

ESSER III School Proposal Template

Due April 4, 2022/Revisions Due April 19, 2022

School: Pinehurst Elementary School

Date: April 4th, 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 (District) 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. *See #3 Above*
HIGH-QUALITY TEACHERS/LEADERS	X (District) 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. *See #3 Above*

WRAP-AROUND SERVICES	X

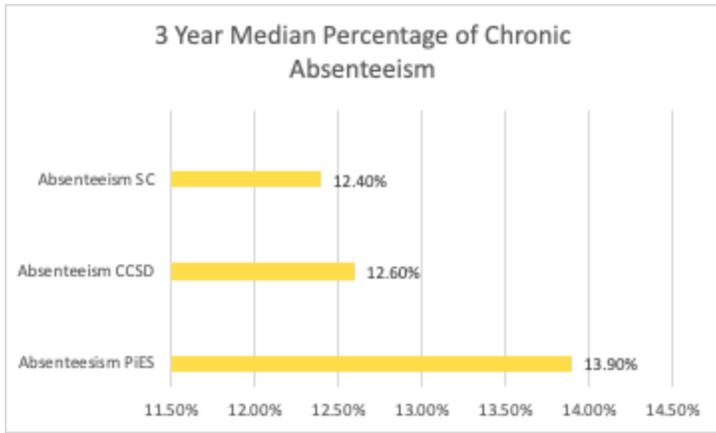
Year(s) of Implementation: *(Plans can be submitted for the Summer 22 and 22-23 and 23-24 school years. You may have a plan that you would like to implement for consecutive years, but please be advised that data will be utilized before moving forward with an additional year).*

Summer 22	N/A
2022-2023	Plan Implementation
2023-2024	Plan Continuation

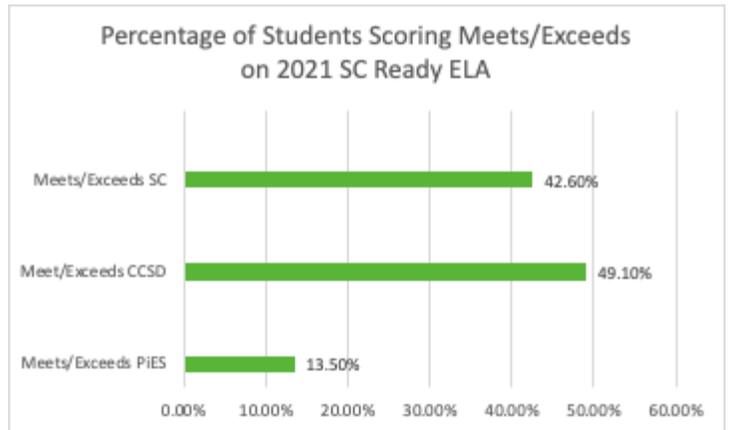
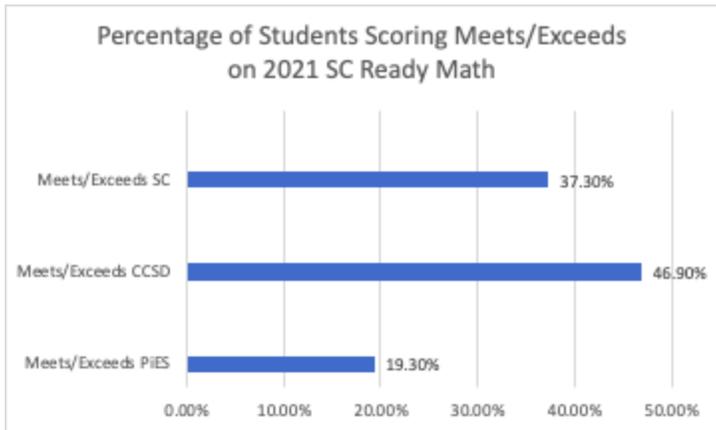
Statement of Intended Outcome – Charleston County School District and Pinehurst Elementary School’s Vision 2027 is to have all 5th grade students reading on grade level by 2027. This will be accomplished by using three (3) pillars- I Rigorous Grade-Level Instruct, II High Quality Teachers/Leaders, III Wrap-Around Services.

