

ESSER III School Proposal Template

Due April 4, 2022

School: Jennie Moore Elem.

Date: April 1, 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 – State your intended outcome of the your proposal

Due to the achievement gap created by COVID, our students need intense wrap around services and rigorous instruction delivered by highly trained teachers. Our Esser plan supports Charleston County School District’s goal that all students will read on grade level by 5th grade in Spring of 2027. Our proposal will build home-school relationships, as it allows for a greater number of students to receive small group and individualized instruction. Our plan will allow our teachers to become more proficient in the strategies and curriculums for teaching reading and math, enabling us to close the gap created by COVID and to achieve the CCSD reading goal. Student achievement will increase in reading and math and specifically, all students will be on grade level in reading by the end of 5th grade by Spring of 2027.

Specifically, the outcome of our proposal will result in:

1. Increased math and reading achievement through rigorous instruction
2. Highly qualified teachers who are confident in curriculum and strategies
3. Appropriate wrap-around services that will help students to become confident, engaged learners

By implementing this plan, it is the goal of Jennie Moore to meet the academic and social/emotional needs of all of our 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.

*Orton Gillingham training is beneficial to all educators , especially since the Covid-19 pandemic where early literacy has been disrupted for students. This is not a curriculum but rather a method that can be used no matter what curriculum or publisher CCSD adopts. According to the National Reading Panel, approximately 60% of students do not require a specific reading method or program to learn how to read. These are the students that can grasp reading and spelling, regardless of the particular programs that are utilized at school. The remaining 40% of students, however, do not experience the same success in reading if they are not consistently provided the instruction that allows them to be successful. Interestingly, a strategy that works for struggling readers can also benefit non-struggling readers. This strategy is called the Orton-Gillingham method (OG), which utilizes multisensory strategies while teaching reading in a structured, phonics-based approach. This is the same method we call Structured Literacy today. “Early, explicit, and systematic instruction in phonics, along with phonological awareness, can prevent reading difficulties and can also remediate reading difficulties” (Kilpatrick, 2015, pg.25). We currently utilize programs (SPIRE, Wilson Reading) based on the OG method in some of our intervention and resource classrooms. By adding OG training to our general education classrooms (K-2 and reading interventionists), the students receiving intervention and resource services will “speak the same language” creating fidelity and consistency in instruction. Investing in this training will have a positive impact on thousands of JME students to follow.

*We know that struggling students learn better in a small group, using a research-based direct instruction program, as CCSD has been supporting this model through the allocation of reading interventionists. The small group allows them to be taught on their level with similar students. We would like to expand this program to include more students, specially in grades 3-5, who need more small group, direct instruction on their individual level to supplement the core reading and math programs. We would continue to use the CCSD allocated reading interventionist to concentrate on Kindergarten through third grade students, but using another .5 certified reading interventionist will assist our older children who have severely struggled during COVID. Additionally, the .5 certified math interventionist would provide the same type of services to students struggling in math.

*A meta-analysis of 68 studies of afterschool programs by the Collaborative for Academic, Social and Emotional Learning found that students participating in an afterschool program improved their school day attendance and saw reductions in problem behavior. We would like to start an after school tutoring and homework help program. This will help students learn and grow, keep children safe, and support families to balance work with home.

Tutoring has been shown to boost confidence and build learning skills, especially when groups of students with similar needs are tutored together. An after school tutoring program would provide wrap-around services to grow a partnership between the school and parents and develop a shared responsibility for students' academic success. When students see their parents and their school working together to help them succeed, they will have a more positive outlook towards school, creating a more receptive learning attitude while in school. We will continue to evaluate students' academic and social needs during this program using the Panorama Survey and monthly discussions and data review in PLC and MTSS, where we can assign other wrap-around services (Social worker, Mental Health Counselor, small group or individual counseling groups with guidance, etc.).

*A growing body of research shows that pairing a new curriculum adoption with strong professional learning designed around the materials yields tremendous outcomes. We intend to provide more intense PD on curriculum programs to continue cultivating a deeper understanding of each curriculum and motivate teachers while providing the best learning outcomes for students.

