CCSD School Board Meeting

June 13, 2022

CCSD Superintendent's Update

AGENDA

- CCSD Graduation Video
- Class of 2022 Highlights
- School Security Update
- District 20 Principals Collaboration Program
- ESSER III FTEs
- Questions

*Presenting a compilation of
2022 Commencement
Ceremonies across the district*

🎓 CCSD Graduation Highlights 🎓

Academic Magnet High School

Baptist Hill High School

Burke High School

Early College High School

CCSD Graduation Highlights

continued

Charleston School of the Arts

James Island Charter High School

Military Magnet Academy

North Charleston High School

CCSD Graduation Highlights

continued

RB Stall High School

St. John's High School

Wando High School

**West Ashley High School**

School Security Update

❖ **Emergency Planning, Drills and Training**

  ❖ All hazards emergency plan in place

  ❖ Regular training

❖ **Physical Security Measures: "Defense-in-Depth"**

  ❖ Fences, surveillance cameras, security vestibules

  ❖ Visitor management protocols

❖ **Threat Reporting, Detection and Assessment**

  ❖ Reporting to law enforcement

  ❖ Monitoring system

  ❖ Detailed risk assessment

❖ **School Resource Officers / Security Personnel**

  ❖ CCSD Search and Safety Team

Check out the
YouTube video:
CCSD 101:
School Security

District 20 Principals Collaboration Program (D20PCP) 2022-2024

Join us and have your wildest dream of academic growth, student success, real parent partnership and sustained community involvement become a reality.
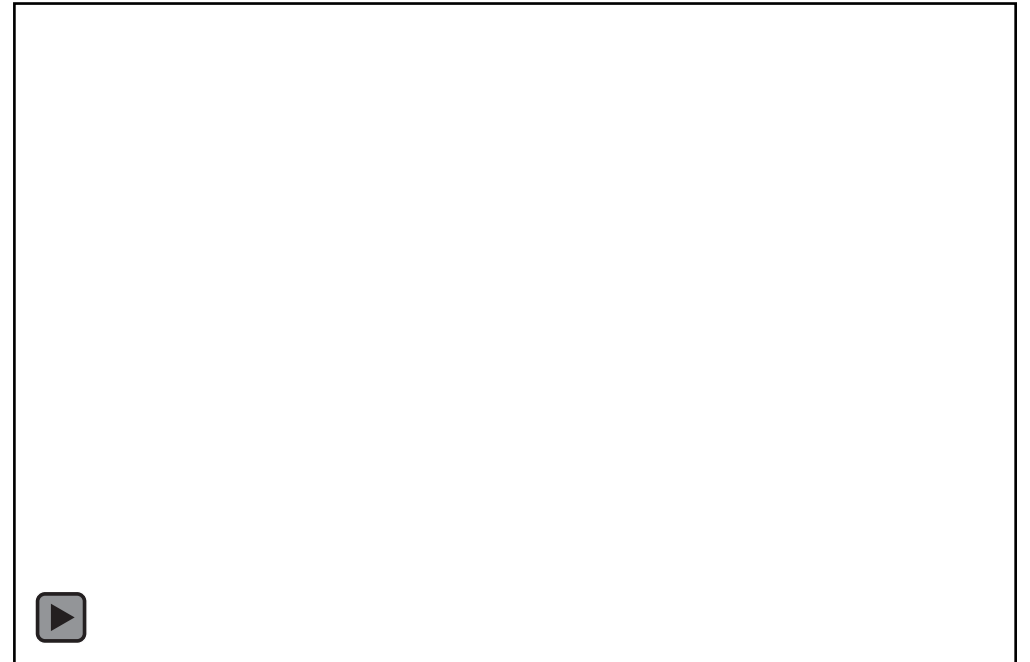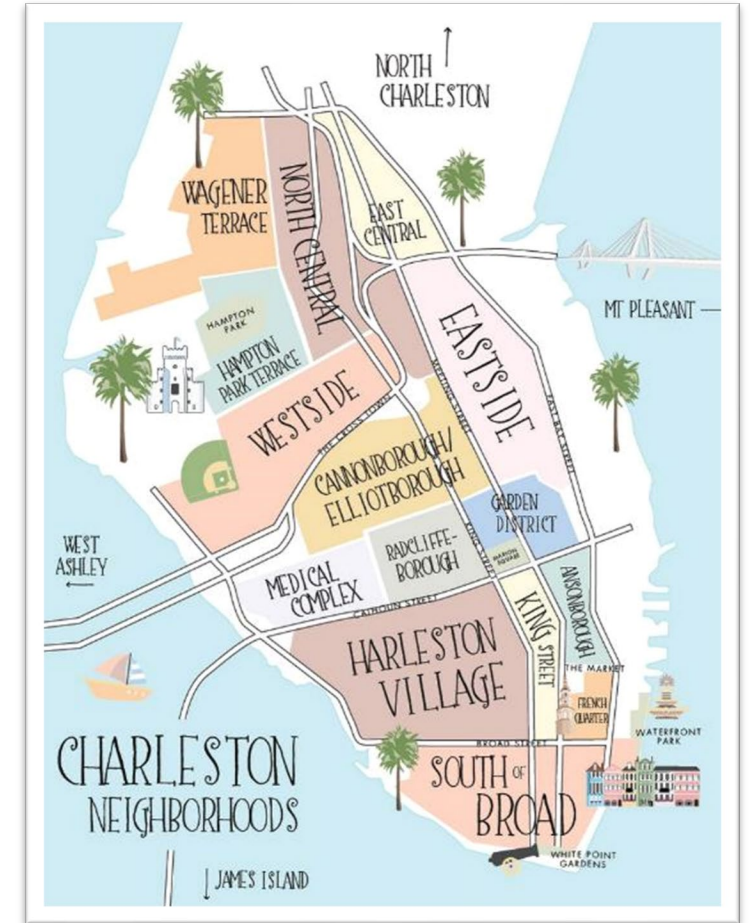
Funded by:
Federal Program ESSER III