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 the chronic absenteeism rates provided by the Annual School Report Card, Pinehurst has had a marginally higher median percentage of chronic absenteeism over the previous 3 years than that of Charleston County School District and South Carolina. Acquiring a second certified guidance counselor to focus on truancy and chronic absenteeism will increase student attendance and reinforce the importance of school attendance to students and families. This additional guidance counselor will also provide the existing guidance counselor with more time to work with students’ Social Emotional Learning and mental health.



According to SC Ready ELA administered in Spring 2021, Pinehurst Elementary had 13.5% of 3rd, 4th, 5th graders score Meets/Exceeds, which is far below the Charleston County School District (CCSD) percentage of 49.1% Meets/Exceeds and the states 42.6% Meets/Exceeds. According to SC Ready Math administered in Spring 2021, Pinehurst Elementary had 19.3% of 3rd, 4th, and 5th graders score Meets/Exceeds, which is far below the CCSD percentage of 46.9% Meets/Exceeds and the state’s 37.3% Meets/Exceeds. When comparing Pinehurst Elementary’s Academic Achievement to Charleston County School District’s and South Carolina’s Academic Achievement as a whole, our 3rd, 4th, and 5th grade performance was significantly lower in ELA and Math. The addition of Reading Partners, a Math coach, and additional resources for ML students will significantly increase the quality of teachers’ instructional practices and the quantity of student learning.



Teachers need to be trained and coached in the implementation of the various math programs, curriculums, and initiatives provided by CCSD in order to use them effectively and increase student achievement. The addition of a math coach will allow Pinehurst to be a more effective school. Effective schools “provide professional development that enables teachers to use curriculum, assessments, and student data to improve student learning” (Mead, 2011, p. 8). Lee Richmond School focused on “site-based professional development” (Akhavan, 2005, p. 22) where teachers could “observe others in their classrooms, coach colleagues, or watch the learning director or . . . coach provide a demonstration lesson” (Akhavan, 2005, p. 22). “They allocate resources for timely interventions that help struggling students before they fall behind” (p. 8), as well. A math coach will also allow our current literacy coach an opportunity to focus solely on the implementation of literacy programs and initiatives provided by CCSD within Pinehurst Elementary. The additional time available to the literacy coach will then be used to assist teachers in increasing effective ELA instruction and student learning.

Another way to increase student performance in ELA is to provide teachers an opportunity to be trained in a program that is shown to increase literacy acquisition by MLs. One barrier to literacy acquisition faced by 1st-3rd grade students is phonemic awareness. According to David Paige, "learning to read in first - through - third grade builds on the earlier knowledge gained by the child in recognizing the sounds of language (phonemes), identifying letters, and attaching those sounds to letters" (p. 10). This can be particularly difficult for students that are English language learners or ELL/ML. "Phonemic awareness instruction is not a reading program and does not insure children will read and write, rather, it is a critical foundational piece to literacy acquisition" (Paige, 2017, p. 16). Phonemic awareness instruction does not need to take up an exorbitant amount of instructional time. In fact, according to David Paige's study, "the largest effect sizes were for instruction lasting less than 20 hours" (p. 16). Another barrier for our ELL students in fluency and comprehension. David Paige, citing the IES Practice Guide, states that "phonemic awareness: the ability to isolate and manipulate the sounds of spoken language. This includes the following skills:

- Ability to break a word into syllables
- Ability to delete a sound within a word and replace it with another" are "skills that facilitate letter-sound correspondence, decoding, fluent reading, and comprehension." (p. 13)

To support our teachers with the full implementation of EL (CCSD adopted) in August 2022, which is a rigorous, standards-aligned ELA curriculum and the continuation of LETRS Training (Provisos 1.6 and 1A.53), homeroom teachers will be paid \$40.00 an hour for professional development, asynchronous learning, and program planning completed after regular school hours and/or on Saturdays. This is to ensure that teachers have the appropriate time needed to implement the new EL curriculum with fidelity and complete the required coursework for all Palmetto Priority Schools. The \$40.00 an hour will be paid to 1st-5th grade homeroom teachers, sped teachers, and interventionists who are implementing the new ELA curriculum and/or required to complete LETRS training through the Provisos from SDE.

