

Mount Pleasant Academy ESSER III School Proposal

School: Mount Pleasant Academy

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: The mission of Mount Pleasant Academy Elementary School, working in partnership with families and the community, is to assist each student to excel academically, act responsibly, and expand talents and social skills by providing diverse learning experiences in a nurturing environment. In order to further address our mission and achieve the district vision that all students will read on grade level by 5th grade by spring of 2027, we will use these funds to address ESSER III Pillar II: High-Quality Teachers and Pillar III: Wrap-Around Services.

RIGOROUS GRADE-LEVEL INSTRUCTION	
HIGH-QUALITY TEACHERS/LEADERS	x
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).*

Our goal would be to use ESSER III funds beginning with the 2022 - 2023 school year and continue the support initiated for the 2023 - 2024 school year.

Summer 22	
2022-2023	x
2023-2024	x

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

The intended outcome of this proposal is for all students to have the tools they need through the addition of a climate coach and time for teachers to participate in intensive instructional planning to learn and grow so that they are reading on 5th-grade level by 2027.

As we shift from living in a pandemic to life post-pandemic we must shift our teaching and student supports to serve the students we have now. The time spent with families in close quarters with limited play with friends outside of the home has made many of our students anxious and dependent on hand-over-hand support and prompting. Parents are learning how to provide support while allowing their children to experience productive struggle. Students are learning to work through experiences when they are presented with a struggle. Our first goal is to support students and families as they make the transition to post-pandemic life. **We would like to add a community mentor program aimed at providing students with support during and after school. Our goal would be to provide students with positive relationships and models within their community. In addition to adding a mentor program through the East Cooper Faith Network I-Beam program, we would like to provide students and staff training around self-regulation and de-escalation.** We propose adding **a 0.6 teacher as a dedicated climate teacher** position to provide students with physical, social, and emotional support in and beyond the classroom. **The climate coach will go into classrooms to provide evidence-based SEL lessons, pull small groups, and facilitate student discussions around topics that are important to them. This person would also coordinate staff professional development in verbal de-escalation, trauma-informed practices, and diversity and inclusion practices. Adding this position will help us to sustain our school culture and climate.**

As teachers work with students and families, we are finding that they also need additional support and time. Teachers must shift their teaching styles to foster more collaboration and cooperation. We must also design lessons and activities that encourage students to form opinions, ask questions, and think deeper about the world around them. This can be a difficult lift for teachers who have spent much of their career teaching in very traditional style learning environments. We are proposing to increase the time teachers

spend learning and growing through professional development, reviewing data, making data-driven decisions, and planning for differentiated instruction through quarterly half-day planning sessions. Our intended outcome is teachers making data-driven decisions that lead to students growing academically and all students reading on grade level by 5th-grade Spring of 2027.

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.