Charleston > excellence is our standard
County SCHOOL DISTRICT

D20PCP

Participating Schools
Feeder System

- ❖ Sanders-Clyde Elementary

- ❖ Julian Mitchell Elementary

- ❖ Charleston Progressive Academy

- ❖ Simmons-Pinckney Middle

- ❖ Burke High

D20PCP Leadership Team

- ❖ Mrs. Janice Malone, D20PCP Team Leader, Sanders-Clyde Elementary School

- ❖ Mrs. Cheryl Swinton, Strategy I Leader, Student Support Initiative

- ❖ Burke High School

- ❖ Mrs. Wanda Sheats and Mrs. Stephanie Spann, Strategy II Leaders Family/(Parent-Student) and Community Support Initiative

- ❖ Charleston Progressive Academy

- ❖ Simmons-Pinckney Middle School

- ❖ Dr. Amber Sainz, Strategy III Leader - Teacher Recruitment and Retention Leader

- ❖ Julian Mitchell Elementary School

- ❖ Dr. Barbara D. Dilligard

Statement of Intended Outcomes

"By spring of 2027, all students will read on grade level by 5th grade."
This is the goal and clarion call of the CCSD.

To address the overarching goal of the Charleston County School District (CCSD), five principals from the Constituent District 20 schools formed a collaboration to strengthen and direct the academic progress of students served in the D20 feeder system of elementary, middle, and high schools.
The derivative of this collaboration is now called the District20 Principal Collaboration Program (D20PCP).

We are in sync with our teachers, support staff, School Improvement Councils, parents and students in this pursuit of excellence for our scholars, our parents and our D20PCP family. With their support and the participation of our community organizations, success is ahead!

Through this collaboration the following outcomes are expected:

❖ Outcome 1 – Increased student performance at all grade levels as measured in Reading, Math, and Language Arts, as well as state end-of-course tests and national standardized tests administered annually

❖ Outcome 2 – Decreased grade retention and the need for course recovery at the high school level

❖ Outcome 3 – Improved student attendance and timeliness to school/classes by at least 15% over the previous data collection

❖ Outcome 4 – Decreased student discipline problems by measurable amounts based on individual school data of pre-post measurements annually

❖ Outcome 5 – Increased parent participation in student education, in school sponsored activities, and program wraparound services

❖ Outcome 6 – Improved favorable attitude ratings by participating groups (students, parents, faculty, staff, and community partners) toward school support and assistance for students and themselves as measured by school climate surveys and Panorama surveys

❖ Outcome 7 – Decreased teacher turnover, have better recruitment results for the best and brightest educators, and enhanced professional development for teachers, administrators, and staff

❖ Outcome 8 – Increased awareness of students and parents about their history and enhanced experiences with cultural activities which stretch the mind and promote social growth of everyone for improved participation in a culturally diverse society