References

- Akhavan, N. (2005). Creating and sustaining a collaborative culture: Lee Richmond School improved instruction by creating a culture where it is good to question instructional practices and commit to finding answers together. *Leadership*, 34(5), 20-23.
- Mead, S. (2011). PreK-3rd: Principals as crucial instructional leaders. *Foundation for Child Development*, (7), 3-13.
- Paige, D. D. (2017). Best Practices for Building Educator Capacity and Competency in Early Language and Literacy Development: Birth to Third-Grade. *Online Submission*.

Research Links:

- <https://www2.ed.gov/datastory/chronicabsenteeism.html#four>,
- <https://www.edutopia.org/article/two-step-process-reducing-chronic-absenteeism>
- <https://www.epi.org/publication/student-absenteeism-who-misses-school-and-how-missing-school-matters-for-performance/>
- <https://readingpartners.org/our-impact/program-impact/>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2466586
- <https://files.eric.ed.gov/fulltext/EJ988195.pdf>
- <https://www.iejme.com/download/exploring-relationships-among-responsibilities-of-mathematics-coaches-and-specialists-and-student-10907.pdf>
- https://www.classsizematters.org/wp-content/uploads/2012/10/SERVE_how_class_size_makes_a_difference1.pdf
- <https://www.colorincolorado.org/ell-strategies-best-practices>

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:</p> <p>By June 2027, the percent of students that are chronically absent will decrease from 13.9% to 12.5%.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Purchase (1) certified Guidance Counselor at 1.0 FTE to act as Truancy Coordinator to educate parents on attendance requirements and paperwork. This Guidance Counselor will act as liaison between parents, DAP, DSS, and Family Court. 2. New guidance counselor will schedule and meet with parents or legal guardians of students who miss 3 consecutive days or 5 reach 5 unlawful absences to discuss Charleston County School District's attendance policy. 3. New guidance counselor will communicate the importance of consistent school attendance and consequences of chronic absenteeism to students via in class lessons, assemblies, and incentives for consistent attendance. 	<p>Progress Monitoring:</p> <p>Strategy 1</p> <ul style="list-style-type: none"> • Truancy meeting logs • Home visit logs • Training and professional development logs <p>Strategy 2</p> <ul style="list-style-type: none"> • Truancy meeting logs • Parent communication logs • DSS and DAP communication logs <p>Strategy 3</p> <ul style="list-style-type: none"> • Incentive logs • Lesson plans • Observations 	<p>Performance Metrics:</p> <p>Strategies 1 - 3</p> <ul style="list-style-type: none"> • Reduction in chronic absenteeism rate • Increase in attendance rate • Reduction in tardies • Reduction in students leaving school early • Increase in parental involvement in PTO, SIC, and conferences.
<p>Goal 2:</p> <p>By June 2027, increase the percent of students scoring Meets or Exceeds on SC READY Math from 19.3% to 36.3% for ALL students, from 7.8% to 13.9% for African American students, from 22.1%</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Employ a certified teacher 1.0 FTE as a Math Coach to provide instructional and curriculum support for teachers. 2. Math Coach will provide 	<p>Progress Monitoring:</p> <p>Strategy 1</p> <ul style="list-style-type: none"> • Training logs • Professional development logs <p>Strategy 2</p> <ul style="list-style-type: none"> • Training logs • Meeting agendas 	<p>Performance Metrics:</p> <p>Strategies 1-3</p> <ul style="list-style-type: none"> • <i>MAP Data</i> • <i>SC Ready Math Data</i> • <i>FastBridge Data</i> • <i>Data from other CCSD initiatives</i>