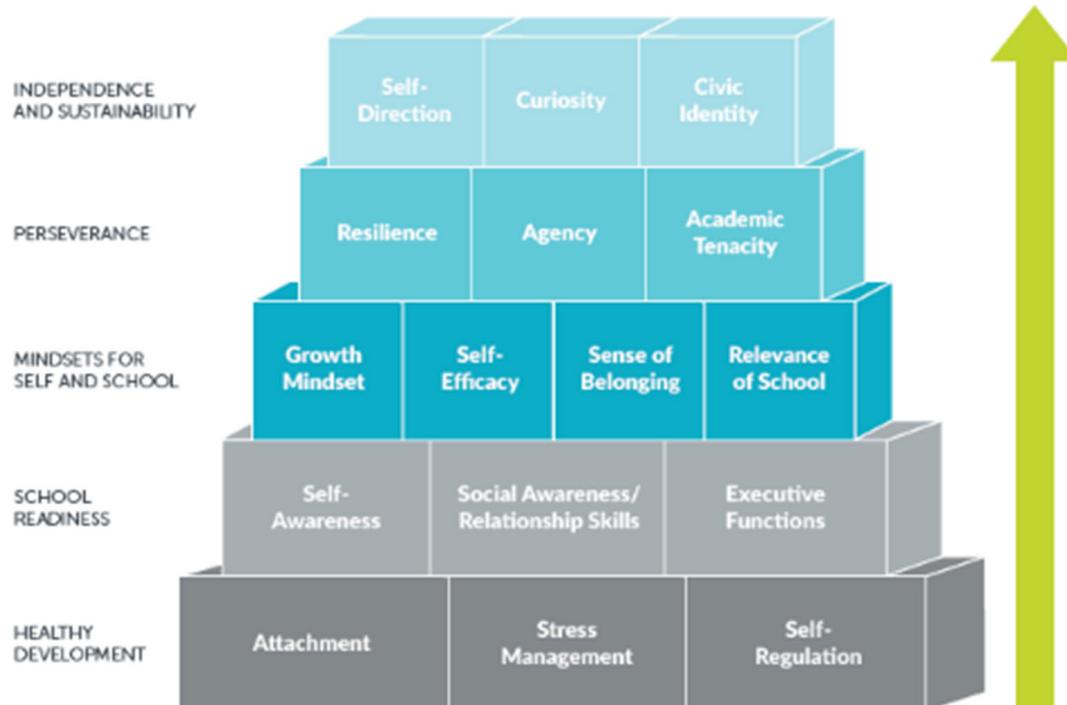
According to research, our basic needs must be met before we can begin to address other wants. This is equally important for students. We cannot educate a child who is in need of one or more of the building blocks for a strong foundation. Students who do not have stress management skills or a sense of belonging cannot learn. As educators, we must first address these needs. We propose a position dedicated to helping support the foundational needs of students so that teachers in classrooms can focus on their academic growth.

[Wraparound Services and Plans](#) This video outlines the components of a complete wraparound services plan. The goal of wraparound services is to provide students and families who are struggling with collective support to identify and meet their needs. As we know, when a student's needs are met they are better able to manage stress and struggle in the school environment.

[Enhancing Children and Youth Resilience Through School-Based Wraparound supports](#) While this study presents minimal quantitative data regarding the wraparound supports provided, the qualitative data cannot be ignored. Students who received the wraparound services described in this study “shared that the wraparound supports were vital for meeting their everyday life needs...”

[Systematic Review and Meta-Analysis Article](#) - This article analyzes and reviews multiple studies through meta-analysis. The research found that wraparound services had a positive effect on “a range of behavioral health outcomes.”

[Stress and the Brain](#) - When our brains are stressed it impacts the skills necessary for learning as shown in the diagram below. When any of these building blocks are missing, a student can exhibit stress that will affect their ability to learn and grow. One thing that can impact these building blocks is healthy relationships with caring adults.



When searching for research to support instructional planning time, I found many studies to support teachers' need for uninterrupted time. What intrigued me was the research supporting collaborative planning as a way to improve student achievement. I found that a school-wide approach to collaboration and planning can show a greater impact on instruction and learning. The research below demonstrates some of these findings.

[Instructional Planning Time: A Review of Existing Research \(2012 - 2013\)](#) - The research in this article advocates for a programmatic look at instructional planning. According to the research, teachers need approximately 3 hours of planning a week. It also notes that much of a teacher's planning time is interrupted by multiple duties. The need for collaborative planning time as part of a school-level program is evident. "Research on the impact of individual planning is limited; however, the use of collaborative planning has been associated with improved student achievement, especially at the secondary level."

[Teaming Up: Linking Collaboration Networks, Collective Efficacy, and Student Achievement](#) - The research in this Dutch study was able to link teacher team planning time (PLC) which they call collaboration networks with strong team connection and effectiveness. This in turn resulted in improved student achievement. "Findings indicate that well-connected teacher networks were associated with strong teacher collective efficacy, which in turn supported student achievement."