District 20 Principals Collaboration Program
ORGANIZATION CHART
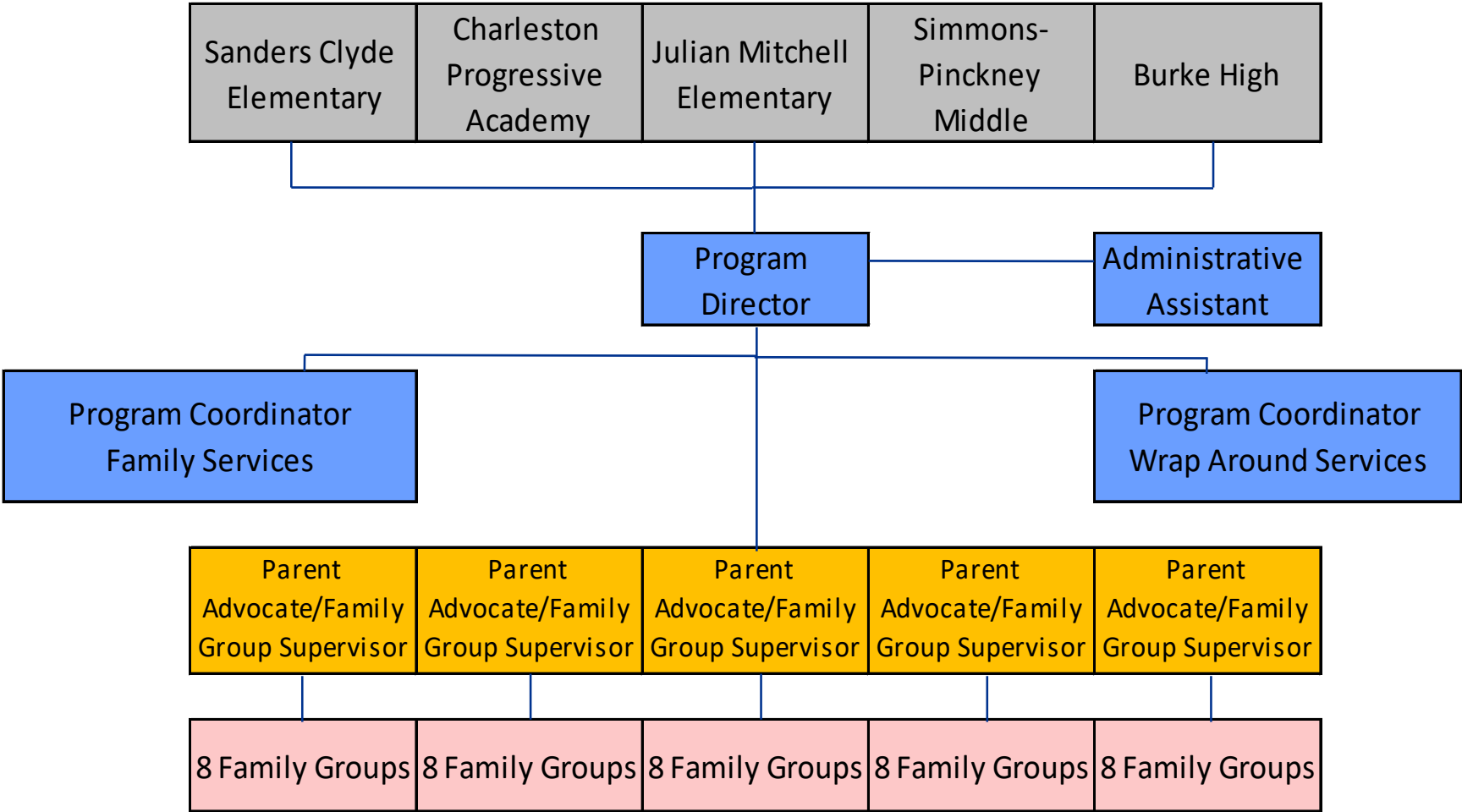
Strategy I

❖ **Student Support Initiative** - This initiative will support students' academic and social/emotional success in school to perform at proficient or higher levels in all content areas and on standardized tests such as SC Ready PSAT, ACT, and SAT; reduce absenteeism, tardiness, and behavior concerns.

  ❖ Extended Learning   * Social- Emotional Initiatives
  ❖ Cultural Enrichment   * Heritage School of Knowledge

RESEARCH SAYS:
1. In a RAND report, the overall conclusion is that extended learning programs are generally effective at producing expected outcomes. Regular attendance and consistent participation are keys to success.
2. The meta-analysis research found "significantly improved social and emotional skills, attitudes, behavior, and academic performance. They further stated that to be most effective, social-emotional learning should be integrated across the school day, including during academic instruction.
3. This research also indicates that students who participate in ethnic studies are more academically engaged, develop a stronger sense of self efficacy and personal empowerment, perform better academically and graduate at higher rates.

Strategy II

❖ **Family/(Parent-Student) and Community Support Initiative** - This initiative will provide holistic support for identified families to mentor, encourage, support, engage community organizations and help families access resources needed to improve the overall academic success, mental and social well being of all students.

❖ Family Coach Teams and Parenting Classes

❖ Family Education and Economic Development

❖ All-Star Teams – across school lines – in nontraditional sports

❖ Wraparound services- Rapid assistance for mental health counseling, onsite clinics – general health, vision, hearing, dental, etc.

❖ Family Engagement – Support and Incentives

❖ Non-profit and community organization collaborations

RESEARCH SAYS:
1. According to the Annie E. Casey Foundation, engaging parents with mentors (D20PCP Family Coaches) help to strengthen families and result in a "win-win" for students. Mentoring programs have been shown to provide a wide range of positive influences on young people, from reduced substance use to improved school attendance; attitudes toward peers and family; and enhanced self-esteem, along with other attributes.
2. By focusing on helping the family establish a caring and supportive relationship with a volunteer adult mentor, better results occur. Mentors can be a true support network, providing encouragement and serving as a resource to help the family become more socially connected.