<p>to 24.5% for Hispanic students, and from 15.9% to 28.7% for students who are Multilingual Learners (English Language Learners).</p>	<p>training for all new teachers (new to the school, district, and/or profession), and established teachers and ensure fidelity of use of strategies, curriculum (Bridges Math), and initiatives.</p> <p>3. Math Coach will actively coach all math teachers during the instructional day.</p>	<ul style="list-style-type: none"> ● Coaching logs ● Observation logs <p>Strategy 3</p> <ul style="list-style-type: none"> ● Observation logs ● Coaching logs ● Coaching schedule ● Teacher lesson plan feedback 	
<p>Goal 3:</p> <p>By June 2027, increase the percent of students scoring Meets or Exceeds on SC READY ELA from 13.5% to 36.3% for ALL students, from 8.8% to 22.5% for African American students, from 13.8% to 26.7% for Hispanic students, and from 8.9% to 22.6% for students who are English Learners.</p> <p>*The goals have been recalculated with help from Dr. Joanna Gilmore, Director Assessment & Evaluation.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Contract services with Reading Partners to provide students with proven, individualized reading support they need to read on grade level by 3rd grade. Reading Partners will engage volunteer reading partners to work one-on-one with students who struggle with reading while addressing the needs of At-Risk students not meeting academic standards. 2. Purchase 3 certified teachers to act as floating Literacy Interventionists among 1st grade and 3rd grade to support students in reaching grade proficiency level for ELA. 3. Provide stipends at \$40.00 per hour for professional development, asynchronistic learning, and program planning after regular school hours in EL and LETRS, which is designed to increase language acquisition in ML students. 	<p>Progress Monitoring:</p> <p>Strategy 1</p> <ul style="list-style-type: none"> ● Observations ● Service Logs ● Assessment Data <p>Strategy 2</p> <ul style="list-style-type: none"> ● Lesson Plans ● Observation logs ● PLC Feedback ● Assessment Data <p>Strategy 3</p> <ul style="list-style-type: none"> ● Observations ● Lesson Plans ● LETRS Unit Completion Certificates ● Sign In Sheets ● Add-A-Job documentation 	<p>Performance Metrics:</p> <p>Strategy 1</p> <ul style="list-style-type: none"> ● MAP Data ● SC Ready ELA Data ● Fastbridge Data ● Benchmark Assessment Data <p>Strategy 2</p> <ul style="list-style-type: none"> ● MAP Data ● SC Ready ELA Data ● Fastbridge Data ● Benchmark Assessment Data <p>Strategy 3</p> <ul style="list-style-type: none"> ● MAP Data ● SC Ready ELA Data ● Fastbridge Data ● Benchmark Assessment Data ● WIDA ACCESS Assessment Data

--	--	--	--



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 June 2027, the percent of students that are chronically absent will decrease from 13.9% to 12.5%.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Purchase (1) certified Guidance Counselor at 1.0 FTE to act as Truancy Coordinator to educate parents on attendance requirements and paperwork. This Guidance Counselor will act as liaison between parents, DAP, DSS, and Family Court.</p>	<ol style="list-style-type: none"> 1. Interview and hire an additional certified guidance counselor 2. Provide training regarding CCSD's Truancy policies and procedures. 	<ol style="list-style-type: none"> 1. May 2022 2. Summer 2022 	<p>Principal Guidance Counselor</p>
<p>Strategy 2:</p> <p>Guidance Counselor will schedule and meet with parents or legal guardians of students who miss 3 consecutive days or 5 reach 5 unlawful absences to discuss Charleston County School District's attendance policy.</p>	<ol style="list-style-type: none"> 1. Provide the newly purchased guidance counselor with contact information and records of habitually absent students. 2. Hold parenting workshops for the families of Pinehurst students that include information regarding absenteeism, truancy, and the options available to parents regarding transportation. 	<ol style="list-style-type: none"> 1. August 2022 - June 2024 2. August 2022 - June 2024 	<p>Principal Guidance Counselor Parent Educator</p>
<p>Strategy 3:</p> <p>Guidance Counselor will communicate the importance of consistent school attendance and consequences of chronic absenteeism to students via in class lessons, assemblies, and incentives for consistent attendance.</p>	<ol style="list-style-type: none"> 1. Provide in-class instruction on the importance of consistent school attendance and the consequences of not attending school regularly. 2. Hold quarterly incentive activities to encourage students to attend school 	<ol style="list-style-type: none"> 1. August 2022 - June 2024 2. October 2022 - June 2024 	<p>Principal Guidance Counselors</p>

