

ESSER III School Proposal Template

Due April 4, 2022

School: Drayton Hall Elementary School

Date: 04/04/2022

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

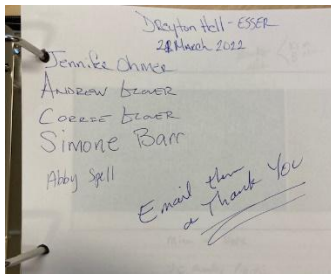
2023-2024

X

Statement of Intended Outcome – All 5th grade students will read on grade level by Spring 2027.

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.

A Parent Meeting was held Monday, March 21, 2022. Five participants attended and the meeting lasted for 75



minutes.

An optional Staff Meeting was held at 9:00 am on Wednesday, March 23, 2022 during the most recent work day.

Research for Early Intervention: [The Case for Early Intervention in Reading](#) , [Early intervention for children at risk for reading disabilities:](#)

Research for Orton-Gillingham: [The Efficacy of a Supplementary Multisensory](#) , [What Does Science Say About Orton-Gillingham Interventions? An Explanation and](#)

Research for Climate Coordinator and Additional Counseling Services made available due to Climate Coordinator position requested: [Benefits of Counseling Services for Elementary School Students](#) , [Frequently Asked Questions Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs](#) , [Ed Covid-19 Handbook Roadmap to Reopening Safely and](#) , [Educating the Whole Child: Improving School Climate to Support Student Success](#) ,

Research for Therapy Dog: [Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation](#) , [Pathways for Implementing a School Therapy Dog Program:](#) , <https://detroit.chalkbeat.org/2022/3/14/22973534/michigan-dog-school-mental-health-covid-funds>

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 Wordhks Clearinghouse](#) is a good source to find research-based ideas/strategies as well.

<p>Goal 1:</p> <p>85% of all 3rd – 5th grade students will be reading on grade level by Spring 2024.</p>	<p>Strategies:</p> <p>Addition of 1.0 Literacy Assistant to provide intervention services for grades 3rd – 5th grade. This will allow the other Literacy Assistant to provide services to additional K - 2nd graders during this time. The LA who is currently hired will be able to work with the students who will be tested for the SCReady in Spring of 2027 to reach the district goal of all 5th grade students reading on grade level by that time. The newly hired LA will work with students in grades 3 – 5.</p> <p>2. 2 Optional Additional paid Teacher Workdays at the beginning of the FY23 school year.</p> <p>3. 2 Data Days (at conclusion of first 3 quarters of each year for both FY23 and FY24.</p> <p>4. Orton-Gillingham Associate Level training for the currently hired Literacy Assistant with a cohort at James B. Edwards Elementary.</p> <p>5. PD Sessions from Relay/GSE</p> <ul style="list-style-type: none"> • <i>Addressing Gaps while Maintaining the Bar</i> • <i>Responding to Data Equitably</i> 	<p>Progress Monitoring:</p> <p>1. <i>MAP Assessments, FastBridge Progress Monitoring, CCSD ELA Benchmarks, SC Ready Assessment, iReady Diagnostic</i></p> <p>2. Teachers will complete a survey regarding how “ready” they feel prior to the end of the school year for the new curriculum and complete the same survey at the conclusion of the 2 pre-report to work work days.</p> <p>3. Teacher will have “Data Plans” completed at the conclusion of each data day.</p> <p>4. Monitor Progress through the course, additional 30 hours of support, and 50 hours of practicum training.</p> <p>5. Ongoing assessments such as grade level benchmarks, MAP and FB data</p>	<p>Performance Metrics:</p> <p>MAP growth goals</p> <p>Students enrolled will meet iReady stretch goals.</p> <p>Spring 21 SCReady Data showed 58.4% of students read “on grade level.” To make the goal DHES would have to increase 13.3 percentage points with each administration of SCReady</p>
<p>Goal 2:</p> <p>Increase the percentage of teachers who answer favorably to “often feel stressed” from 31% to 75% by the Spring 2024 administration of the teacher Panorama Survey.</p>	<p>Strategies:</p> <p>1. 2 Optional Additional paid Teacher Workdays at the beginning of the FY23 school year.</p> <p>2. 2 Data Days (at conclusion of fall and winter testing of each</p>	<p>Progress Monitoring:</p> <p>1. Sign-in and “Lump Sum Payment Request” forms.</p> <p>2. Copies of agendas, minutes, and accomplishments from the Data Days.</p>	<p>Performance Metrics:</p> <p>Increase the percentage of teachers who answer favorably to “often feel stressed” from 31% to 75% by the Spring 2024 administration of the teacher Panorama</p>