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.

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<p>Goal 1:</p> <p>Students will read on grade level by 5th grade by Spring of 2027.</p>	<p>Strategies:</p> <p>Strategy 1: Orton Gillingham training (k-2 teachers and reading interventionists)</p> <p>Strategy 2: Utilize .5 certified Reading Interventionist</p> <p>Strategy 3: Provide after school tutoring/homework program 2X weekly</p> <p>Strategy 4: Provide PD for teachers</p>	<p>Progress Monitoring:</p> <p>Completion of 4 day OG training. Monthly follow up with Lowcountry OG trainers</p> <p>Classroom Observations Review of Progress Monitoring</p> <p>Student attendance, parent survey, teacher feedback</p> <p>Attendance in Frontline Agenda for PD Classroom Observations</p>	<p>Performance Metrics:</p> <p>OG scope and sequence checklist and Open Court unit assessments</p> <p>Progress monitoring data from intervention groups, MAP, SC READY and Fastbridge scores and i-Ready diagnostics.</p> <p>Data from Panorama Survey, PLC meetings, MTSS meetings, and Climate Survey</p>
<p>Goal 2:</p> <p>Provide more specific and strategic math instruction to increase achievement in math.</p>	<p>Strategies:</p> <p>Strategy 1: Utilize .5 certified math interventionist</p> <p>Strategy 2: Provide after school tutoring/homework help 2X weekly</p> <p>Strategy 3: Provide PD for teachers</p>	<p>Progress Monitoring:</p> <p>Review of Progress Monitoring</p> <p>Student attendance, parent survey, teacher feedback</p> <p>Attendance in Frontline, Agendas for PD, Classroom Observations</p>	<p>Performance Metrics:</p> <p>Progress monitoring data from intervention groups, MAP, SC READY and Fastbridge scores.</p> <p>Data from Panorama Survey, PLC meetings, MTSS meetings, and Climate Survey</p>
<p>Goal 3:</p>	<p>Strategies:</p>	<p>Progress Monitoring:</p>	<p>Performance Metrics:</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

<p>Strategy 1: Orton Gillingham Classroom Educator Training for K-2 teachers and reading interventionists</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Train 6 teachers in OG (focus on kindergarten) 2. Monthly PLCs and follow up training with the OG instructors (Lowcountry OG Training Academy) 3. Train 17 teachers in OG (focus on first, second grade and reading interventionist) 4. Repeat step #2 with monthly PLCs for 23-24 school year with grade 1 & 2 teachers and 2 reading interventionists) 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. 6 teachers Summer 2022 8/4-8/9 2. Monthly dates for PLCs and follow up meetings TBD 3. 17 teachers Summer 2023 Dates TBD 	<p>Person(s) Responsible:</p> <ol style="list-style-type: none"> 1. Admin (Felder, Heath) Coach (Jacobs) Lowcountry Orton Gillingham Training Academy, teachers (kindergarten) 2. Lowcountry OG, Teachers (K-2 & interventionists)
<p>Strategy 2: Utilize .5 certified reading interventionist</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Hire Certified Interventionist 2. Collect Spring 22 and Fall 22 Fastbridge, MAP, i-Ready and SC READY data 3. Identify students for intervention groups 4. Implement small group specialized, direct instruction 5. Monitor progress (weekly or bi-weekly) 6. Monthly team meetings to review data and intervention group progress and selection 7. Adjust groups based on progress monitoring 8. Administer Winter Fastbridge, MAP, and i-Ready 9. Adjust groups if needed 10. Continue intervention, PM, and group adjustments 11. Administer Spring Fastbridge, MAP, IReady, and SC READY 12. Review data from year 1 13. Select potential participants for year 2 implementation and 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. 6/22 2. 6/22, 8/22 3. 9/6/22 4. 9/12/22 5. 9/19/22-5/26/23 9/19/23-5/26/24 6. Monthly 9/19/22-5/26/23 9/19/23-5/26/24 7. Every 6 weeks as needed 8. Winter 22-23 Winter 23-24 9. Every 6 week as needed 10. 9/19/22-5/26/23 9/19/23-5/26/24 11. Spring 23 & 24 12. 6/23 13. Follow same timeline as year 1; review data and program success 	<p>Person(s) Responsible:</p> <ol style="list-style-type: none"> 1. Karen Felder 2. Literacy Team: Admin (Felder, Heath), Coach (Beth Jacobs), Interventionist (TBD) 3. Literacy Team 4. Interventionist 5. Interventionist 6. Literacy Team 7. Literacy Team 8. Homeroom Teachers 9. Literacy Team 10. Interventionist 11. Homeroom Teachers 12. Literacy Team 13. Literacy Team

