monitoring**: ● Map Testing ● Benchmark Testing ● iReady ● SC Ready	**Performance Metrics**: The percentage of students who read 1 or more grades below level according to SCREADY will **decrease** from 33% to 25% by spring 2023 and decrease to 20% by 2024. The number of African American students scoring Meets/ Exceeds on SCREADY **will increase** from 25% to 27% in Spring 2023 and 29% in Spring 2024. The percentage of students with disabilities scoring Meets/ Exceeds on SCREADY ELA **will increase** from 17.6% to 20.1% in 2023 and 22.6% in 2024.
Goal 2: Implement high-quality professional development for staff including EL training, trauma-informed therapy, PBIS training, and de-escalation strategies to create high quality teacher leaders for rigorous grade level instruction.	**Strategies:** ● Implement biweekly "Literacy Lunch & Learn" professional development sessions for teachers during grade level common planning time. ● Hire 3 floating substitute teachers (2 days a week) to allow teachers to attend more high-quality professional development weekly. ● Create a .5 PE position to give teachers common planning 5 days a week	**Progress Monitoring:** ● Map Testing ● Benchmark Testing ● iReady ● SC Ready ● PLC meeting notes ● PD attendance	**Performance Metrics:** The percentage of students who read 1 or more grades below level according to SCREADY will **decrease** from 33% to 25% by spring 2023 and decrease to 20% by 2024. The number of African American students scoring Meets/ Exceeds on SCREADY **will increase** from 25% to 27% in Spring 2023 and 29% in Spring 2024. The percentage of students with disabilities

	to allow for grade level professional learning communities.		scoring Meets/ Exceeds on SCREADY ELA **will increase** from 17.6% to 20.1% in 2023 and 22.6% in 2024.

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: Establish grade level Literacy Labs for intense intervention of 3rd, 4th, & 5th grade students achieving below grade level.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Add 1 interventionist per grade level (3rd, 4th & 5th) with literacy expertise to run an intensive Literacy Lab intervention program for each grade level.	- Hire 1.5 Literacy Lab Teachers - Identify students to serve & group based on data of strengths/weaknesses - Create schedule	June 20, 2022 (hire) July 30, 2022 (group/schedule) Implement: Aug.2022-June 2024	Tiffany Henderson, Principal
Strategy 2:	**Implementation Steps:**	**Implementation Dates:**	**Person(s) Responsible:**
Train interventionists in effective teaching methods, including phonics, and use multi-sensory resources and techniques to promote engagement and enjoyment.	Send interventionists to EL training as well as additional professional development in ELA throughout the year.	Summer 2022 and school years 2022-23 & 2023-24	Zoe Gawrych, Instructional Coach
Strategy 3:	**Implementation Steps:**	**Implementation Dates:**	**Person(s) Responsible:**
Design and implement a rigorous Literacy Lab program in each grade level.	- Study student data to determine are of emphasis - Group students by area of emphasis - Design rigorous intervention lessons for each group	Summer 2022 and 2022-23; 2023-24 school years	Zoe Gawrych, Instructional Coach Grade Level Intervention Teachers

Goal 2: Implement high-quality professional development for staff including EL training, trauma-informed therapy, PBIS training, and de-escalation strategies.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:

Create a 0.5 PE position. By increasing the PE allocation, all students will receive physical education twice a week. Due to the pandemic, our students need more opportunities to learn the skills of teamwork, cooperation, and perseverance. This position will give teachers common planning 5 days a week to allow for weekly Professional Learning Communities to create high quality teacher leaders.	• Hire 0.5 PE teacher • Create a master schedule that allows for grade level and subject area common planning for PLC and professional development time. • Schedule biweekly training sessions to include ELA, Math, Implicit Bias training, Panorama, Autism training, and De-escalation strategies.	Create/Hire: June 20, 2022 Implement: Aug.2022-June 2024	Tiffany Henderson, Principal
Strategy 2: Implement biweekly "Literacy Lunch & Learn" professional development sessions for teachers during grade level common planning time.	**Implementation Steps:** • Create a master schedule that creates common planning for PD and PLCs. • Develop agendas for common planning time. • Find and schedule presenters (iReady, Dreambox, EL, Panorama, Implicit Bias, De-escalation)	**Implementation Dates:** Schedule/Plan: August 2022 Implement: Aug.2022-June 2024	**Person(s) Responsible:** Zoe Gawrych, Instructional Coach Tiffany Henderson, Principal
Strategy 3: Hire 3 substitute teachers to work on Tuesdays and Wednesdays. This will allow teachers to attend Professional Development during their lunch and recess periods onTuesdays (ELA focus) and Wednesday (Math focus). One week a month the focus will be on SEL training (De-escalation, Autism, Implicit Bias, etc)	**Implementation Steps:** • Post job • Hire floating substitute teachers. • Train substitutes in school policies, procedures and systems.	**Implementation Dates:** Hire/Plan: July 20, 2022 Implement: Aug.2022-June 2024	**Person(s) Responsible:** Tiffany Henderson, Principal Zoe Gawrych, Instructional Coach