	consistently.		
<p>Goal 2: By June 2027, increase the percent of students scoring Meets or Exceeds on SC READY Math from 19.3% to 36.3% for ALL students, from 7.8% to 13.9% for African American students, from 22.1% to 24.5% for Hispanic students, and from 15.9% to 28.7% for students who are English Learners.</p>			
<p>Strategy 1:</p> <p>Employ a certified teacher 1.0 FTE as a Math Coach to provide instructional and curriculum support for teachers.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Interview and hire a certified teacher to act as Math Coach. 2. Provide Math Coach with training in all CCSD Math curriculum and initiatives. 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. May 2022 2. Summer 2022 	<p>Person(s) Responsible:</p> <p>Principal</p>
<p>Strategy 2:</p> <p>Math Coach will provide training for all new teachers (new to the school, district, and/or profession), and established teachers and ensure fidelity of use of strategies, curriculum, and initiatives.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Math Coach will observe teachers during their math lessons and provide feedback. 2. Math Coach will review math lesson plans and provide feedback. 3. Math Coach will teach model lessons for teachers when appropriate. 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. August 2022 - June 2024 2. August 2022 - June 2024 	<p>Person(s) Responsible:</p> <p>Math Coach Teachers</p>
<p>Strategy 3:</p> <p>Math Coach will actively coach all math teachers during the instructional day.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Math Coach will co-teach and coach teachers during their math lessons. 2. Math coach will provide small group instruction as needed. 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. August 2022 - June 2024 2. August 2022 - June 2024 	<p>Person(s) Responsible:</p> <p>Math Coach Teachers</p>
<p>Goal 3: By June 2027, increase the percent of students scoring Meets or Exceeds on SC READY ELA from 13.5% to 36.3% for ALL students, from 8.8% to 17.9% for African American students, from 13.8% to 25% for Hispanic students, and from 8.9% to 10.8% for students who are English Learners.</p>			
<p>Strategy 1:</p> <p>Contract services with Reading Partners to provide students with proven, individualized reading support they need to read on grade level by 3rd grade.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Contract services 2. Provide Reading Partners with a space to use with in the building 3. Provide Reading 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. Summer 2022 2. August 2022 3. September 2022 	<p>Person(s) Responsible:</p> <p>Principal</p>

<p>Reading Partners will engage volunteer reading partners to work one-on-one with students who struggle with reading while addressing the needs of At-Risk students not meeting academic standards.</p>	<p>Partners with a list of students that are At-Risk of not meeting academic standards.</p>		
<p>Strategy 2:</p> <p>Purchase 3 certified teachers to act as floating Literacy Interventionists in order to reduce class sizes during ELA instruction among 3 grades of the highest needs to support teachers and students in reaching grade level proficiency in ELA.</p> <p>The parent and community input received explicitly communicated that parents want their children helped in the area of reading.</p> <p>These three “floating” Literacy Interventionists will pull small groups and/or co-teach during ELA instruction to reduce the teacher:student ratio during ELA instruction.</p> <p>It was suggested in the feedback, “If certified people are going to be hired, the idea of ESOL teachers may support your ELL population better with being able to provide push in services vs. pull out services.” The majority of our students need help with learning their letters, learning letter sounds, and learning to read and write.</p> <p>District protocol has not allowed ESOL teachers to push in due to SDE guidelines, according to Chris Hagy, ESOL Coordinator. The current ESOL teachers at Pinehurst do not teach reading in isolation, which is what our ML students need.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Interview and hire 3 certified teachers at 1.0 FTE each. 2. Train new teachers in district curriculum and initiatives 3. Determine the 3 grade levels with the highest need. 4. Provide an opportunity for 3 new teachers to collaboratively plan with other grade level teachers to plan a schedule, lessons, and groups. 5. Floating teachers will move throughout the designated grade levels, pull small groups and/or co-teach during ELA instruction to provide smaller class sizes during the ELA block. 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. June 2022 2. Summer 2022 - August 2022 3. August 2022 - September 2022 4. August 2022 - May 2024 (weekly) 5. August 2022 - May 2024 (continuously) 	<p>Person(s) Responsible:</p> <p>Principal Assistant Principal Literacy Coach Teachers</p>

Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Provide stipends at \$40.00 per hour for professional development, asynchronous learning, and program planning after regular school hours in EL and LETRS, which is designed to increase language acquisition in ML students.</p>	<ol style="list-style-type: none"> 1. Teachers will attend District professional development for EL curriculum in August 2022. 2. Teachers will work with their grade levels to implement the new EL curriculum. 3. Teachers will record on timesheet hours spent after 3:00 planning for the EL curriculum. 4. Dates will be set for LETRS training through program coordinator for the 2022-2023 school year. 5. Teachers will work asynchronously to complete modules #3 and #4 in the fall and #5 and #6 in the spring. 6. Teachers will implement the EL program and LETRS strategies within their classrooms. 	<ol style="list-style-type: none"> 1. August 2022 2. August 2022 3. September 2022 - June 2024 	<p>Principal Assistant Principal Literacy Coach Teachers</p>



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:
<p>Purchase (1) certified Guidance Counselor at 1.0 FTE to act as Truancy Coordinator to educate parents and students on attendance requirements and required paperwork.</p>	<ol style="list-style-type: none"> 1. Interview and hire an additional certified guidance counselor. 2. Provide training regarding CCSD's Truancy policies and procedures. 	<p>\$92,598.00 average salary and benefits</p> <p>(The average guidance counselor salary above was provided by Adrienne Colantuoni, Budget Supervisor.)</p> <p>\$185,178.00 2 year average salary</p> <hr/> <p>A second year cost for 1.0 FTE Guidance Counselor would be \$185,178.00. We</p>

		would like to build a second year into this ESSER III proposal if this strategy is proven effective.
<p>Activity 2:</p> <p>Employ a certified teacher 1.0 FTE as a Math Coach to provide instructional and curriculum support for teachers.</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. Interview and hire a certified teacher to act as Math Coach. 2. Provide Math Coach with training in all CCSD Math curriculum and initiatives profession). 	<p>Cost:</p> <p>\$102,000.00 for specific teacher</p> <p>\$204,000.00 2 year salary</p> <hr/> <p>A second year cost for 1.0 Math Interventionist would be \$204,000.00. We would like to build a second year into this proposal if this strategy is proven effective.</p>
<p>Activity 3:</p> <p>Contract services with Reading Partners to provide students with proven, individualized reading support they need to read on grade level by 3rd grade. Reading Partners will engage volunteer reading partners to work one-on-one with students who struggle with reading while addressing the needs of At-Risk students not meeting academic standards.</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. Contract services with Reading Partners. 2. Provide space/classroom for program. 3. Monitor participants reading MAP scores. 	<p>Cost:</p> <p>\$25,000.00</p> <p>\$50,000 for 2 years</p> <hr/> <p>We would like to build a second year into this proposal if this strategy is proven to be effective.</p>
<p>Activity 4:</p> <p>Pay \$40.00 per hour to homeroom teachers in grades 1st-5th for implementing (August 2022) the newly adopted EL curriculum and/or completing LETRS Modules #3, #4, #5, and #6 asynchronously. LETRS Modules #7 and #8 will be completed in fall 2023.</p> <p>*The rate of \$40.00 an hour was provided by Pinehurst Elementary's Business Manager. Please see Angela Washington's</p>	<ol style="list-style-type: none"> 1. Identify specific dates and times for after hours work for EL and LETRS. Each LETRS Module takes approximately 8 hours to complete (the online required portion) per Voyager's effective timeline. Beginning in August 2022, identified teachers will need to complete one LETRS Module each nine weeks during the 2022-2023 school year. This asynchronous work MUST be completed outside of school hours. In-person trainings have been scheduled during CCSD Professional Development days for next school year.. 2. Schedule teachers to work. 3. Teachers complete appropriate paperwork and turn into bookkeeper. 4. Bookkeeper will process Add-A-Jobs. 	<p>Costs:</p> <p>Approximately 42 teachers, possibly working up to 48 hours, being paid \$40.00 an hour during the 2022-2023 and 2023-2024 school years:</p> <p>\$80,640.00</p>

