

ESSER III School Proposal

School: Daniel Jenkins Academy

Date: April 4, 2022; *Revised April 18, 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	X
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	
2022-2023	X
2023-2024	X

Statement of Intended Outcome –

Daniel Jenkins Academy's ESSER III proposal aims to support our work towards our equity statement: *At Daniel Jenkins Academy, we strive to create an inclusive environment to welcome and serve students throughout the district. We meet each student where they are so we can give effective support. We provide a path for each student to move successfully through our program and be restored to their home school.* Our students face many barriers to success at their home schools. These barriers have been made worse by the COVID pandemic. The strategies outlined in this proposal are meant to lessen these barriers and help students successfully re-integrate into their home schools. Specifically, we want to strengthen our wraparound services to work toward these outcomes:

- Students' social emotional skills will increase.
- Students' families will be able to access enhanced school-based services so that they can provide support to students.
- Students will receive intensive reading and/or math support appropriate to their academic level at intake to Daniel Jenkins Academy.

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.

Research that demonstrates positive effects of social-emotional learning (from *Edutopia.org*):

SEL Skills and Academic Success

Relationships and emotional processes affect how and what we learn. By reducing misbehavior and the amount of time spent on classroom management, SEL programs create more time for teaching and learning. SEL also strengthens students' relationships with their peers, families, and teachers, who are mediators, collaborators, and encouragers of academic achievement.

Researchers have documented the importance of caring teacher-student and student-student relationships in fostering students' commitment to school and in promoting academic success (e.g. Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011). Safe and orderly environments that encourage and reinforce positive classroom behavior have been identified by research as one of the necessary conditions for academic achievement ([Marzano, 2003](#)).

There are also several person-centered reasons SEL can promote academic success. Self-regulation, the ability to control and manage thoughts, feelings, and behaviors, has been linked to academic achievement in numerous studies. Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011; [Dweck, Walton, & Cohen, 2014](#)). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).

According to a national survey of middle and high school students, less than one third indicated that their school provided a caring, encouraging environment, and less than half reported that they had competencies such as empathy, conflict resolution and decision-making skills (Benson, 2006; cited in Durlak et al., 2011). By strengthening

students' social support networks and their skills in self-management, SEL can help to unleash the potential within academic environments to support students' well-being and success.

Several studies explore the long-term benefits of social and emotional learning programs. In one, researchers examined how SEL intervention programs (such as social skills training, parent training with home visits, peer coaching, reading tutoring, and classroom social-emotional curricula) for kindergarten students impacted their adult lives, and found that these programs led to 10% (59% vs. 69% for the control group) fewer psychological, behavioral, or substance abuse problems at the age of 25 ([Dodge et al., 2014](#)). Another study examined kindergarten teachers' ratings of their student's prosocial skills (e.g. kindness, sharing, and empathy) and discovered a strong correlation to adult outcomes such as higher educational attainment, stronger employment, and better mental health, in addition to reduced criminal activity and substance use ([Jones, Greenberg, & Crowley, 2015](#)). In 2015, researchers analyzed the economic impact of six widely-used SEL programs and found that on average, every dollar invested yields \$11 in long-term benefits, ranging from reduced juvenile crime, higher lifetime earnings, and better mental and physical health ([Belfield et al., 2015](#)). Additional research supports the long-term benefits of SEL programs, finding evidence that investing in high-quality programs for all children can increase the number of productive, well-adjusted adults and yield positive economic benefits in the future ([Jones et al., 2017](#)). Finally, a 2017 meta-analysis of 82 school-based SEL programs found long-term (between 6 months and 18 years) improvements in four areas: SEL skills, attitudes, positive social behavior, and academic performance. Additionally, decreases were found in three areas: conduct problems, emotional distress, and drug use ([Taylor et al., 2017](#)).

Research to support family involvement in education (from *ResponsiveClassroom.org*):

Here are several studies that explore the critical school-home connection:

Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

National Coalition for Parent Involvement in education. 2006. *Research Review and Resources*. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.

Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

Henderson, A.T., and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.

The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.

National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National Education Service, 11–12.

When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement.

Henderson, A.T., and Nancy Berla. 1995. *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Washington, DC: Center for Law and Education, 14–16.