	year.) 3. Schedule monthly staff morale days through our Climate Coordinator position.	3. Staff Calendars and Climate Coordinator's calendar	Survey. (Increase of 8 percentage points with each administration of the Staff Panorama Survey)
Goal 3: Increase the percentage of students who feel like they belong at our school from 73% to 90% by the spring administration of the Grade 3-5 Panorama Survey. This question is under the "Self-Management" portion of the Competency & Well-Being" portion of the Panorama Survey.	Strategies: 1. Additional 1.0 Climate Coordinator to provide School Climate strategies to address strategies provided through research and Panorama suggestions. 2. Therapy dog through Southeastern Therapy Animals Resources (STAR) to provide services to: Improve the culture and general mood of the school, make connections with at-risk students and give them a reason to come to school, and improve literacy skills during small groups by the guidance counselor. 3. Re-creation of Student Council. 4. Bring back student celebrations. 5. PD Sessions from Relay/GSE <ul style="list-style-type: none"> • <i>Building Affirming Partnerships with Students</i> • <i>Supporting Students with Disabilities in General Education</i> 	Progress Monitoring: Documentation of new strategies being utilized to help students feel more like they "belong" at Drayton Hall Elementary. Logs from counselor regarding the use of the therapy dog for both academic reasons and therapeutic use, and Student Panorama surveys. Agendas and minutes from Student Council meetings. School Calendar and monthly emails to parents to document the events. School Calendar and monthly emails to parents to document the events 6. The semi-annual Student Panorama School Climate Surveys.	Performance Metrics: 1. The scores on the student Panorama survey will increase by 4 percentage points for each administration of the survey from Fall 2022 to Spring 2022.
Goal 4: Increase the percentage of students able to " keep their temper under control " at our school from 75% to 95% by the spring administration of the Grade 3-5 Panorama Survey. This question is under the "Sense of Belonging" portion under the "Student Supports and Environment."	Strategies: 1. Additional 1.0 Climate Coordinator to provide school-wide climate strategies through research and Panorama suggestions. 2. Therapy dog through Southeastern Therapy Animals Resources (STAR) to provide services to: Improve the culture and general mood of the school, make connections with at-risk students and give them a reason to come to school, and improve	Progress Monitoring: 1. Documentation of new strategies being utilized to help students feel more like they are maintaining their temper at Drayton Hall Elementary. 2. Logs from teacher/student use of the therapy dog for both academic reasons and therapeutic use, and Student Panorama surveys.	Performance Metrics: The scores on the student Panorama survey will increase by 5 percentage points for each administration of the survey from Fall 2022 to Spring 2022.

	<p>literacy skills during small groups by the guidance counselor.</p> <p>3. Calming Corner Kits</p>	<p>3. Calming Kit usage.</p>	
<p>Goal 5:</p> <p>Reduce the number of Suicide Assessments conducted at DHES by 50% end of FY24.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Additional 1.0 Climate Coordinator position to allow our current guidance counselor time to address more small group needs from students. 2. Therapy dog through Southeastern Therapy Animals Resources (STAR) to provide services to: Improve the culture and general mood of the school, make connections with at-risk students and give them a reason to come to school, and improve literacy skills during small groups by the guidance counselor. 3. Small groups to teach emotional regulation and stress management 4. Counselor will discuss detailed Safety Plans with parents 5. Parent workshop to discuss emotional regulation and stress management for both their students and families 	<p>Progress Monitoring:</p> <ol style="list-style-type: none"> 1. Log of Small Group Counseling sessions for traditional guidance counselor 2. Logs and pre-/post-surveys for small group counseling and how the students feel (anxiety) after each session with or without a therapy dog in the session. 3. Logs and pre-/post-surveys for small group counseling and how the students feel (anxiety) after each session with or without a therapy dog in the session. 4. Anonymous (names deleted) safety plans. 5. Sign ins and agendas. Parent feedback. 	<p>Performance Metrics:</p> <p>Reduction in Suicide Assessments by 50%</p>
<p>Goal 6:</p> <p>By June, 2024, the percentage of students that are chronically absent will decrease from 6.8% to 6.1%.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Hold parent Orientation and Education about Attendance Event. <p>Create school-wide attendance incentive program</p>	<p>Progress Monitoring:</p> <p>Weekly Truancy Meetings</p>	<p>Performance Metrics:</p> <p>Reduction in the percentage of students chronically absent</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: 85% of all 3rd – 5th grade students will be reading on grade level by Spring 2024.