<p>email to the right.</p>	<p>On Mon, Apr 4, 2022 at 8:28 AM Angela Washington <angela_washington@charleston.k12.sc.us> wrote: Good morning Ms. Benton. The EL Curriculum rate is \$40/hr. Have a great day!</p> <p>Angela M. Washington, MSM Business Manager-ELC Financial Services Division Charleston County School District 3999 Bridgeview Dr Charleston, SC 29405 843-743-2554 Office www.ccsdschools.com</p> <p>https://sites.google.com/charleston.k12.sc.us/secbookkeeper/home CHECK OUT OUR NEW SECRETARY/BOOKKEEPER RESOURCES WEBSITE!</p> <p><i>"Our deepest fear is nadequate. Our deepest fear is that we are powerful beyond measure."</i></p>	
<p>Activity 5: Purchase (3) certified teachers to act as floating teachers in order to reduce class sizes during ELA instruction among 2 grades showing highest needs according to data to support teachers and students in reaching grade level in ELA.</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. Interview and hire (3) certified teachers at 1.0 FTE each. 2. Provide training regarding CCSD's curriculums and initiatives. 	<p>Cost: \$268,200.00</p> <p>(This is the average salary for 3 teachers (\$89,396.00) according to the Fiscal Year 2023 Average Salary Listing for Special Revenue Funds.</p> <p>Average salary and benefits (3.0 FTE) 2022-2023</p> <hr/> <p>A second year cost of 2.0 FTE would be \$178,792.00 2023-2024.</p> <p>We would like to build a second year for 2.0 FTEs into this ESSER III proposal for the school year 2023-2024.</p>
<p>TOTAL: ESSER III Allocation \$989,500.00</p>		<p>\$966,810.00</p>
	<p>Special Note: Any left over funds will go towards EL materials, supplemental resources, and program management. The knowledge that schools will need to supplement the EL curriculum has been communicated by principal and literacy coaches piloting the EL curriculum this school year 2021-2022. Expenditures will include decodables, trade books, mentor texts, bins, etc. Pinehurst Elementary will not know these needs until program implementation.</p>	<p>\$989,500.00</p>

\$22,690.00 plus any funds recouped from using Average Salaries in ESSER III Plan.

This document was provided to all Literacy Coaches. These materials will be needed for EL, but not provided by EL or CCSD.

EL Materials list *Note: Every grade will need lots of chart paper for anchor charts

In addition to the materials below, please be sure to have a way of checking in/out materials to teachers to ensure materials, especially trade books, aren't misplaced from year to year. Schools have found success using a "FOSS kit" style system where teachers receive a box of the needed materials for each module that they will inventory and swap out when needed! Each grade will engage with FOUR Modules per year.