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>Increase student self-management by 5% percentage points by Spring 2023, as measured by Panorama survey (Spring 2022 data will be used as a baseline; results have not been released at this time).</p> <p>Increase staff school climate rating by 10% percentage points by Spring, 2023 as measured by Panorama survey (use Spring, 2022 number as baseline).</p>	<ul style="list-style-type: none"> ● Provide additional days of professional development to teachers and staff before the start of school. ● Implement research-based instructional and support strategies (trauma informed practices and restorative practices) ● MTSS Team will utilize data from the Spring 2022 Panorama Survey to develop improvement targets for both staff and teachers using the School Climate data. 	<ul style="list-style-type: none"> ● Monitor changes in student data from the Spring 2022 Panorama survey – Fall 2022 and Spring 2023 ● Use Panorama Student Success Check-ins to regularly survey students on specific Self-Management indicators ● MTSS team will regularly review student progress on daily point cards ● In addition to the Fall Panorama Survey, the MTSS Team will develop a quarterly survey aligned with the School Climate indicator 	<ul style="list-style-type: none"> ● Student Panorama data ● Student progress on daily point cards (behavior and social emotional growth)
<p>Goal 2:</p> <p>By Spring, 2023, increase family satisfaction 10% from baseline survey given Spring, 2022 and Communication and Collaboration (SAM Domain 3) will increase to “operationalizing” for 3.19 and 3.20 in the Fall 2022 administration of the SAM.</p> <p>By Fall of 2022 a parent and student digital orientation</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Establish a parent resource center to provide support for families ● Have regularly scheduled monthly parent and community meetings to educate parents on happenings within DJA and understand parent needs 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Create a family survey to be given monthly as an exit ticket to the monthly parent meetings to measure satisfaction with the school and to gauge family needs 	<p>Performance Metrics:</p> <ul style="list-style-type: none"> ● Student attendance and truancy data ● Baseline data on the school family survey ● Attendance at school events (e.g., student orientation, Individual Problem

handbook, support, and resource guide that will include the onboarding process for families new to DJA, resources, forms, and assessments will be accessible online.	<ul style="list-style-type: none"> in the community Create a Parent Advocate position so that we can have a staff member with clear responsibilities to maximize family support 	<ul style="list-style-type: none"> Monitor parent/guardian attendance at school events and family meetings 	<p>Solving meetings; IEP meetings; family meetings)</p> <ul style="list-style-type: none"> Fall SAM administration, specifically the Communication and Collaboration Domain
<p>Goal 3:</p> <p>Increase student access to diagnostic reading and math assessments by 10% each year (establish a baseline in Fall, 2022).</p>	<p>Strategies</p> <ul style="list-style-type: none"> Assemble a set of diagnostic tools to use as part of the student intake process. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> MTSS leadership will monitor student academic progress measured by regular classroom grade reports, MAP scores, and teacher-made assessments. 	<p>Performance Metrics</p> <ul style="list-style-type: none"> Classroom academic achievement data (teacher-made assessments, unit quizzes and tests, etc.) and classroom grades

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

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<ul style="list-style-type: none"> Provide a week of professional development to teachers and staff before the start of school. 	<ul style="list-style-type: none"> Work with HR to create a contract addendum for 2022-2023 DJA staff Determine specific dates for additional PD (4 days before the official start date for teachers) Partner with Rethink Ed to tailor programming to DJA-specific needs and to plan the daily agenda/PD activities 	<p>Planning will begin Spring 2022; PD dates determined according to 2022-2023 school calendar (4 days before the official start date for teachers)</p>	<p>MTSS Leadership Team Principal</p>
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<ul style="list-style-type: none"> Implement research-based instructional and support 	<ul style="list-style-type: none"> Work with DAP to identify current DJA staff trained in these 	<p>Staff training during August PD; additional training and coaching</p>	<p>MTSS Leadership Team Guidance department</p>

strategies (e.g., trauma informed practices, restorative practices, lesson planning to effectively utilize the 90-minute teaching block, de-escalating conflict, effective communication with students and families, etc.)	<p>approaches and arrange new training so that most staff are trained by the beginning of the school year.</p> <ul style="list-style-type: none"> Continue to support restorative practices work at DJA through our work with outside consultant 	throughout the year	
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Goal 2