Strategy III

❖ **Teacher Recruitment and Retention** - To provide support, professional development, and recognition for teachers and staff

❖ Professional Development – Articulation, Teacher-Teacher Mentoring, Leadership Academy

❖ Incentives and Support Activities

❖ Rewards for Benchmark Accomplishments

❖ School Monitors –Teacher Relief time

❖ Day Care for teachers on school-site

RESEARCH SAYS:
1. When teachers feel supported and satisfied in their work, they are more likely to stay in their essential roles as educators.
2. By strengthening the teacher workforce through enhanced teacher preparation and decreased turnover, states and districts have the opportunity to improve student outcomes and academic success.
3. Schools that have more challenges in luring teachers are also more likely to have a young workforce that will have childcare issues. To prevent this, some school districts offer childcare perks. Teachers who have benefitted agree that childcare makes it easier for them to achieve a work-life balance.

Sustainability

❖ The research about sustainability supports three major questions that must be asked.

1. Social Impact: Why Do You Do What You Do?
2. Economic Viability: How Do You Fund What You Do?
3. Capacity to Deliver: What Supports What You Do?

❖ The social impact is obvious to the business of education, but we must constantly revisit how we do what we do. "Doing school" has taken on new challenges and demands that we look at options to achieve our goals. In addition to informing decisions on finances and capacity, revisiting the mission, vision, and goals helps ensure that our way of work is effective, efficient, and relevant. Methodology and service delivery must be re-examined and modified as indicators suggest a need for change.

Sustainability cont'd

❖ Data collected and lessons learned from implementing the D20PCP will allow us the opportunity to discontinue what is ineffective and repurpose/redirect funds to more effective actions and processes.

❖ Funds that are ongoing and can be repurposed include:

> ❖ Title I & Title IV funds
> ❖ State School Improvement Grants to identified schools TI and non-TI schools
> ❖ School Improvement Programs
> ❖ Comprehensive Support and Improvement Schools (CSI Schools)
> ❖ Targeted Support and Improvement (TSI) Schools
> ❖ Priority Schools

❖ Community partnerships forged during this program will enhance shared responsibility and render cost saving for both CCSD and community agencies. We are certain that our sustainability methods will reap many benefits for the D20 students and their families.

Next Steps

❖ Celebrate our ESSER III funding!

❖ Launch the program and inform all stakeholders about this opportunity

❖ Sponsor a community wide D20PCP Expo and invite all community organizations, churches, non-profits, public service agencies, and interested parties to display their service offers for consideration of partnerships and to be selected as service providers. June 18, 2022

❖ Start program implementation – staffing, set-ups, marketing, etc.

❖ Identify and select an independent evaluator group to begin data collection and survey needs for monitoring and program analysis

