

ESSER III School Proposal

Due April 4, 2022

School: **Mary Ford Early Learning & Family Center**

Date: 3/29/2022

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	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).*

Summer 22	
2022-2023	x

2023-2024	x
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Statement of Intended Outcome – By the fall of 2024, Mary Ford Early Learning and Family Center will be better equipped to address the needs of students that present with behaviors that hinder developmentally appropriate progress. Students served will be any student who scores “Extremely Elevated” and “Elevated Risk” on the Fall 2022 BESS Screener Tool. Student progress will be monitored bi-weekly through Review360 report analyses and again with the Winter 2023 and Spring 2023 BESS screener. We will proactively offer services and supports to improve executive functioning that will lead to positive social, emotional, and academic outcomes.

Research –

Prevention and intervention for our little scholars is key to their overall growth and success, as many of our students come to school from chaotic, non-structured, and oftentimes traumatic environments. According to student analyses completed via MTSS, Review 360, Parent Advocate/Guidance Counselor assessments/interviews/referrals, BESS data (completed 3 times per year), to date we have at least 30% documented students/families who have experienced extreme trauma. This trauma often results in extreme behaviors that lead to disruptive/destructive behaviors that impede the teaching/learning process. Research and data to support how our proposed strategies can have a positive impact on students from these types of backgrounds is listed below.

- Adverse Childhood Experiences (ACES) study and research
 - ACES:
 - Crime/victimization
 - Emotional abuse/mental illness
 - Substance Abuse
 - Economic challenges
 - Neglect
 - Why prevention and intervention matter for students who have experienced traumatic events or abuse-see https://preventchildabuse.org/images/docs/anda_wht_ppr.pdf
 - Decreasing long-term impact of ACE events, including mortality- see <https://pubmed.ncbi.nlm.nih.gov/23887883/>
- Literacy
 - Benefits for literacy and beyond for students raised in book-filled homes-see <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/study-finds-benefits-of-childrens-home-library.html>
 - The continued benefits of library storytime, especially when including electronic and print books-see <https://online.uwa.edu/news/library-storytime-important-student-learning/>
- Academic Development
 - Positive long-term impact of Head Start and early childhood enrollment-see <https://www.brookings.edu/research/the-long-term-impact-of-the-head-start-program/>

- Parent involvement
 - Academic and social improvement for students whose school builds positive relationships with parents-see <https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

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>Provide SEL (Social Emotional Learning) support for students transitioning from a traumatic environment into a structured school setting.</p>	<p>Additional school-wide staff members to support students and SEL implementation.</p> <p>MTSS and Student Support Team will analyze student need bi-weekly.</p>	<p>1. Reporting out to MTSS (Multi-Tiered System of Support). Team meets weekly.</p> <p>2. BESS data (Behavior Error Scoring System-behavior screener). Screener completed 3 times/year.</p> <p>3. Discipline Referrals. Trends and specific referrals are reviewed by Student Support team and Administration weekly.</p> <p>4. Behavior Intervention Plans. Plans are developed as-needed based on IPS (Individual Problem Solving) meetings. Parents, teacher, Administration, and Student Support Team collaborate to develop the IPS.</p>	<p>Progress reports (every 45 days)</p> <p>Report cards (quarterly)</p> <p>Review 360 reports (reviewed weekly)</p> <p>Parent surveys (monthly)</p>
<p>Goal 2:</p> <p>Provide early literacy support for</p>	<p>Strategies:</p> <p>Utilize strategies to close 30</p>	<p>Progress Monitoring:</p> <p>1. Family surveys</p>	<p>Performance Metrics:</p> <p>Parent surveys</p>

