

ESSER III School Proposal Template

Due April 4, 2022

School: Minnie Hughes Elementary

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:

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	X
2022-2023	X

2023-2024	X
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Statement of Intended Outcome – If there were ever such a time to pour in resources to support our future leaders of tomorrow, the time is now. The pandemic has had an extremely negative effect on our community’s well-being and being in the rural area of Charleston county where the school’s poverty level exceeds 97%, receiving funds to help carry out a mission such as this brings possibility and hope to the students and families of Hollywood. MHE’s ESSER III proposal is designed to help meet the needs of students, teachers, and families to reach their full potential academically, socially, and emotionally by providing equitable resources and personnel to deliver training and instruction, while upholding accountability.

One thing that stands out the most is the number of behavior incidents we have had this year of students struggling with the proper skills and tools necessary to help them navigate and self-regulate their emotions to control their behaviors and responses. When you begin to factor how much face-to-face social time was missed, you clearly see the effects it has on the maturity levels in which we are presently dealing with. Almost 98% of MHE’s students are economically disadvantaged and the pandemic has increased the gap between the students whose families might choose a specialized school or therapy to address their child’s academic or SEL needs and those whose parents can’t afford it or even know it is an option.

Our ESSER III proposal includes specific strategic initiatives that will improve the well-being of our students, our teachers and staff, and parents. In addition to these wrap-around services, MHE students need rigorous instruction delivered by highly trained teachers to close the achievement gap caused by COVID. MHE shares the CCSD goal that all students will read on grade level by 5th grade in Spring of 2027. Our proposal will build our teachers’ capacity to effectively deploy the strong curricular programs the district has selected (LETRS, EL and Bridges), thereby increasing our teachers’ level of job satisfaction and increasing teacher retention.

Finally, MHE’s proposal will help build equity in our community.

We believe that the more students that are provided direct instructional opportunities as part of their tier 1 core curriculum, the fewer students that will struggle and need tier 2 or 3 academic interventions as they progress through school. Similarly, the more students served with tier 1 or 2 SEL/wrap-around services, the fewer students who will end up needing more intense behavioral/emotional interventions down the line.

Simply put, the outcome of our ESSER III proposal will result in fewer behavior infractions, increased teacher retention, and increased student achievement.

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.

Bridges Intervention

Bridges Intervention offers an expert combination of tools to bring success within reach of students at risk of falling behind and is flexible enough to be used with any elementary math curriculum.

Provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework.

Intended to complement regular math instruction, Bridges Intervention is ideal for small groups or individuals. Students work with models — starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, each focused, 30-minute session is matched to student needs.

Wrap Around Services:

In an Article: “In a World ‘So Upside Down,’ the Virus Is Taking a Toll on Young People’s Mental Health” (New York Times) it states.

“The shuttering of the American education system severed students from more than just classrooms, friends and extracurricular activities. It has also cut off an estimated 55 million children and teenagers from school staff members whose open doors and compassionate advice helped them build self-esteem, navigate the pressures of adolescence and cope with trauma....mental health experts worry about the psychological toll on a younger generation that was already experiencing soaring rates of depression, anxiety and suicide before the pandemic....”

<https://namica.org/blog/impact-on-the-mental-health-of-students-during-covid-19/>

Capturing Kids’ Heart

Relational, Intentional, and Transformational- Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, Capturing Kids' Hearts® equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.

“If you have a child’s heart...you can have a child’s mind.” Flip Flippen

After many years of working as a psychotherapist, Flip and a team of experts built Capturing Kids' Hearts to equip teachers, coaches, administrators, and district leaders to implement transformational processes focused on:

- Cultivating relational capacity
- Improving school culture
- Strengthening trust between teachers and students
- Building self-managing classrooms
- Creating accountability
- Improving academic performance
- Fostering trauma-informed care

“If we invest in helping educators learn to model positive behaviors, we will see exponential results in the lives of students.”