❖ Begin implementation

ESSER III Full-time Equivalents (FTEs)
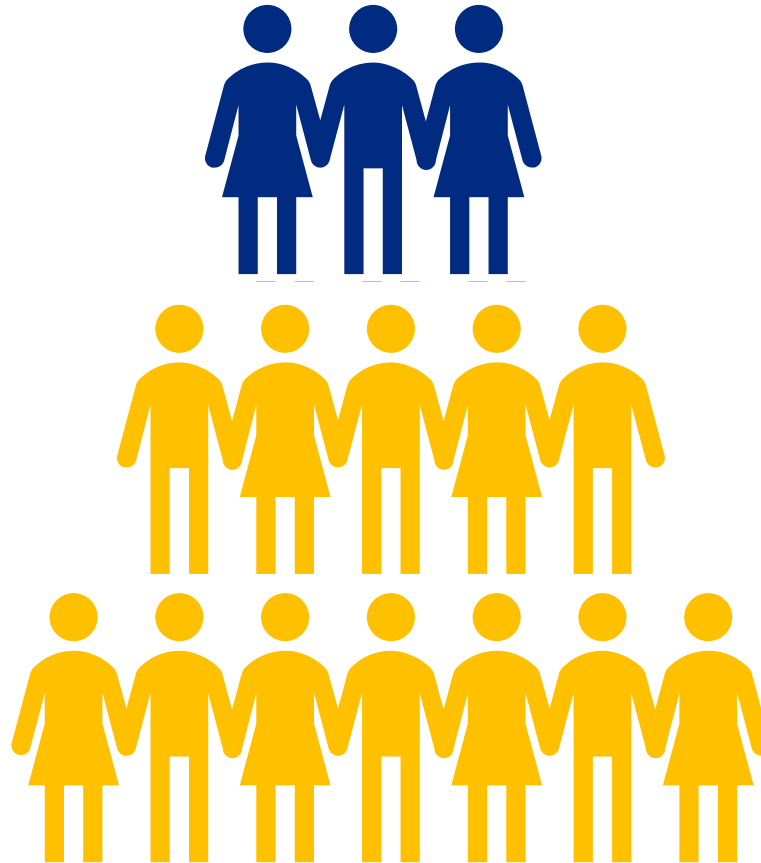
Pillar I: RIGOROUS GRADE-LEVEL INSTRUCTION
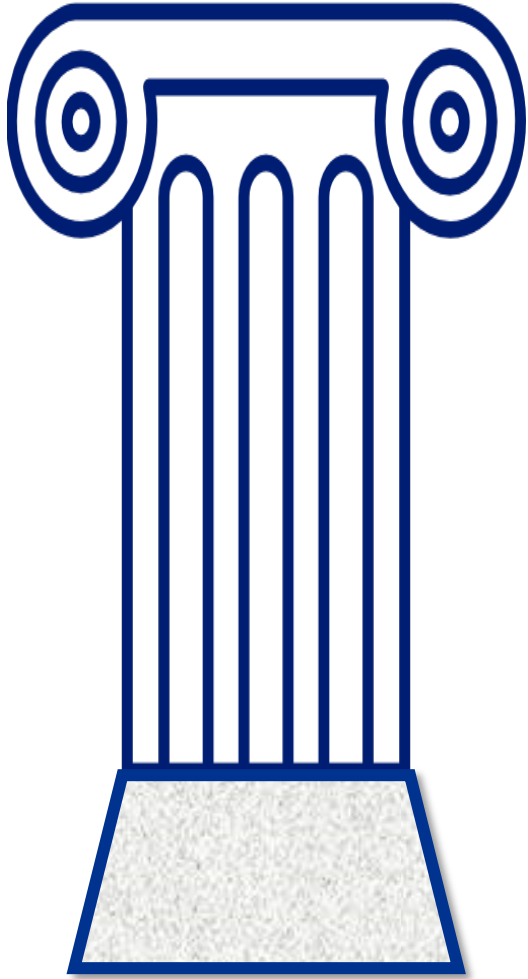
Theory of Action: If we invest in high quality early childhood instruction, a rigorous curriculum and instructional supports, and job embedded professional development, students will achieve at grade level.

Improved Reading Curriculum	$10.0M
Early Childhood Expansion	$5.0M
Target Supports for Multilingual Learners	$2.8M
Summer Enrichment Program	$11.0M
Prioritizing Support of Acceleration Schools through 2024	$5.0M
TOTAL	**$33.8M**

Presented 4/25/22
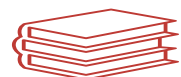
Pillar I: RIGOROUS GRADE-LEVEL INSTRUCTION

ESSER III Funded FTEs to Support Pillar I:

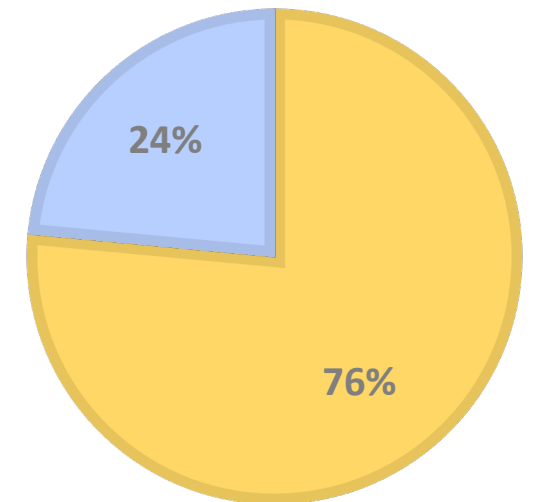| Total FTEs 51 | New Hires 45 FTEs | Instruction 39 FTEs | Support 12 FTEs |

Pillar I
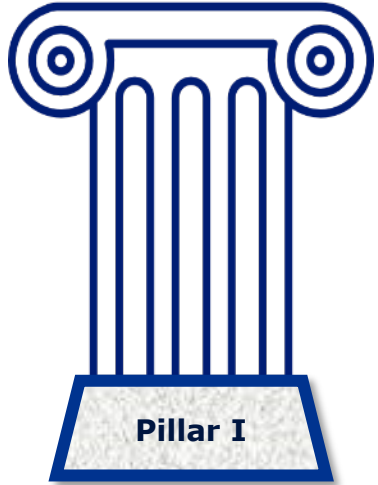
- ❖ Improved Reading Curriculum (3 FTEs)
- ❖ Early Childhood Expansion (35 FTEs)
  - ❖ HEAD START will match 6.0 FTE each Certified Teachers & Teacher Assistants
- ❖ Target Supports for Multilingual Learners (10 FTEs)
- ❖ Summer Enrichment Programs (0 FTEs)
- ❖ Prioritizing Support of Acceleration Schools through 2024 (3 FTEs)