<p>students and families</p> <p>Family Literacy Events will take place at least Fall, Winter & Spring. Students will have access to new books and literacy materials on a monthly basis.</p> <p>Community Literacy Programs such as Begin with Books, FirstSteps Raising a Reader, and Imagination Library will be used to ensure every student has access to a new book every month.</p> <p>Use CCSD/CCPL partnership to encourage and support families to use the Public Library system.</p>	<p>million word gap. Students will be given books each month to increase exposure to new vocabulary. Parents will be coached during interactive workshops to maximize the usage of the literacy materials sent home.</p> <p>Partnering with parents and families to model and teach literacy strategies. This will take place through Parenting workshops, interactive storytimes, and at-home support materials curated by the Literacy Team.</p>	<p>(monthly and after each event)</p> <ol style="list-style-type: none"> 2. Increase in sustained school-wide reading time through weekly DEAR (Drop Everything And Read) time and schoolwide goals. 3. Student reading journals - completed bi-weekly, and analyzed by classroom teachers. 4. Caregiver Attendance at literacy events. 5. Formative and summative assessments for EHS and HS conducted and analyzed by classroom teachers. Text-level monitoring will be conducted by CD and K teachers every 6 weeks. 	<p>Parent attendance sign-in sheets</p> <p>30 million word gap parent commitment pledge.</p>
<p>Goal 3:</p> <p>Offer additional opportunities for enrollment for HS/EHS students.</p>	<p>Strategies:</p> <p>Targeting zoned families for early interventions.</p> <p>Building relationships early with families in our attendance zone</p> <p>Procuring items required for additional classroom space for EHS/HS</p>	<p>Progress Monitoring:</p> <ol style="list-style-type: none"> 1. Monitor waitlist for prospective Head Start students and chart trends from various demographics. 2. Document number of outreach events to community: monthly 3. Monitor school registrations for younger siblings to connect with families to outreach events and additional services. In-home services include At-Home parenting programs for infants through HeadStart and FirstSteps. Monitoring is ongoing, reports are reviewed weekly during 	<p>Performance Metrics:</p> <p>Decreased number of students on Head Start enrollment waitlist</p> <p>Use community and business partners for outreach and recruitment</p>

		Leadership Team.	
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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:
Additional school-wide staff to support students and SEL implementation.	Hiring for two staff positions: COVID Response Teacher and SEL & Behavior Support Coach	2022-23 and 2023-24 school years	Principal, school interview team, guidance counselor, instructional coach, leadership team
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
MTSS and Student Support Team will analyze student need bi-weekly.	<p>BESS data (Behavior Error Scoring System-behavior screener). Screener completed 3 times/year.</p> <p>Discipline Referrals. Trends and specific referrals are reviewed by Student Support team and Administration weekly.</p> <p>Behavior Intervention Plans. Plans are developed as-needed based on IPS (Individual Problem Solving) meetings. Parents, teacher, Administration, and Student Support Team collaborate to develop the IPS.</p>	2022-23 and 2023-24 school years	Principal, leadership team, MTSS team

Goal 2

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Increase student exposure to Tier I, II, and III vocabulary by providing authentic interactions with a variety of texts.	Promote non-profit free book programs for students with parent training on utilizing these resources	Ongoing throughout school year, beginning in Fall 2023 for non-profit promotion and at-home libraries	Parent advocate, teacher librarian, classroom teachers, master reading teacher, administrators, instructional coach, SIC

	<p>Developing at-home libraries for each student by providing books regularly</p> <p>Intentional reading events for parents and their scholars. Parents will be coached during interactive workshops to maximize the usage of the literacy materials sent home.</p>	<p>Fall 2022, Spring 2023, Fall 2023 and Spring 2024 for reading events</p>	
<p>Strategy 2:</p> <p>Use Community Literacy Programs such as Begin with Books, FirstSteps Raising a Reader, and Imagination Library will be used to ensure every student has access to a new book every month.</p>	<p>Implementation Steps</p> <p>Coordinate with classroom teachers and parents to send enrollment forms for each program.</p>	<p>Implementation Dates:</p> <p>Ongoing throughout school year, beginning in Fall 2023</p> <p>Fall 2022, Spring 2023, Fall 2023 and Spring 2024 for reading events</p>	<p>Person(s) Responsible:</p> <p>Literacy Team, Parent Advocate, Leadership Team, and classroom teachers.</p>
<p>Strategy 3:</p> <p>Use CCSD/CCPL partnership to encourage and support families to use the Public Library system</p>	<p>Implementation Steps:</p> <p>Use parenting events to distribute information regarding CCPL programming and collections. Ensure each family has access to the online catalog. All students in CCSD have a library card.</p>	<p>Implementation Dates:</p> <p>Ongoing throughout school year, beginning in Fall 2023</p> <p>Fall 2022, Spring 2023, Fall 2023 and Spring 2024 for reading events</p>	<p>Person(s) Responsible:</p> <p>Literacy Team, Parent Advocate, Leadership Team, Teacher Librarian</p>
<p>Strategy 4:</p> <p>Partnering with parents and families to model and teach literacy strategies</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Afternoon library storytime with students and parents 2. Interactive parenting sessions with family advocate and reading specialists, focusing on reading strategies 	<p>Implementation Dates:</p> <p>2022-23 and 2023-24 school year for storytime</p> <p>Fall 2022, Winter 2023, Spring 2023, and 2023-24 ongoing for parenting sessions</p>	<p>Person(s) Responsible:</p> <p>Teacher librarian, parent advocate, master reading teacher, reading coach, classroom teachers, administrators</p>
Goal 3			
<p>Strategy 1:</p> <p>Targeting zoned families for early interventions and wrap-around services.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Assist families with young children in our attendance zone to access wraparound services. 2. Parent Advocates will use 	<p>Implementation Dates:</p> <p>Fall 2023 and ongoing throughout 2022-23 and 2023-24 school years</p>	<p>Person(s) Responsible:</p> <p>Administration, family advocates, guidance counselors, MTSS team, attendance clerk,</p>

