Charleston County SCHOOL DISTRICT > excellence is our standard

STUDENTS ARE THE HEART OF OUR WORK!

ESSER III School Proposal Template
Due April 4, 2022

School: Sullivan's Island Elementary

Date: 3/30/22

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	

Statement of Intended Outcome –

Our overall intended outcome is that all students will be reading on grade level by the fifth grade. We intend to reach this goal AND improve the overall learning environment for every child by 1) developing collaborative, trusting relationships with all families, 2) leveraging volunteer programming to increase student opportunities for learning, and 3) increasing collective teacher efficacy through targeted professional development.

During the past two and a half years, we have seen unprecedented changes within the world of education. From shifting on a moment's notice to support distance learning to navigating social distancing and masking parameters, school districts, administrators, teachers, students, and families have found themselves in an unsettled and often unknown world. Although individual stakeholders have tried their best to maintain a pre-COVID "normal," the pandemic highlighted many inadequacies in how we engage families in the school community. Overnight, we found ourselves relying on families to truly become our partners in education. However, we soon realized that the pre-COVID ways had not really tapped into family engagement, and many of our families were lost in understanding the school organization and structure. Our system of one-way communication was not consumed in the ways we thought or intended, thus resulting in confusion and frustration. The pandemic taught us that merely communicating does not move the needle for student success. We must actively build relationships with ALL families, and to do this, we must build the bonds of trust to create valued partnerships.

As stated in the article, *Family engagement reimagined: Innovations strengthening family-school connections to help students thrive,* "The African proverb, 'It takes a whole village to raise a child,' serves as a reminder to educators that education is a partnership and partnerships require frequent, two-way communication. In two-way communication, both people listen to each other, gather information, and are willing to work together in harmony (Center for the Education and Study of Diverse Populations, 2006). During two-way communication, the people involved interact —they ask questions, paraphrase, and check to be sure they understand what the other person is saying. This interaction determines the outcome of the communication (for example, a decision or an agreement). By contrast, in one-way communication, one person provides information, attempts to persuade the other person, or asks the other person to do something (Center for the Education and Study of Diverse Populations, 2006). One-way communication practices include parent newsletters, report cards, websites, and home–school newsletters. Two-way communication involves school-initiated and family-initiated communication. Examples include dialogue, phone calls, conferences, and open houses (Trumbull, 2011). For effective family engagement, both one-way and two-way communications are necessary."

At SIES, we believe that family engagement is the key to student success. We truly believe that families are the untapped potential that pulls everything together. We need to build and leverage these often ignored social capital resources. When we do this, research indicates that a trickle-down effect will occur. When teachers focus on building trust and engaging in two-way communication, they report a deeper understanding of student circumstances and a marked improvement in student motivation and engagement. Additionally, 93% of teachers report positive changes

in both behavior and academics. Families are watching us like never before. We provided a glimpse into the school environment through distance learning, but this hurt some relationships with families. It is now more important than ever that we re-establish the bonds of trust with ALL families to leverage the potential of all students.

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.

1. Charania, Mahnaz (2021). Family engagement reimagined: Innovations strengthening family-school connections to help students thrive. *Christensen Institute.* Retrieved March 29, 2022, from https://whoyouknow.org/wp-content/uploads/2021/09/Families-9.28.pdf
2. Dean, C., Nieves, F., Frunzi, K., Garcia, M., & Miller, K. (2016). Toolkit resources for engaging families and the community as partners in education. *Institute of Education Sciences.* Retrieved March 30, 2022, from https://ies.ed.gov/ncee/rel/Project/4509
3. Darling-Hammond, L., & Cook-Harvey, C. (2018). Educating the whole child: Improving school climate to support student success. *Learning Policy Institute.* Retrieved March 29, 2022, from https://learningpolicyinstitute.org/product/educating-whole-child-brief