**PILLAR 1
RIGOROUS GRADE-LEVEL INSTRUCTION**

■ INSTRUCTION   ■ SUPPORT

24%

76%

ESSER Program Support & Learning Recovery

ESSER III Funded FTEs for Support & Learning Recovery:
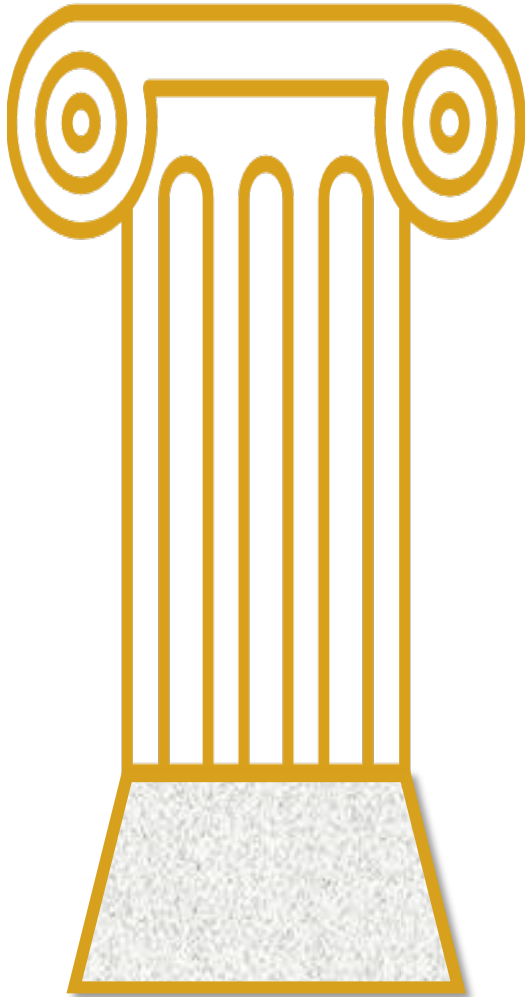**Total FTEs 13.5   New Hires 9.5 FTEs   Instruction 0 FTEs   Support 13.5 FTEs**

- ♦ Strategy & Communications (6 FTEs)
- ♦ Nursing Services (3 FTEs)
- ♦ ESSER Management (2.5 FTEs)
- ♦ Virtual Learning Support (2 FTEs)

Pillar II: HIGH QUALITY TEACHERS/LEADERS

Theory of Action: If we invest in recruiting, developing and retaining high-quality teachers and leaders who can provide rigorous, grade-level instruction, students will achieve at grade level.

❖ RECRUITMENT

♦ Student Teacher Recruitment	$1.3M
♦ Pathways to Teaching Programs	$8.2M
♦ Carolina Cap-Certification Program	$2.5M

❖ RETENTION

♦ Leadership Pipeline	$2.5M
♦ Acceleration Schools Incentives	$7.5M
TOTAL	**$22.0M**

Presented 4/25/22
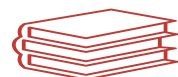
Pillar II: HIGH QUALITY TEACHERS/LEADERS

ESSER III Funded FTEs to Support Pillar II:
Total FTEs 52   New Hires 50 FTEs   Instruction 40 FTEs   Support 12 FTEs
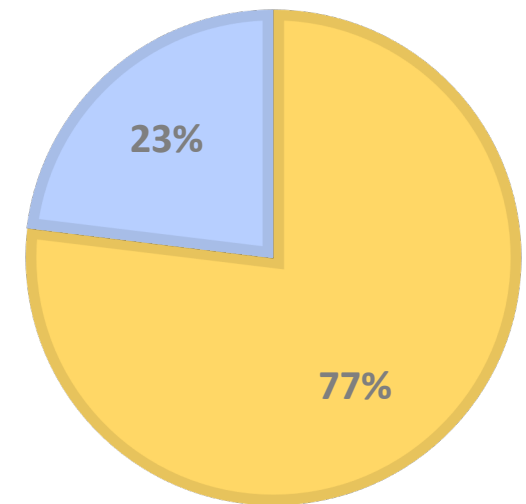
❖ RECRUITMENT
- ◆ Student Teacher Recruitment (0 FTEs)
- ◆ Pathways to Teaching Programs (44 FTEs)
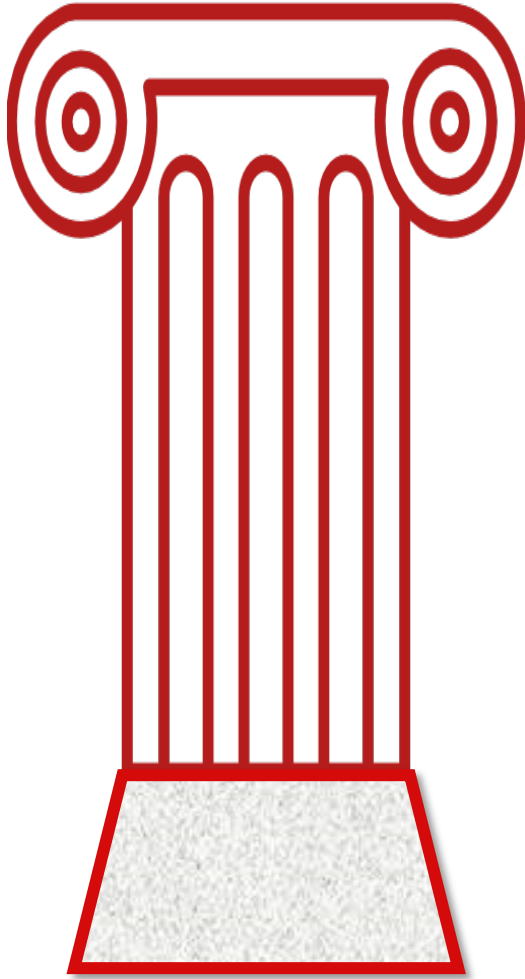- ◆ Carolina Cap-Certification Program (2 FTEs)