<p>Strategy 1:</p> <p>Addition of 1.0 Literacy Assistant to provide intervention services for grades 3 – 5 grade. This will allow the other Literacy Assistant to provide services to additional 3rd – 5th graders during this time. The LA who is currently hired will be able to work with the students who will be tested for the SCReady in Spring of 2027 to reach the district goal of all 5th grade students reading on grade level by that time.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Hire a 1.0 Literacy Assistant. 2. Train the new LA. 3. Assign students in grades 3 -5 to the new LA. 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. Summer 2022 2. Beginning of the year FY23. 3. Beginning of the year FY23. 	<p>Person(s) Responsible:</p> <p>Principal Instructional Coach</p>
<p>Strategy 2:</p> <p>2 Optional Additional paid Teacher Workdays at the beginning of the FY23 school year.</p>	<p>Implementation Steps:</p> <p>Survey Staff for suitable dates Schedule the dates Create the agenda Prepare Materials</p>	<p>Implementation Dates:</p> <p>Summer FY23</p>	<p>Person(s) Responsible:</p> <p>For Content/Agenda for the days: Principal Instructional Coach</p> <p>For Payment: Principal Bookkeeper</p>
<p>Strategy 3:</p> <p>2 Data Days per year for both FY23 and FY24.</p>	<p>Implementation Steps:</p> <p>Schedule the dates after Assessment Calendar for each FY Create the agenda Prepare Materials</p>	<p>Implementation Dates:</p> <p>Dates to be determined based on District Assessment Calendar.</p>	<p>Person(s) Responsible:</p> <p>Principal Instructional Coach</p>
<p>Strategy 4:</p> <p>Orton-Gillingham Associate Level training for the currently hired Literacy Assistant with a cohort at James B. Edwards Elementary.</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. I have already made contact with Susan Nyman at Lowcountry O-G to hold a spot for training. 2. LA would attend training. 3. Instructional Coach and LA would develop roster and schedule for students in intervention. 	<p>Implementation Dates:</p> <p>Contact has been made with LCOG.</p> <p>Training Dates: June 13-17, 2022 and July 14 & 15, 2022.</p> <p>Practicum and support sessions to be determined at a later date.</p>	<p>Person(s) Responsible:</p> <p>Principal Instructional Coach Literacy Assistant</p>
<p>Strategy 5:</p> <p>PD Sessions from Relay/GSE</p> <ul style="list-style-type: none"> • <i>Addressing Gaps while Maintaining the Bar</i> • <i>Responding to Data Equitably</i> 	<p>Implementation Steps:</p> <p>Principal will attend the Building Affirming Partnerships with Students session with another school to be certain the presentation fits into school</p>	<p>Implementation Dates:</p> <p>Fall 2022</p>	<p>Person(s) Responsible:</p> <p>Principal</p>

	philosophy. Contact Relay/GSE with times/dates for PD.		
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Goal 2: Increase the percentage of teachers who answer favorably to “often feel stressed” from 31% to 75% by the Spring 2024 administration of the teacher Panorama Survey.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
2 Optional Additional paid Teacher Workdays at the beginning of the FY23 school year.	Survey Staff for suitable dates Schedule the dates Create the agenda Prepare Materials	Summer FY23	Principal Instructional Coach
Strategy 2: 2 Data Days per year for both FY23 and FY24.	Implementation Steps: Schedule the dates after Assessment Calendar for each FY Create the agenda Prepare Materials	Implementation Dates: Dates to be determined based on District Assessment Calendar.	Person(s) Responsible: Principal Instructional Coach
Strategy 3: Schedule monthly staff morale days through our Climate Coordinator position.	Implementation Steps: Hire the Climate Coordinator	Implementation Dates: Throughout the year, at least once per quarter and most holidays	Person(s) Responsible: Insert info. here

Goal 3: Increase the percentage of students who “feel like they belong at our school” from 73% to 90% by the spring administration of the Grade 3-5 Panorama Survey. This question is under the “Self-Management” portion of the Competency & Well-Being” portion of the Panorama Survey.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Hire a 1.0 Climate Coordinator to provide School Climate strategies to address strategies provided through research and Panorama suggestions.	Create job description Advertise the position Hire the position	As soon as possible	Principal Leadership Team
Strategy 2: Therapy dog to provide services to: Improve the culture and general mood of the school, make connections with at-risk students and give them a reason to come to school, and improve literacy skills.	Implementation Steps: Contract with Southeastern Therapy Animal Resources Schedule a day each week with the organization for a therapy dog to come for small group sessions with guidance counselor Determine groups Create and administer a Pre- &	Implementation Dates: Currently trying to create/initiate partnership with organization. Start groups just after Labor Day based on teacher/parent recommendation & BESS/Panorama results from Spring 2022 Add/drop students based	Person(s) Responsible: Principal Leadership Team Guidance Counselor (for groups)