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:
*Strengthen collaborative, trusting relationships with **ALL SCHOOL FAMILIES** so that by June 2023, **PARENT** satisfaction with the school climate will improve, with the percentage of PARENTS that agree or strongly agree with the items (1) "I am satisfied with home-school relations" will increase from 76.9% to 80.4%; and, (2) "My child's school considers changes based on what parents say" will increase from 42.3 % to 53.5%.*	*1. Implement a **Two-Way Family Communication Plan** to include surveys, focus groups, and parent leadership opportunities.* *2. **Streamline** available school resources and procedures to ensure easy access for all families, including school guidelines, mental health services, multi-language services, and home-school communication.* *3. Provide various **parent resources and events t**o increase understanding and*	*School SIC surveys conducted monthly to check progress,* *Parent, student, and teacher focus group feedback,* *Website, and communications usage.* *Parent attendance at conferences and school-wide events.*	*South Carolina Department of Education School Parent Climate Survey Results Spring 2023*

	accessibility of the curriculum and the school-wide Coastal Environment theme.		
Goal 2: Leverage volunteer and community partners programming to diversify learning opportunities that tap into **STUDENT INTERESTS** and needs so that by *June 2023, STUDENT satisfaction with the school climate will improve with the percentage of STUDENTS that agree or strongly agree with the items, (1) "I am satisfied with the learning environment in my school" will increase from 88.2% to 90%; and (2) "I am satisfied with the social and physical environment in my school" will increase from 88% to 89.8%.*	Strategies: 1. *Develop a comprehensive* **Volunteer Training and Recognition Plan.** 2. *Implement a co-facilitation model for volunteers/partners to help with* **student clubs before and after school.**	Progress Monitoring: *Student surveys and student focus group feedback.* *Volunteer and Community Partnership surveys and focus group feedback.* *Volunteer and Community Partnership monthly participation rates.* Use data from MTSS meetings to develop some of the student groups.	Performance Metrics: *South Carolina Department of Education School Student Climate Survey Results Spring 2023*
Goal 3: Increase **COLLECTIVE TEACHER EFFICACY** through targeted professional development and support with classroom materials so that by *June 2023, TEACHER satisfaction with the school climate will improve, with the percent of TEACHERS that mostly agree or agree with the items, (1) "I am satisfied with the learning environment in my school" will increase from 95.2% to 95.9%; (2) "The level of teacher and staff morale is high at my school" will increase from 70% to 74.5%; (3) "There are relevant professional opportunities offered to teachers at my school" will increase from 95.2% to 95.9%; (4) "The school leadership makes a substantial effort to address teacher concerns" will increase from 90.4% to 91.8%maintain at*	Strategies: 1. *Engage staff in meaningful* **Summer and Back-to-School Professional Development** *to collaborate on schoolwide procedures and process the idea of Two-Way Communication with students, parents, and the community.* 2. *Provide opportunities for* **Extended Planning for Bridges and EL**. *Teacher partners will collaborate with the instructional coach.* 3. *Provide teachers with suggested* **EL materials** *to support Schoolwide implementation.*	Progress Monitoring: Based on classroom observations, set goals and check progress on EL and Bridges instruction. Monitor classroom newsletters and consistency with streamlining schoolwide communication. Discuss progress monthly with Faculty Senate	Performance Metrics: *South Carolina Department of Education School Climate Survey Results Spring 2023*

100%.

Goal 4: By June of 2027, we will close the achievement gap for students in poverty by increasing the number of students who met or exceeded SC Ready ELA from 50% to 80%.	Strategies: 1. Provide services and training to parents in supporting student learning. 2. Implement a two-way communications plan to regularly share student progress and strategies for student support. 3. Use trained volunteers to work with students that are reading below grade level.	Progress Monitoring: PLC and MTSS data ELA MAP and ELA SC Ready data iReady data	Performance Metrics: SC Ready ELA 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
Develop collaborative, trusting relationships with **ALL SCHOOL FAMILIES.**

Strategy 1:	**Implementation Steps:**	**Implementation Dates:**	**Person(s) Responsible:**
*Engage staff in meaningful **Summer and Back-to-School Professional Development** to collaborate on schoolwide procedures and process the idea of Two-Way Communication with students, parents, and the community.*	☐ *Gather input from parents, staff, and students regarding schoolwide procedures and communication.* ☐ *Organize a panel of stakeholders and family engagement experts to present at both PDs and serve as an ongoing resource.* ☐ *Plan and implement a 3-Day trip to Bull's Island Professional Development for up to 20 Staff Members.* ☐ *Plan and implement Back-to-School*	*Gather Input and Develop Stakeholder/Expert Panel May 2022* *Bull's Island PD: June 2022* *Back to School PD: August 2022*	*Lead Teacher, Parent Educator, Principal*