Additional Research and Information:

[Practices to Support Teachers in Lesson Planning - A collection of research](#)

[Scheduling for success - Common Planning](#)

[Time for teacher learning, planning critical for school reform](#)

[Providing Adequate and Structured Teacher Instructional Planning Time](#)

[What Educators are Learning During the Pandemic](#) - Wraparound Services on A Focus on Well Being

[How Teachers Can Support Traumatized Students \(and Why They Should\)](#)

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>By June 2027, STUDENT satisfaction with the school climate will improve, as indicated by the percentage of STUDENTS mostly agreeing or agreeing, (1) "I am satisfied with the learning environment in my school" increasing from 92.3%% to 93.7%%; (2) "I am satisfied with the social and physical environment in my school" increasing from 86.6% to 88.6%; (3) "Students from different backgrounds get along well at my school" increasing from 92.7% to 93.8%.</p>	<ul style="list-style-type: none"> • Develop and enhance opportunities for meaningful interactions with students of different backgrounds and abilities. • Enhance the PBIS program to encourage students to reduce behavior infractions • Coordinate and provide Professional Development and modeling around trauma-informed instruction, verbal-deescalation, and Social-Emotional Learning. 	<p>Review360 behavior report analysis</p> <p>Panorama Survey Data</p>	<p>Number of Review360 referrals decreases</p> <p>Students: "I am satisfied with the learning environment in my school" School Climate Survey</p> <p>Students: "I am satisfied with the social and physical environment in my school" School Climate Survey</p> <p>Students: "Students from different backgrounds get along well at my school" School Climate Survey</p>
<p>Goal 2:</p> <p>By June 2024, the percentage of all students who score “meets or exceeds” on SC READY ELA will increase from 84.3% to 85.2%.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Ensure regular analysis of classroom data through ongoing improved PLC structures. 	<p>Progress Monitoring:</p> <p>District benchmark assessments</p> <p>iReady diagnostic results</p>	<p>Performance Metrics:</p> <p>All students: meets or exceeds on SC READY ELA - School report card</p>

	<ul style="list-style-type: none"> • Utilize Leveraging Leadership/Relay PLC structure • Increase collaborative instructional planning time by adding quarterly ½ day planning sessions for each grade level 		
--	--	--	--



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: Decrease the number of office-managed discipline referrals in the first three quarters of the school year.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Develop and enhance opportunities for meaningful interactions with students of different backgrounds and abilities.	<ul style="list-style-type: none"> • Work with teachers to identify students with specific needs in the area of peer/social interactions • Coordinate Disabilities Awareness Week events • Set up a school calming space. • Coordinate and manage school-wide book buddy program. 	July 2022 - June 2024	Climate teacher
Enhance PBIS program to encourage students to reduce behavior infractions	<ul style="list-style-type: none"> • Survey students on incentives and interests. • Partner with East Cooper Faith Network (I-Beam) to provide mentoring support for students. • Set up monthly school-wide incentives • Enhance individual incentive program (VIP) 	July 2022 - June 2024	Climate teacher
Coordinate Professional Development	<ul style="list-style-type: none"> • Survey staff to determine PD Needs. • Plan and coordinate DAP support 	July 2022 - June 2024	Climate teacher

	<ul style="list-style-type: none"> opportunities. Observe school cultural practices for areas of growth. 		
--	--	--	--

Goal 2: Increase the percent of all students who score “meets or exceeds” on SC READY ELA

<p>Strategy 1:</p> <p>Use benchmark assessment data to inform differentiated instructional decisions.</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Review benchmark assessment data quarterly (within PLC) Provide ongoing professional development on differentiating instruction. 	<p>Implementation Dates:</p> <p>July 2022 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Administration Instructional Coach</p>
<p>Strategy 2:</p> <p>Ensure regular analysis of classroom data through improved PLC structures.</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Change PLC structure based on Leveraging Leadership/Relay training Provide additional (4hrs) monthly collaborative planning and PLC time. Use district-approved EL curriculum for reading and ELA. 	<p>Implementation Dates:</p> <p>July 2022 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Administration Instructional Coach</p>
<p>Strategy 3:</p> <p>Provide additional (4hrs) quarterly collaborative planning and PLC time for each grade level CD/K - 5.</p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Create a master scheduling plan for additional quarterly half-day planning time Ensure common planning time CD/K, 1st, 2nd, 3rd, 4th, and 5th-grade Coordinate substitutes for quarterly planning time. Interview/select second building substitute 	<p>Implementation Dates:</p> <p>July 2022 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Administration Instructional Coach</p>