	Post- Survey for the students regarding how students felt about guidance group with/without therapy dogs	on need	
Strategy 3: Create a Student Council to create a leadership pipeline for students to communicate student wants and needs.	Implementation Steps: Hire Climate Coordinator Hold student elections Student Council meetings will begin by end of the 1 st nine weeks each year.	Implementation Dates: Summer 2022 hiring Fall 2022 create the Student Council	Person(s) Responsible: Climate Coordinator
Strategy 4: Create additional celebrations and incentives from both students suggestions via Student Council, staff, and Climate Coordinator	Implementation Steps: Hire Climate Coordinator Start Student Council – Each student council meeting will have an agenda that includes attendance and other student celebrations Create pipeline for teachers & students to provide suggestions Schedule events	Implementation Dates: Summer 2022 hiring Fall 2022 create the Student Council incentives will occur throughout the year. Dates would be dependent on ideas cultivated from Student Council and teacher input.	Person(s) Responsible: Climate Coordinator
Strategy 5: PD Sessions from Relay/GSE <ul style="list-style-type: none"> • <i>Building Affirming Partnerships with Students</i> • <i>Supporting Students with Disabilities in General Education</i> 	Implementation Steps: Principal will attend the Building Affirming Partnerships with Students session with another school to be certain the presentation fits into school philosophy. Contact Relay/GSE with times/dates for PD.	Implementation Dates: Fall 2022	Person(s) Responsible: Principal
Goal 4: Increase the percentage of students able to “ keep their temper under control ” at our school from 75% to 95% by the spring administration of the Grade 3-5 Panorama Survey. This question is under the “Sense of Belonging” portion under the “Student Supports and Environment.”			
Strategy 1: Additional 1.0 Climate Coordinator to provide school-wide climate strategies through research and Panorama suggestions.	Implementation Steps: Create job description Advertise the position Hire the position	Implementation Dates: As soon as possible	Person(s) Responsible: Principal Leadership Team

<p>Strategy 2: Therapeutic dog to provide services to: improve the culture and general mood of the school, make connections with at-risk students, give them a reason to come to school, and improve literacy skills.</p>	<p>Implementation Steps: Contract with Southeastern Therapy Animal Resources</p> <p>Schedule a Day a week with the organization for a therapy dog to come for small group sessions with guidance counselor</p> <p>Determine groups</p> <p>Create and administer a Pre- & Post- Survey for the students</p>	<p>Implementation Dates: Currently trying to create/initiate partnership with organization.</p> <p>Start groups just after Labor Day based on teacher/parent recommendation & BESS/Panorama results from Spring 2022</p> <p>Add/drop students based on need</p>	<p>Person(s) Responsible:</p> <p>Principal</p> <p>Leadership Team</p>
<p>Strategy 3: Calming Corner kits for each classroom and teacher training PD regarding strategies to assist students with emotional regulation.</p>	<p>Implementation Steps: Acquire kits Train staff on using kits Disperse kits.</p>	<p>Implementation Dates: Aug. 2022</p>	<p>Person(s) Responsible: Climate Coordinator Guidance Counselor</p>
<p>Goal 5: Reduce the number of Suicide Assessments conducted at DHES by 50%.</p>			
<p>Strategy 1: Additional 1.0 Climate Coordinator position to allow our current guidance counselor time to address more small group and individual needs (Tier II and Tier III) from students.</p>	<p>Implementation Steps: Use Panorama data to identify students in need of possible crisis counseling.</p> <p>Allow nominations from families regarding this type of small group for a student.</p>	<p>Implementation Dates: Fall 2022</p>	<p>Person(s) Responsible: Guidance Counselor</p>
<p>Strategy 2: Small groups to teach emotional regulation and stress management</p>	<p>Implementation Steps: Identify students in need of this small group.</p> <p>Conduct small groups in need of this strategy or area or just in need.</p>	<p>Implementation Dates: Fall 2022</p>	<p>Person(s) Responsible: Guidance Counselor</p>
<p>Strategy 3: Counselor will discuss detailed Safety Plans with parents</p>	<p>Implementation Steps: As needed.</p>	<p>Implementation Dates: Fall 2022 and as needed</p>	<p>Person(s) Responsible: Guidance Counselor</p>
<p>Strategy 4: Parent workshop to discuss emotional regulation and stress management for both their students and families</p>	<p>Implementation Steps: Counselor will create or research an emotional regulation and stress management presentation/workshop for</p>	<p>Implementation Dates: Fall 2022 and one workshop per quarter</p>	<p>Person(s) Responsible: Guidance Counselor</p>

	students and families. Counselor will conduct the workshop for students and families.		
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Goal 6: By June, 2024, the percentage of students that are chronically absent will decrease from 6.8% to 6.1%.