❖ RETENTION
- ◆ Leadership Pipeline (6 FTES)
- ◆ Acceleration Schools Incentives (0 FTEs)

Pillar II

**PILLAR II
HIGH QUALITY TEACHER/LEADERS**
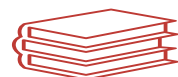
■ INSTRUCTION ■ SUPPORT

23%

77%

Pillar III: WRAP-AROUND SERVICES

Theory of Action: If we provide students with the social, emotional, and behavioral supports they need to remain interested and focused in school, students will achieve on grade level.

Mental Health & Wellness Positions	$14.3M
Training and Professional Development	$1.6M
Contracted Services: MLL and Mental Health and Wellness	$1.0M
Materials for Calming Rooms/Kits and Therapy rooms	$1.0M
Additional Student Supports	$2.3M
TOTAL	**$20.3M**

Pillar III: WRAP-AROUND SERVICES
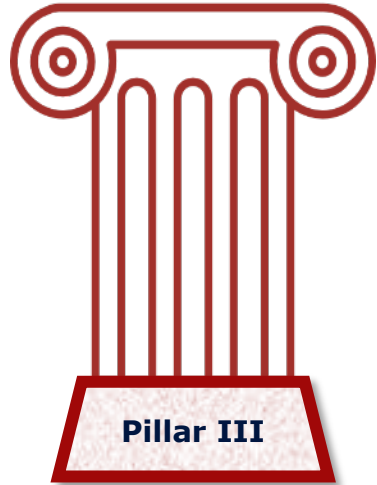
ESSER III Funded FTEs to Support Pillar III:
**Total FTEs 51   New Hires TBD FTEs   Instruction 0 FTEs   Support 51 FTEs**

Pillar III

- Mental Health & Wellness Positions (51 FTEs)

- Training and Professional Development (0 FTEs)

- Contracted Services: MLL and Mental Health and Wellness (0 FTEs)

- Materials for Calming Rooms/Kits and Therapy Rooms (0 FTEs)

- Additional Student Supports (0 FTEs)
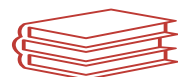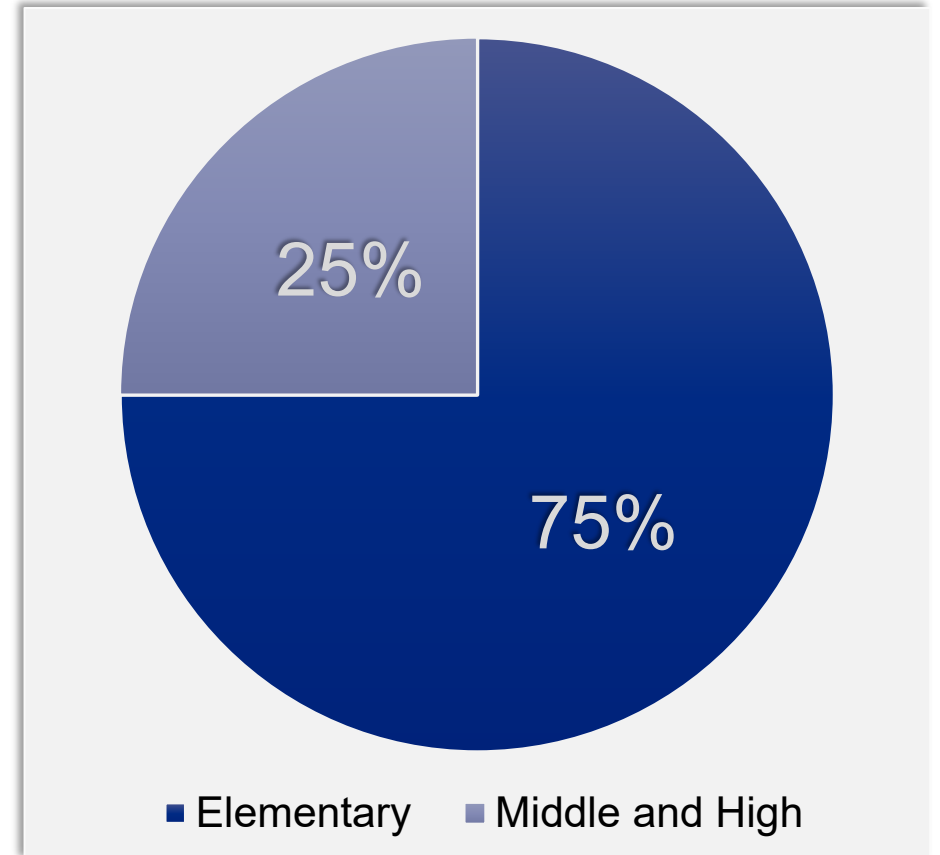
PILLAR III
WRAP-AROUND SERVICES