Minnie Hughes Elementary Current ACRF funding for matches

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:
<i>By spring 2024, the percentage</i>	<ul style="list-style-type: none"> ● <i>Increase rigorous instruction in</i> 	<ul style="list-style-type: none"> ● <i>Utilizing our MAP, iReady,</i> 	

<p>of students in Not Met 1 and Not Met 2 who move up at least one readiness level will increase from 25.5% (baseline: spring 2021) to 45.5% (target/goal: spring 2024) in Reading (ELA).</p> <p>By May 2027, the percent of students in Grades 3,4, and 5 scoring Meets or Exceeds on the ELA Section of the SC READY will increase from 17.9% baseline to 36.3%.</p> <p>MHE students will read on grade level by 5th grade May 2027.</p>	<p>the areas of Reading by having additional Literacy assistants who are properly trained in the curriculum</p> <ul style="list-style-type: none"> • TA support for Push- In format to help with small group instruction. • Include opportunities for the arts to be infused with curriculum to strengthen comprehension through Drama and Music. • Use brainware to strengthen the cognitive development of all students grade 3 - 5. • Use the Lead teacher to help facilitate learning/planning, analyze data, provide training, and maintain fidelity observations/checkpoints for accountability. 	<p>and FastBridge data</p> <ul style="list-style-type: none"> • Having teachers utilize pre and post assessments in the classroom to assess grade level standards. • Guide Teacher planning period to help ensure lesson plans are intentionally driven by the data. • Conduct classroom observations and walkthroughs weekly to keep everyone accountable and address changes as needed • Assessments will include formative assessments such as exit tickets and end of unit assessments. • Teachers will also use aggressive monitoring to assess the needs of students and provide small/whole group teaching to reteach skills that have not been mastered. 	<p>Fastbridge</p> <p>MAP</p> <p>SC READY</p> <p>i-Ready Diagnostics.</p>
<p>Goal 2:</p> <p>By spring 2024, the percentage of students in Not Met 1 and Not Met 2 who move up at least one readiness level will increase from 42.5% (baseline: spring 2021) to 52.5% (target/goal: spring 2024) in Math.</p> <p>By May 2027, the percent of students in Grades 3,4, and 5 scoring Meets or Exceeds on the Math Section of the SC READY will increase from 23.5% baseline to 35%.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Increase rigorous instruction in the areas of Math by having certified interventionists • TA support for Push- In format to help with small group instruction. • Provide the necessary curriculum professional development training to support intervention services • Use the Lead teacher to help facilitate learning/planning, analyze data, provide training, and maintain fidelity observations/checkpoints for accountability. 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Utilizing our MAP, iReady, and FastBridge data • Having teachers utilize pre and post assessments in the classroom to assess grade level standards. • Guide Teacher planning period to help ensure lesson plans are intentionally driven by the data. • Conduct classroom observations and walkthroughs weekly to keep everyone accountable and address changes as needed • Assessments will include formative assessments such as exit tickets and end of unit assessments. • Teachers will also use aggressive monitoring to assess the needs of students and provide small/whole group teaching to reteach skills that have not been 	<p>Performance Metrics:</p> <p>MAP</p> <p>SC READY</p> <p>KRA</p> <p>Fastbridge</p>