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

<p>Activity 1:</p> <p>Hire a climate teacher (FTE 0.6) for the position of climate teacher</p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> Gather data and prepare school needs to share with the person hired 	<p>Cost:</p> <p>Using the average base salary (w/benefits) for a</p>
---	--	---

	<ul style="list-style-type: none"> ● Determine the scope of position <ul style="list-style-type: none"> ○ Coordinate community resources with student & family need to ○ Develop PBIS monthly programs and incentives ○ Provide teachers and students with strategies for managing behavioral outbursts ○ Plan and conduct parent training and information distribution ○ Monitor the school calming room ○ Provide school staff with professional development on supporting students in crisis ● Develop, set, and review support criteria, goals, and assessment tools for determining growth ● Post and hire a certified teacher (FTE 0.6 at MPA) 	<p><i>teacher of 89,396.00</i></p> <p><i>We would hire the largest FTE we could hire and sustain for 2 years with ESSER III funds.</i></p> <p><i>*This amount is subject to change*</i></p>
<p>Activity 2:</p> <p><i>Provide classroom teachers with additional planning time quarterly.</i></p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> ● Half-day planning time - master scheduling ● CD/K, 1st, 2nd, 3rd, 4th, and 5th grade - common planning time ● 1 building substitute teacher (180 x \$150.00) ● PLC structure using Leveraging Leadership (RELAY) training - ongoing leadership training ● Monthly Professional Development (sample topics) - plan and coordinate (with CCSD curriculum and instruction) <ul style="list-style-type: none"> ○ iReady and Dreambox ○ Rigorous Task Design ○ EL modules training ○ EL Skills Blocks & All Blocks training 	<p>Cost:</p> <p><i>Using the current substitute pay for a certified substitute of \$150.00 per day x 180 would cost approximately \$27,000.00 annually.</i></p> <p><i>3 additional subs a day for 3 days per quarter would provide each grade level quarterly planning at the cost of approximately \$5,400.00 annually.</i></p>
<p>Activity 3:</p> <p><i>Provide teachers with collaborative professional development with John Antonetti or instructors from the Leveraging Leadership Relay group (pending availability).</i></p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> ● Monthly Professional Development time - master scheduling ● Monthly Professional Development (sample topics) - plan and coordinate (with CCSD curriculum and instruction) <ul style="list-style-type: none"> ○ iReady and Dreambox ○ Rigorous Task Design - John Antonetti ○ EL modules training ○ EL Skills Blocks & All Blocks training ● <i>Contract with John Antonetti for 4 sessions of PD on instructional planning and rigorous task design</i> 	<p>Cost:</p> <p><i>\$6,500 per session (4 sessions a year) Approximate cost \$26,000.00</i></p>
<p>TOTAL:</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.

When looking to sustain this work we have the following ideas and plans in mind:

Activity #1 - Climate teacher: In order to sustain this position, we would look for alternate funding through our PTA or national, state, or local grant. **We would also spiral lessons and activities annually to make sure we are reteaching and supporting new students in our school. We would develop a new student program for students starting throughout the school year.**

Activity #2 - Providing quarterly half-day planning for each grade level CD/k -5th: Once the master schedule structure is set up to accommodate half-day common planning for each grade level, we will continue that schedule. This will include chunking lunch, recess, and special area breaks within the same 3 hour period to make the coverage easier. We are looking at the feasibility of adding student clubs to that time so that special area teachers will cover students while teachers are in planning sessions. We will look at data to determine the effects of time on student achievement and students' reading on grade level.

Activity #3 - Ongoing Professional Development with a leader in instructional planning: These PD sessions would provide guidance and practice in rigorous task design. We would shape our unit plans, lesson plans, and activities around lessons learned throughout the PD series.

Application Due Date	Approval Status Date
April 4, 2022	