■ INSTRUCTION ■ SUPPORT

100%
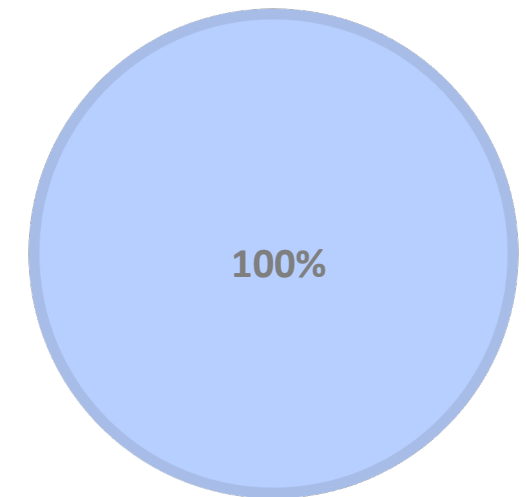
ESSER Allocation Model for School Funding

- School allocations are based on the number and percentage of students reading below grade level on the most recent SC READY Reading (Spring 2021).
- 75% of total funds will go to grades K-5.
- 75% of funds will be spent in schools with more than half their students reading below grade level.

Percent Reading Below Grade Level	School Allocation
81%-Above Below Grade Level in 3-5 or 6-8	$$$$$
61-80% Below Grade Level in 3-5 or 6-8	$$$$
41-60% Below Grade Level in 3-5 or 6-8	$$$
21-40% Below Grade Level in 3-5 or 6-8	$$
Below 20% Below Grade Level in 3-5 or 6-8	$

25%

75%

■ Elementary   ■ Middle and High

Presented 4/25/22

ESSER III SCHOOL BASED PLANS

ESSER III Funded FTEs to Support Pillar III:

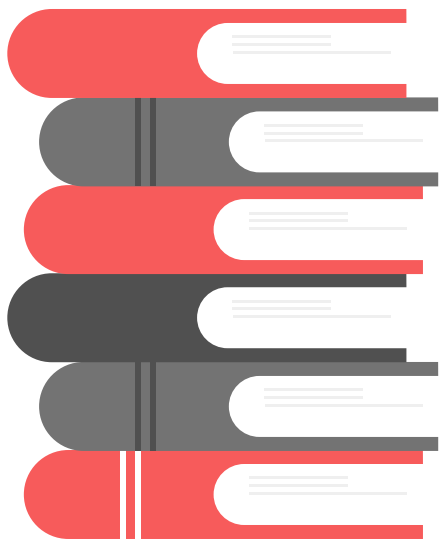Total FTEs 151.95 FTEs   New Hires TBD FTEs   Instructions 119.75 FTEs   Support 32.2 FTEs

ELEMENTARY SCHOOL PLANS
(75.80 FTEs)
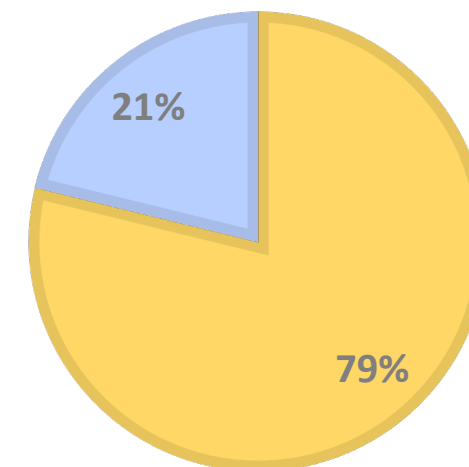
MIDDLE SCHOOL PLANS
(11.95 FTEs)

HIGH SCHOOL PLANS
(14.00 FTEs)

ACCELERATION SCHOOL PLANS
(50.20 FTEs)

**ESSER III
SCHOOL BASED PLANS**

■ INSTRUCTION   ■ SUPPORT

21%

79%

All FTEs are for school-level staff: teachers, teacher assistants, guidance counselors, reading interventionists, reading coaches, family services specialist and other student support positions.

Questions?