	monthly events to promote enrollment and usage of community resources including: Fetter Family Health Services, Lowcountry Food Bank, WIC, FirstSteps, Baby Net, and Child Find.		community partners, school nurse
<p>Strategy 2:</p> <p>Building relationships with families in attendance zone with young children.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Outreach to current families with young siblings of current students 2. Partner with local community organizations to determine families in attendance zone with younger children and introduce school and offerings to these families 	<p>Implementation Dates:</p> <p>Fall 2023 and ongoing throughout 2022-23 and 2023-24 school years</p>	<p>Person(s) Responsible:</p> <p>Administration, family advocates, guidance counselors, MTSS team, attendance clerk, community partners</p>
<p>Strategy 3:</p> <p>Procuring items required for additional classroom space for EHS/HS</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Work with current EHS/HS teachers to determine classroom needs for a new classroom 2. Communicate with early childhood department on provision of buildings/staff to determine date for ordering 	<p>Implementation Dates:</p> <p>Fall 2023-dependent on date additional classrooms are provided</p>	<p>Person(s) Responsible:</p> <p>Administrators, school budget clerk, classroom teachers, district early childhood staff</p>
<p>Strategy 4:</p> <p>Monitor waitlist for prospective Head Start students and chart trends from various demographics.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Review Monthly Reports with Leadership Team and Parent Advocates. 2. Communicate with applicants to review status. 3. Refer any families who cannot be served due to lack of space, to other community resources including: FirstSteps, and other HeadStart sites. 4. Families will remain in our database and will be communicated regularly through written and verbal communication should additional space become available. 	<p>Implementation Dates:</p> <p>Fall 2023-Spring 2022 and ongoing throughout 2022-23 and 2023-24 school years Increased dependent on date additional classrooms are provided</p>	<p>Person(s) Responsible:</p> <p>Administrators, Leadership Team, HS Staff, Family Advocate, and Parent Advocate</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:
Hire specialized personnel to support SEL and academic outcomes	1.0 SEL Behavior Lead (2022-23 and 2023-24) @ approximately \$82,000 salary & benefits per year = \$164,000 1.0 COVID Response Teacher (Funded w/ESSER II 2022-23, seeking funding for 2023-24) actual salary & benefits = \$86,190 Remaining \$10,000 for contingency of salary increases due to COLA, Step, etc.	\$260,000
Activity 2: Purchases for Community Partners and Parenting events	Specific Components of Activity: Professional Development– \$15,000 At-home Libraries – \$ 20,000 Supplies for Community & Parenting Events – \$25,000 Stipends – \$10,000	Cost: \$70,000
Activity 3: Secure Furniture & Equipment to offer expanded early Learning services	Specific Components of Activity: Outfit 2 additional Head Start classrooms with furniture and equipment @ approximately \$35,000 per classroom	Cost: \$70,000
TOTAL:		\$400,000

Sustainability –

Based on implementation of this plan along with full implementation of the Conscious Discipline program, the team anticipates school climate and student readiness will improve to a point that additional staff hired with the ESSER II and III funding will no longer be needed in the long-term. In the event that strategies listed in activities 2 and 3 continue to be required after the 2023-24 school year, the school will use support provided through CSI, Title 1, and/or Charleston Promise Neighborhood discretionary funds.

Application Due Date	Approval Status Date
April 4, 2022	