Grade Level	Buy Once	Buy Yearly	Find in School	Create
1st Grade	<ul style="list-style-type: none"> Ladle Whisk Tongs Funnel Measuring cup Eyedropper Magnifying glass Plastic tweezers (group set) Plastic beads (per student) Plastic cup (per student) Plastic tray Jump rope (one per group) Ball Timer Feathers (several examples for display) Beach Ball Pliers Pasta Servers (one per each group of 3 students) 	<ul style="list-style-type: none"> Legal-size Envelopes Tablecloths Popsicle Sticks Notebooks Sunflower Seeds (class set) Bin/bucket of dirt Tissue paper Black cardstock 	<ul style="list-style-type: none"> Two colored math counters Cuisenaire rods of different lengths (two per small group) Calculator 20 unifix cubes per group 15 sticky notes Tape Construction paper (green, yellow, blue) Cubes or other floating manipulatives Paper towels Class set of rubber bands Glue Markers Colored pencils Crayons (class set) White cardstock Paper clip Sentence strips Index cards 	<ul style="list-style-type: none"> Anchor charts Puppets Word wall cards
2nd Grade	<ul style="list-style-type: none"> Magnifying glasses (one per student) Recycling Bin Watercolor paint brushes Watercolor palettes (one per student) Video Recording device (one per class) 5 seed packs (variety of flowers and/or produce) Local wildflower seeds 	<ul style="list-style-type: none"> Notebooks playdough Envelopes Beachball Real plant parts (seeds, plants, flowers, fruits) 3 plants (for observational drawings) Yarn Straws Tissue Paper Popsicle sticks Assorted (real) fruits, flowers, and vegetables to display Cups Heavy Weight Cardstock 4.5 x 5.5 (1 piece per student- for drawing) 	<ul style="list-style-type: none"> Sentence Strips Construction paper glue Gather 25-30 impressionable objects 	<ul style="list-style-type: none"> Anchor charts Copy and staple School notebook and Off to class notebook Word wall cards
3rd Grade	<ul style="list-style-type: none"> Paintbrushes (1/student) 	<ul style="list-style-type: none"> Popsicle Sticks Flags or Sticky Tabs for organizing notebook Composition Notebooks Spiral Bound Notebooks Folders (3 per student) Play-dough (optional) Straws (optional) Colored cardstock Ribbons Red, yellow, blue, green watercolor Paint (1 set / pair) Sticky Notes Index Cards Cups 	<ul style="list-style-type: none"> Colored paper Glue Stickers ribbon Colored pencils World Map 	<ul style="list-style-type: none"> Anchor Charts Academic Word Wall
4th Grade	<ul style="list-style-type: none"> Watercolor paint brushes Watercolor palettes (one per student) 	<ul style="list-style-type: none"> Flags or sticky tabs Sticky Notes Popsicle Sticks Composition Notebooks Spiral Notebooks Folders (2 per student) Journals Index Cards cups 	<ul style="list-style-type: none"> Colored Pencils (red, yellow, blue, green) World Map Compass Points 	<ul style="list-style-type: none"> Academic and domain specific word walls (2 separate areas in the classroom) Anchor Charts
5th Grade	<ul style="list-style-type: none"> Watercolor paint brushes Watercolor palettes (one per student) 	<ul style="list-style-type: none"> Flags or sticky tabs Sticky Notes Popsicle Sticks Composition Notebooks Spiral Notebooks Folders (2 per student) Journals Index Cards Cups 	<ul style="list-style-type: none"> Colored Pencils (red, yellow, blue, green) World Map 	<ul style="list-style-type: none"> Academic and domain specific word walls (2 separate areas in the classroom) Anchor Charts

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.

Pinehurst Elementary plans to use Title I funding, as it has done in the past, to continue contracting with Reading Partners once the 2 year period for ESSER III funding has ended. At the conclusion of the 2023-2024 school year, if data proves that the math coach position increased the success of our students on the SC Ready Math and other district and state initiatives, Pinehurst Elementary will provide funding through Title I, EIA, or through a grant program. At the conclusion of the 2023-2024 school year, if data proves that a second guidance counselor decreases the occurrences of chronic absenteeism and increases student attendance, we will provide funding through Title I, EIA, or through a grant program.

Pinehurst Elementary plans to reduce the number of “floating” ELA teachers from 3.0 FTEs during the school year 2022-2023 to 2.0 FTEs during the school year 2023-2024. These two reductions will be absorbed by grade level natural attrition. Pinehurst Elementary would provide Title I funding for the third interventionist position for 2024-2025 if the need is still prevalent. The goal of these positions is to “work themselves out of a position”.

The EL materials, supplemental resources, and program management will be provided by EIA Fund 338 post ESSER III funding.

The FY23 Preliminary Title I Plan was developed to support CCSD’s Vision 2027 and Pillar III. Pinehurst Elementary has included the following in the FY23 Preliminary Plan: Lead Teacher, Parent Educator (bilingual), Computer Lab Teacher, Math Interventionist, Reading Interventionist, Professional Development materials, and IT peripherals.

Response to Feedback Comment: Limited systems development in plan.

As instructed, feedback for this ESSER III plan was collected from parents, teachers, faculty, and community partners. All stakeholders are aware that Pinehurst Elementary’s academic achievement is far below Charleston County School District and the state’s academic achievement. All stakeholders are aware that our students need a more personalized approach to learning to read, which is compounded by the large percentage of ML learners.

Due to this low academic achievement, our 1st-3rd grade and SpEd teachers have been directed by SDE to be LETRS trained over the next 18 months. All teachers will be trained in the newly adopted EL curriculum starting August 2022. With these two mandatory PD requirements, there is no time in the day or school year to realistically offer teachers with other PD opportunities.

Application Due Date	Approval Status Date
April 4, 2022	