		mastered.	
<p>Goal 3:</p> <p>The data from our Panorama and BESS indicated that our students struggle with regulating their emotions and ranked at 59% in the area of Self Management. By Spring 2024, we will increase this area to 80%.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Having Guidance to serve our students in meaningful small groups to support SEL • Use the SEL Specialist to help students beyond tier 1 with self regulation • Provide professional development training to teachers so that they can assist students with management within the classroom which will also include management of peer relationships. Students will be taught how to organize notebooks, manage their time, prioritize their work/duties, create a plan, set goals, and complete tasks. They will also be guided into having restorative conversations with their peers. 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Students will be required to maintain a binder that details all required documentations that are needed to stay on task. • Teachers will periodically check in with students and check the progress on their work status and completion rate. Teachers will conduct four check-ins per nine weeks for a total of sixteen for the year. • Students will also track their restorative conversation and maintain a reflection log that teachers will also check off on. Teachers will keep a log of when students have restorative conversations and check their reflection sheets to make sure they are completed. 	<p>Performance Metrics:</p> <p>Personalized Binders</p> <p>Tracking Sheets</p>
<p>Goal 4:</p> <p>Our goal at Minnie Hughes will be to retain our teachers and staff. The data from our Staff Panorama indicated that our teachers and staff left work exhausted (47%), stressed (71%) and unconnected to other adults in the building (58%).</p>	<p>Strategies:</p> <p>To increase the retention of our teachers and staff, we will provide more collaboration opportunities for them. Schedules will be created to provide collaborative planning times where teachers are able to plan and share ideas regarding best classroom practices. Paraprofessionals will also have an opportunity to collaborate together in their respective area to share ideas.</p>	<p>Progress Monitoring:</p> <p>Each teacher will have a binder in which they maintain their student's data, as well as documentation regarding their collaborative sessions. Data will include such things as tips, ideas, resources and student info such as student demographic data, next steps, IEP, 504, etc. information, parent communication, self reflections, grade level standards for previous, current, and upcoming grades. The administrative staff will attend meetings and review teachers' data binder for accountability.</p>	<p>Performance Metrics:</p> <p>Personalized Binders</p> <p>Tracking Sheets</p> <p>Schedule of meeting dates</p>

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 (ELA)

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<p>Strategy 1:</p> <p><i>Increase rigorous direct instruction in the areas of Reading by hiring one Reading assistance for Intervention.</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Hire an assistance/individual who is qualified in the areas of Reading and ensure they receive the necessary training for the curriculum with best instructional practices to implement with students. ● Collect Spring 22 and Fall 22 Fastbridge, MAP, and SC READY data ● Identify students for intervention groups ● Implement small group specialized, direct instruction ● Monitor progress (weekly or bi-weekly) ● Monthly team meetings to review data and intervention group progress and selection ● Adjust groups based on progress monitoring ● Administer Winter Fastbridge and MAP ● Adjust groups if needed ● Continue intervention, PM, and group adjustments ● Administer Spring Fastbridge, MAP and IReady and SC READY ● Review data from year 1 ● Select potential participants for year 2 implementation and repeat steps in year 2 	<p>Implementation Dates:</p> <p><i>Fall 2022-Spring 2024</i></p> <ul style="list-style-type: none"> ● Begin with student identified ● Collect baseline data and progress monitor bi-weekly ● Create schedules that allow push in services during small group rotations during literacy. ● Attend Weekly PLCs to develop specific techniques to focus on during direct 	<p>Person(s) Responsible:</p> <p><i>Principal, Coach Interventionist</i></p>
<p>Strategy 2:</p> <p><i>Provide teachers with adequate planning periods time to keep up and time to fully learn and implement the new LETRS and EL curriculum</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Ensure there are enough full time special areas in the Master schedule to support common planning periods. By matching .5 computer lab to create full time positions. The computer lab TA would use software and digital components and/or brainware to 	<p>Implementation Dates:</p> <p><i>Fall 2022-Spring 2024</i></p> <p>Teachers will receive support through trainings offered .</p>	<p>Person(s) Responsible:</p> <p><i>Principal</i></p>