Strategy 1: Hold parent Orientation and Education about Attendance Event.	Implementation Steps: Create Orientation and attendance event for just before and just after the opening of school.	Implementation Dates: Prior to and just after the opening of school One time per quarter.	Person(s) Responsible: Climate Coordinator
Strategy 2: Attendance Incentives and celebrations.	Implementation Steps: Create school-wide attendance incentive program.	Implementation Dates: Implementation would begin immediately	Person(s) Responsible: Climate Coordinator

Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

Activity 1: <i>1.0 Literacy Assistant</i>	Specific Components of Activity: <ul style="list-style-type: none"> This newly hired Literacy Assistant will be responsible for working with 3rd, 4th, & 5th grade students. We do not anticipate hiring this person in time to attend Orton-Gillingham training. Plus we prefer to utilize the training for the literacy assistant who will remain given the GOF funding for that position. 	Cost: \$110,000
Activity 2: Ortin-Gillingham Training for 1 Literacy Assistant	Specific Components of Activity: <ul style="list-style-type: none"> In-person at James B. Edwards in Mt. Pleasant June 13-17 8:30-4:30 daily Plus, online training: July 14-15 8:30-4:30 daily Fees: Training course: \$1850/ participant Subscriber course through OGA: \$50/participant (completed before training begins) Practicum: \$2100/ participant includes 10 observations, assessment, lesson plans and Academy application support, plus 15% administrative fee 	Cost: \$4,600
Activity 3: <i>Professional Development (Up to 50 People)</i>	Specific Components of Activity: <i>From Relay/GSE</i> <ul style="list-style-type: none"> <i>Building Affirming Partnerships with Students</i> 	Cost: \$13,500

	<ul style="list-style-type: none"> • <i>Supporting Students with Disabilities in General Education</i> • <i>Responding to Data Equitably</i> • <i>Addressing Gaps while Maintaining the Bar</i> 	
Activity 4: 1.0 Climate Coordinator	Specific Components of Activity: <ul style="list-style-type: none"> • Lead staff member for Student Council • Lead staff member for Truancy Team • Conduct whole group Guidance Lessons 1X/month • Plan & execute student celebrations and attendance celebrations • Serve as PBIS Team Lead 	Cost: \$178,000
Activity 5: Therapy Dog	Specific Components of Activity: <ul style="list-style-type: none"> • Counselor will conduct small groups with students comfortable and not allergic to dogs as much as the organization can assist 	Cost: \$0 (PTO will make donation to organization)
Activity 6: 2 Pre-Report Date Work Days for 29 Teachers (CD – 5 th & instructional coach) for FY23	Specific Components of Activity: <ul style="list-style-type: none"> • Teachers will become acquainted with the new(er) curricula during these two days 	Cost: \$25,520
Activity 7: Data Days (28 classroom teachers {CD – 5 th } one time per semester)	Specific Components of Activity: <ul style="list-style-type: none"> • Teachers will be more prepared to work with data, react to data, and create and implement classroom strategies/plans according to data 	Cost: \$16,800
TOTAL:		\$348,420 (96.6% of budgeted money in case of price increases for any items)

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.

- **Literacy Assistant** – No ability to sustain
- **Orton-Gillingham Training for 1 Literacy Assistant** – If this is deemed necessary or wanted I would reach out to PTO to cover expenses by grade level
- **Continued Partnership with Relay/GSE** - If this is deemed necessary or wanted I would reach out to PTO to cover expenses
- **Climate Coordinator** – No ability to sustain, but over a two-year period, the Climate Coordinator would work to create a system in which the programs created would be able to be sustained. The only thing that would not be able to be sustained would probably be the additional small groups for counseling, but hopefully the two years will provide the school and our counselor time to address the immediate mental health needs.
- **Therapy Dog** – No costs incurred during this plan. I hope to be able to work with PTO and CCSD to be the first school in SC with a therapy dog. The research shows the benefits.
- **2 Pre-Report Date Work Days for 29 Teachers (CD – 5th & instructional coach) for FY23** – Not sustainable, probably not

needed to be sustainable

- **Data Days (28 classroom teachers {CD – 5th} one time per semester)** – May be able to ask PTO for assistance with this for at least one Data Day per year

Application Due Date	Approval Status Date
April 4, 2022	