<p>Strategy 1:</p> <ul style="list-style-type: none"> Establish a parent resource center to provide support for families (e.g., connect families to wraparound services; offering tools for employment searches) 	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Continue working with CCSD FACE (Family and Community Engagement) department on planning Conduct an initial family/community event to kick off increased family support (in FY22 budget) 	<p>Implementation Dates:</p> <ul style="list-style-type: none"> Community event scheduled for 5/21/22 Planning during summer 2022 Begin operation Fall 2022 	<p>Person(s) Responsible:</p> <p>Principal Student Concern Specialist (to be Parent Advocate Position)</p>
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<p>Strategy 2:</p> <ul style="list-style-type: none"> Create a Parent Advocate position so that we can have a staff member with clear responsibilities to maximize family support 	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Work with HR to convert a current Student Concern Specialist position to Parent Advocate Post position and conduct hiring process 	<p>Implementation Dates:</p> <ul style="list-style-type: none"> Spring and Summer 2022 	<p>Person(s) Responsible:</p> <p>Principal / School Leadership Team</p>
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Goal 3

<p>Strategy 1:</p> <ul style="list-style-type: none"> Assemble a set of diagnostic tools to use as part of the student intake process. 	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Form a small team of teachers and administrators to work for 5 days over the summer to collaborate with district content area coaches to review existing tools, modify them for the DJA model (or create new ones). Develop a plan to 	<p>Implementation Dates:</p> <ul style="list-style-type: none"> Summer 2022 	<p>Persons Responsible:</p> <p>MTSS Leadership Team Assistant Principal English and math teachers, with support from district content area coaches</p>
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	integrate academic testing into the DJA intake process		
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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:
Provide additional PD days before contracted teacher start date, via an addendum to the contract.	Daily or hourly pay rate: <ul style="list-style-type: none"> ● Certified staff ● Classified staff Partner organization (RethinkEd) Partner organization or consultant (TBD for check-in/check-out or Advisory curriculum and instruction practices) Materials	Year 1: 2 days; 16 hours Year 2: 2 days; 16 hours Classified @\$13 = \$416; 15 people = \$6,240 Certified @\$45 = \$1,140; 25 people = \$36,000 No cost (District plan) Approx. \$17,000 \$1,000 Total = Approx. \$60,000 (Years 1 and 2 combined)
Activity 2: Training in trauma-informed practices and restorative practices	Specific Components of Activity: Ongoing training and coaching for staff	Cost: No cost (in district plan, provided by DAP)
Activity 3: Equip and maintain family resource center	Specific Components of Activity: Computers to aid in employment search activities (5) Office supplies Babysitting for monthly family events (10) Incentives for family participation	Cost: Approx. \$10,000 (Year 1 only) \$1,000 (spread across both years) \$5,000 (spread across both years) \$3,000 (spread across both years)

		Total = \$19,000
Activity 4: Convert an existing Student Concern Specialist position to a Parent Advocate position	Specific Components of Activity: Adjust DJA personnel budget to reflect different position	Cost: Approx. \$15,000 (difference between SCS position – B21 and PA position – C41)
Activity 5: Assemble a set of diagnostic tools to use as part of the student intake process.	Specific Components of Activity: Pay a small team of teachers and administrators to work for 5 days over the summer to collaborate with district content area coaches to review existing tools, modify them for the DJA model (or create new ones).	Cost: 5 days; 24 hours Teachers: 3 @ \$45 = \$3,240 Administrators: 2 @ \$45 = \$2,160 Total = Approx. \$6,000
TOTAL:		Approx. \$100,00

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.

To sustain professional development efforts, we will use the next two years of increased PD time to build a strong foundation among staff and to increase staff capacity to lead PD; we will monitor the effectiveness of these PD strategies and when funding ends after two years, we should be able to incorporate successful practices into our Wednesday afternoon PD sessions and PD opportunities throughout the week (e.g., teacher PLCs).

To sustain parent involvement efforts, the parent liaison position should be able to easily replace one of our student concern specialist positions. Grant funds will be used for initial specific training on providing effective wraparound support for families and setting up a robust parent resource center.

Application Due Date	Approval Status Date
April 4, 2022	