	<p><i>strengthen the cognitive development of all students grade 3 - 5.</i></p> <ul style="list-style-type: none"> • <i>Purchase Extra EL decodables and text sets along with the storage for them.</i> 		
<p>Strategy 3:</p> <p><i>Use the Arts programs such as Music and Theater to enhance/compliment Reading and comprehension.</i></p>	<p>Implementation Steps:</p> <p><i>Matching the .5 Music to create a full time Music teacher that could collaborate with the Teacher Librarian for intentional infusing of the arts in curriculum.</i></p>	<p>Implementation Dates:</p> <p><i>Fall 2022-Spring 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal, Coach, Lead Teacher</i></p>
Goal 2 (Math)			
<p>Strategy 1:</p> <p><i>Establish TA support for Push-In services format during small group times in Reading & Math to assist with Direct instruction for SPED and Tier 2 students.</i></p>	<p>Implementation Steps:</p> <p><i>Hire a substitute who will fill a support role (interventionist or floating TA) for an extended period of time. This would be treated as a long-term sub. They would support in the areas of Reading and Math and ensure they receive the necessary training for the curriculum to be able to assist and provide direct intervention add-on assistance as necessary</i></p>	<p>Implementation Dates:</p> <p><i>Fall 2022-Spring 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal</i></p>
<p>Strategy 2:</p> <p><i>To increase rigorous instruction by focusing on the curriculum material and all its components necessary for intervention including manipulatives.</i></p>	<p>Implementation Steps:</p> <p><i>Implement supportive curriculum training for Bridges Intervention. Lead teacher will closely observe and monitor that intervention services stay on task</i></p>	<p>Implementation Dates:</p> <p><i>Fall 2022-Spring 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal</i></p>
Goal 3 (SEL & Wrap around Services)			
<p>Strategy 1:</p> <p><i>To help close the gap of students needing additional SEL support. By teaching and implementing programs necessary to teach the proper skills.</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • <i>Purchase and Implement the Zones of Regulation program to complement our Second Step curriculum for tier 2 and 3 students.</i> 	<p>Implementation Dates:</p> <p><i>Fall 2022-Spring 2024</i></p>	<p>Person(s) Responsible:</p> <p><i>Principal</i></p>
<p>Strategy 2:</p>	<p>Implementation Steps:</p>	<p>Implementation Dates:</p>	<p>Person(s)</p>

<p><i>By focusing on Positive Behavior Incentives and Systems to reach our students with buy in from the staff</i></p>	<ul style="list-style-type: none"> ● Hire a Floating TA to reteach and use restorative practices to reach students as necessary when not doing intervention or substituting. ● Utilize Lea teacher to assist and be preventative in measures ● Implement Capturing Kids Hearts 	<p>Fall 2022-Spring 2024</p>	<p>Responsible:</p> <p>Principal Lead Teacher</p>
<p>Strategy 3:</p> <p><i>Provide Professional Development training for teachers and all staff who support students so that they are able to guide students into conducting conversations with each other and be able to resolve any conflicts they may have with each other.</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Hire a Lead Teacher to reteach and use restorative practices to handle disciplinary issues while also assisting to ensure fidelity is occurring instructionally as supports are put in place to help with the new curriculum 	<p>Implementation Dates:</p> <p>Fall 2022-Spring 2024</p> <p>August 11, 2022 - Restorative Practice PD, Review 360 PD</p> <p>August 12, 2022 - Classroom Management PD, PBIS PD, Second Steps</p> <p>Every Friday will be a “Huddle Up Friday” where teachers will reflect on their week and we initiate a focus goal for the upcoming week.</p>	<p>Person(s) Responsible:</p> <p>Principal Lead Teacher</p>
<p>Goal 4 (Retaining High Quality Teachers)</p>			
<p>Strategy 1 :</p> <p><i>Provide teachers with adequate planning periods time and paid professional PD days to keep up with EL and LETRS requirements for maximum collaboration and time to fully learn and implement the new LETRS and EL curriculum</i></p>	<p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Provide teachers and resource teachers a full day, four times a year, to plan and prepare for an upcoming EL module. ● Provide opportunities to work afterschool -add a job ● Secure substitutes 	<p>Implementation Dates:</p> <p>SY22-23</p> <p>Q1: August 1, 2022- K/1st August 2, 2022- 2nd/3rd August 3, 2022- 4th/5th (Stipends for off contract work)</p> <p>Q2: October 17, 2022- K/1st October 18, 2022- 2nd/3rd October 19, 2022- 4th/5th (Subs Provided)</p> <p>Q3: January 10, 2023- K/1st January 11, 2023- 2nd/3rd January 12, 2023- 4th/5th (Subs Provided)</p> <p>Q4: March 14, 2023- K/1st March 15, 2023- 2nd/3rd March 16, 2023- 4th/5th</p>	<p>Person(s) Responsible:</p> <p>Principal Lead Teacher Reading Coach Teachers</p>
<p>Strategy 2:</p>	<p>Implementation Steps:</p>	<p>Implementation Dates:</p>	<p>Person(s)</p>