	Professional Development for full staff on the first teacher workday.		
Strategy 2: ***Streamline*** *available school resources and procedures to ensure easy access for all families; to include: school guidelines, mental health services, multi-language services, and home-school communication.*	**Implementation Steps:** ☐ *Gather input from parents, staff, and students regarding schoolwide procedures and communication.* ☐ *Research untapped CCSD and community resources for families.*	**Implementation Dates:** *June 22 - May 23*	**Person(s) Responsible:** *Lead Teacher, Parent Educator, Guidance Counselor, Principal*
Strategy 3: *Provide various **parent resources and events** to increase understanding and accessibility of the curriculum and the school-wide Coastal Environment theme.*	**Implementation Steps:** ☐ *Schedule family curriculum trainings, Principal Coffee chats, and focus groups.* ☐ *Revamp family handbook, school website, and social media presence.*	**Implementation Dates:** *June 2022 - May 2023*	**Person(s) Responsible:** *Parent Educator, Teacher Librarian, Coastal Team, Instructional Coach, Principal*

Goal 2
Leverage volunteer programming to increase student learning opportunities.

Strategy 1: *Develop a comprehensive **Volunteer Training and Recognition Plan.***	**Implementation Steps:** ☐ *Glean input from teachers, parents, SIC, and Parent Joint Council before beginning the plan.* ☐ *Organize a plan to include general and differentiated training and expectations for different volunteer opportunities.* ☐ *Work with parents to clearly communicate how all parents can engage and volunteer.*	**Implementation Dates:** *June 2022 - May 2023*	**Person(s) Responsible:** *Parent Educator, Principal*

Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Implement a co-facilitation model for volunteers/partners to help with **student clubs before and after school.**	☐ *Develop a framework for morning and afternoon small groups and clubs. Include student voice and choice.* ☐ *Develop training for volunteer facilitators.*	*August 2022 - June 2023*	*Parent Educator, Technology Teacher, Coastal Team*

Goal 3 Increase collective teacher efficacy through targeted professional development.			
Strategy 1:	**Implementation Steps:**	**Implementation Dates:**	**Person(s) Responsible:**
Engage staff in meaningful **Summer and Back-to-School Professional Development** *to collaborate on schoolwide procedures and process the idea of Two-Way Communication with students, parents, and the community.*	☐ *Gather input from parents, staff, and students regarding schoolwide procedures and communication.* ☐ *Organize a panel of stakeholders and family engagement experts to present at both PDs.* ☐ *Plan and implement a 3-Day trip to Bull's Island for up to 20 Staff Members.* ☐ *Plan and implement Back-to-School Professional Development for full staff on the first teacher workday.*	June 2022 - August 2023	*Parent Educator, Lead Teacher, Instructional Coach Principal*
Strategy 2:	**Implementation Steps:**	**Implementation Dates:**	**Person(s) Responsible:**
Provide opportunities for **Extended Planning for Bridges and EL**. *Teacher partners will collaborate with the*	☐ *Gather teacher input and map out dates and times for extended planning.*	*August 2022 - June 2023*	*Instructional Coach, Lead Teacher*

instructional coach.	☐ *Coordinate a combination of in-house and substitute coverage for classrooms.*		
Strategy 3: *Provide teachers with suggested **EL materials** to support schoolwide implementation.*	**Implementation Steps:** ☐ *Use the suggested materials list to complete school-wide classroom materials for EL modules 3 & 4.* ☐ *Purchase and organize materials for distribution.*	**Implementation Dates:** *June - August 2022*	**Person(s) Responsible:** *Instructional Coach, Lead Teacher*

Close the achievement gap in reading for students in poverty.