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:
Hire 1.5 Classified	*Melinda Turner is a current .5 interventionist. Increase to 1.0*	*.5 Turner Salary:21,039.20* *w/ Benefits: 27,942.16*

		X2 years: $55,884.32
Interventionists.	*Add 1.0 classified interventionist for 1 year.*	*170 Asst - $65,879 Average Salary*
	Provide 3rd interventionist for year 2023-24- Kristin Gubinski.	*Gubinski (ESSER 2) for 23-24- Salary - $39,902.40 w/ Benefits: $65,380.54*
Activity 3: *Hire Floating substitute teachers to allow common extended planning.* *Hire permanent sub to support common planning and extended planning.* *Add .5 PE to allow all students to have 2 PE classes a week and teachers to have common planning time.* *Send teachers to PD and empower to come back and train staff.*	**Specific Components of Activity:** *Hire 3 floating subs on Tuesdays and Wednesdays to allow for common planning PLCs and extended planning PLCs* *Hire permanent sub to work each day.* *Create a master schedule that allows for 30 minutes of unencumbered planning time and common planning time.* *Allow up to 7 staff members to attend 1 day, 2 days, or 3 days of training at Ron Clark Academy.* *Provide substitutes for teachers to attend Racial Equity Institute Training during the school day.*	**Cost:** *Floating Subs: (28 weeks x 3 subs x 2 days x $150)= $25,200 X2 years: $50,400* *Permanent sub - $150 a day x 180 days=$27,000* *Strickland (current.5 PE) Salary: $25, 692.40 w/ Benefits: $35,291.06 X2 years: $70,582.12* *Total: $14,000*
TOTAL:	███████████████	**Without Activity 1:$349,125.98**

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.

Charles Pinckney Elementary has many factors which lead us to believe these positions will be sustainable past 2024. Pinckney's first factor is the rezoning planning for 2024 to accommodate growth at Carolina Park Elementary. This will increase student numbers and teacher allocations. Additionally, our area has experienced tremendous growth since the shutdown of 2020 as many families have relocated to our area, which has greatly increased our class sizes. This growth does not appear to be subsiding. Our community continues to experience this growth and we want Charles Pinckney to be prepared to provide all students with a high-quality education in an atmosphere that allows personalized, rigorous instruction. We also predict that families who left public education during the pandemic will return to public education, so again this should increase our allocations by 2024 if not before. Finally, there is a large number of teachers retiring in the next two years, so there should be natural attrition.

The school staff will research and write grants to continue to provide high-quality teacher professional development. As our teachers grow, plan, and train together we will grow many teacher leaders who will become trainers by 2024. Once we have established the biweekly training program and created a master schedule that allows for common planning and common training, teachers will be in a routine of constant growth and collaboration that will carry Charles Pinckney Elementary to 2024 and beyond.

Resources

District	School	Community
● Instructional Coach	● Instructional Coach	● PTO
● ELA Coordinator	● Media Specialist	● Volunteers
● District Media Specialist	● Reading Interventionist	● School Improvement Council
● IDL Team	● Guidance Counselors	● Charleston Co. Library
● Professional Development	● PLC's	● Business Partners
● Grants Department	● Teacher Leaders	● Grant Funding

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Application Due Date	Approval Status Date

April 4, 2022	