<p>Teacher Book Club: Leaders of Their Own Learning SY22-23</p> <p>Teacher Book Club: The Energy Bus SY23-24</p>	<ul style="list-style-type: none"> • Order Leaders of Their Own Learning • Schedule book club sessions • Order The Energy Bus novel for teachers • Order the Energy Bus book for classrooms 	<p>22-23 school year & 23-24 school year</p>	<p>Responsible:</p> <p><i>Principal</i> Lead Teacher Reading Coach Teachers</p>
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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:
1.0 Interventionist TA	<i>Hire a Reading Interventionist TA will provide push-in and pull out services for students struggling to meet grade level expectations.</i>	\$60,579.00 per school year 22-23 & 23-24 Total= \$121,158.00
Activity 2: .5 Music	<i>Collaborate with the Teacher Librarian for intentional infusing of the arts in curriculum. Form Drama/Musicals Match with .5 GOF.</i>	\$30,436.05 per school year 22-23 & 23-24 Total= \$60,872.10
Activity 3: FT. Floating TA	<i>Earmark funds for a substitute who will fill a support role (interventionist or floating TA) for an extended period of time. This would be treated as a long-term sub, so you could request resumes, and interview for the position.</i>	\$28500.00 22-23 & 23-24 Based on Kelly pay Rates of 150/day Total=\$57,000.00
Activity 4: Lead Teacher	<i>Salary- GOF Average Salary/Full Benefits for Lead Teacher \$92,108.00 per year</i>	\$92,108.00 per school year 22-23 & 23-24 Total= \$184,216.00
Activity 5: .5 Computer TA	<i>To provide push-in services format during small group times in Reading & Math to assist with Direct instruction for SPED and Tier 2 students. Match with .5 GOF.</i>	\$23,481.98 per school year 22-23 & 23-24 Total= \$46,963.96
Activity 6:	Specific Components of Activity:	Cost:

<i>Brainware software</i>	<i>Use brainware to strengthen the cognitive development of all students grade 3 - 5.</i>	\$9,385.00 22-23 only
Activity 7: <i>EL & LETRS Paid work time</i>	Specific Components of Activity: 1. Provide teacher stipends (110 per day) for off contract training \$1430 (SY22-23) & \$1430 (SY23-24)	Cost: \$2,860.00 22-23 only
Activity 8: <i>Extra Decodables/ Text Sets/ Storage</i>	Specific Components of Activity: <i>Decodables and storage to help them as they learn and implement the EL curriculum.</i>	Cost: \$5000.00 22-23 only
Activity 9: <i>Teacher Book Club</i>	Specific Components of Activity: <i>Purchase Books</i>	Cost: \$1582.25 22-23 only
Activity 10: <u>Zones of Regulation</u>	Specific Components of Activity: <i>All-in-One Across Age Groups Bundle The Zones of Regulation Series Ages: 5 - 18 The Road to Regulation & The Regulation Station: Understanding and Managing Feelings & Emotions 2-Storybook Set: The Zones of Regulation Series Tools to Try Cards for Kids: Regulation Strategies to Focus, Calm, Think, Move, Breathe, and Connect The Zones of Regulation Series The Road to Regulation Poster The Zones of Regulation Series</i>	Cost: \$229.99 \$49.99 (2) \$24.99 (2) \$14.99 (2) =\$409.93 22-23 only
TOTAL:		\$489,447.24

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.

With the implementation of the above planned positions and programs, we hope to close the achievement gap that the students of Minnie Hughes have compared to their peers throughout this district and their peers around the world. If we are able to successfully complete this goal under our new administration, we would not have a severe need for many of the positions listed. We would be able to allocate funds from Title One and also supplement with PTO for the necessary roles to continue on the work we are doing versus starting from the gap we are at presently. I am certain that those in leadership roles will gather more experience under me to be able to go on to be awesome sought after leaders in CCSD. Purchasing the materials listed for one year will be sufficient as the materials will still be here after.

Application Due Date	Approval Status Date
April 4, 2022	