Strategy 1: Provide services and training to parents in supporting student learning.	**Implementation Steps:** ☐ ***Streamline** available school resources and procedures to ensure easy access for all families, including school guidelines, mental health services, multi-language services, and home-school communication.* ☐ *Provide various **parent resources and events t**o increase understanding and accessibility of the curriculum and the school-wide Coastal Environment theme.*	**Implementation Dates:** June 2022-August 2023	**Person(s) Responsible:** *Parent Educator, Lead Teacher, Instructional Coach*
Strategy 2: Implement a two-way communications plan to share student progress and strategies for student support regularly.	**Implementation Steps:** ☐ *Implement a **Two-Way Family Communication Plan** to include surveys, focus groups, and parent leadership opportunities.*	**Implementation Dates:** June 2022-August 2023	**Person(s) Responsible:** *Parent Educator, Lead Teacher, Instructional Coach Principal*
Strategy 3: Use trained volunteers to work with students	**Implementation Steps:** ☐ *Develop a framework for morning and afternoon*	**Implementation Dates:** June 2022-August 2023	**Person(s) Responsible:** *Parent Educator,*

reading below grade level.	*small groups and clubs. Include student voice and choice.* ☐ *Develop training for volunteer facilitators.*		*Lead Teacher, Instructional Coach Principal*

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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:
Hire a highly qualified, certified Parent Educator for SY23	*The Parent Educator will work to rebuild parent trust and streamline access to school-wide resources for one year. She will also coordinate a new system for volunteers and partnerships. The intent of this one-year position is to expedite the recovery of parent engagement and student learning as a result of COVID. Part of the job will be to identify specific areas of need and delegate those responsibilities across the school community. We would like to recommend a current teacher for the position who is familiar with curriculum, staff, students, and community.*	**$89,396** **(average teacher salary)**
Activity 2: *Include 80 additional hours each of work during Summer 22 and Summer 23 for the Lead Teacher and Parent Educator.*	*During the summer, the Lead Teacher and Parent Educator will work with the Principal to prepare 2-Way Communication PD for Staff, plan and implement summer activities to equip parents and students for back to school, and reset our volunteer/partnership plan.*	*Cost* **$17,600** *($40 per hour with a total of $55 to cover benefits)*
Activity 3: *Hourly wages for teachers to work after school for Targeted Study Skills and Student Clubs with assistance from parent and community volunteers during SY23.*	***Specific Components of suggested materials list*** *former special interest area program; we will pay teachers to sponsor after-school programming at no charge to students during SY23. The teacher may co-teach the class with volunteers and community partners.*	*Cost:* *Teacher Funding **$10,000*** *Materials **$750***
Activity 4: *Design and implement professional development centered around two-way communication and streamlining school-wide practices and procedures.*	***Specific Components of Activity:*** *In-depth 3-day, 2-night session for 20 staff members at Bull's Island to include materials for make-it-take it science activities. The Bull's Island trip is in partnership with Cape Romaine National Wildlife Refuge and Coastal Expeditions. Additionally, a 1-day back-to-school session for all staff at Providence Church on Daniel Island.*	*Cost:* *Bull's Island PD: **$5,000*** *Make-It-Take Science Materials: **$1,000*** *Back-to-School: **$1,000***
Activity 6	*We use a model in which we use in-house coverage and our*	*Cost:*

Earmark funding for additional substitutes to assist with continuing our extended planning time for EL and Bridges.	*building sub to cover for teams of two teachers at a time to participate in targetted, collaborative planning time with the instructional coach. These funds are earmarked to ensure that we can continue with this model.*	***$7,100***
Activity 6 *Purchase additional classroom materials needed for EL Education.*	*Complete the process of ensuring that all teachers have the materials they need for EL modules.*	*Cost* ***$5,000***
Activity 7 *Renew school displays for school vision, PBIS, and community engagement.*	*Publish banners, signage, and print material to encourage engagement in learning and communication of schoolwide information.*	*Cost* ***$2,154***
TOTAL:		**$139,000**

Sustainability –

We are frontloading our proposal implementation for Summer 22 and School Year 22-23. We intend to complete an intensive overhaul of our school-wide systems in one year and then regroup to see which continued supports are needed and which can be reduced or removed. The position of Parent Educator is explicitly intended for recovery and is designed to last for one year only.

By March 2023, Leadership Team and School Improvement Council will determine if a proposal for additional funding for a partial or full-time position is necessary. Following the same protocol for determining other community-funded teaching positions, we would gather input from all stakeholders and present a funding proposal to our Friends of Sullivan's Island School (501c3 with Coastal Community Foundation). The total funds would already be on hand for the following school year (SY24), as with any contractual position funding.

The person hired as Parent Educator will formally acknowledge an understanding that the position is for one year only, and at that time, they may be moved back into a teaching position within their certification areas in the building or at another school in CCSD.

Application Due Date	**Approval Status Date**

April 4, 2022	