	repeat steps in year 2.		
<p>Strategy 3:</p> <p>Provide after school tutoring 2X weekly</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Interview Teachers 2. Identify students 3. Create small groups (5-7 students) for instruction based on area of need and send letters of invitation to parents 4. Begin Tutoring Program 5. Review success and repeat steps for year two 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. 9/22 2. 9/22 3. 9/22 4. 10/22- 5/24; Tuesday and Thursday 3:00-4:30 5. 5/30/23; 5/30/24 	<p>Person(s) Responsible:</p> <ol style="list-style-type: none"> 1. Karen Felder 2. Admin Team, Coach, Teachers 3. Admin Team, Coach, Teachers 4. After School Tutors, Admin team 5. Admin Team, Teachers, Tutors, Coach
<p>Strategy 4:</p> <p>Provide EL PD for teachers</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Establish dates for training 2. Secure a qualified trainer 3. Identify teachers to be trained 4. Provide Professional Development training 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. 6/22 2. 6/22 3. 6/22 4. TBD *all training will be completed by 8/24 	<p>Person(s) Responsible:</p> <ol style="list-style-type: none"> 1. Admin Team; (Felder, Heath Coach (Jacobs)) 2. Admin Team and Coach 3. Admin Team and Coach 4. Approved Instructor
Goal 2			
<p>Strategy 1:</p> <p>Utilize .5 certified math interventionist</p>	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Hire Certified Interventionist 2. Collect Spring 22 and Fall 22 Fastbridge, MAP, SC READY data 3. Identify students for intervention groups 4. Implement small group, specialized, direct instruction 5. Monitor progress (weekly or bi-weekly) 6. Monthly team meetings to review data and intervention group progress and selection 7. Adjust groups based on progress monitoring 	<p>Implementation Dates:</p> <ol style="list-style-type: none"> 1. 6/22 2. 6/22 and 8/22 3. 9/6/22 4. 9/12/22 5. 9/19/22-5/26/23; 9/19/23-5/26/24 6. Monthly, 9/19/22-5/26/23; 9/19/23-5/26/24 7. Every six weeks, as needed 8. Winter 22-23; Winter 23-24 9. Every six weeks, as needed 10. 9/19/22-5/26/23; 9/19/23-5/26/24 11. Spring 23; Spring 	<p>Person(s) Responsible:</p> <ol style="list-style-type: none"> 1. Karen Felder 2. Math Team: Administration (Felder, Heath), Coach (Beth Jacobs), Interventionist (TBD) 3. Math Team 4. Interventionist 5. Interventionist 6. Math Team; Teachers 7. Math Team 8. Homeroom Teachers 9. Math Team 10. Interventionist

	8. Administer Winter Fastbridge and MAP 9. Adjust groups as needed 10. Continue intervention, PM, and group adjustments 11. Administer Spring FB, MAP and SC READY 12. Review data from year one 13. Select potential groups for year two implementation and repeat above steps in year two.	24 12. 6/23 13. Follow same timeline as year one; review data and program success 6/24	11. Homeroom Teachers 12. Math Team 13. Math Team
Strategy 2: Provide after school tutoring 2X weekly	Implementation Steps: 1. See Goal 1, Strategy 3	Implementation Dates: See Goal 1, Strategy 3	Person(s) Responsible: 1. See Goal 1, Strategy 3
Strategy 3: Provide Bridges Math PD for teachers	Implementation Steps: 1. Establish dates for training 2. Secure a qualified trainer 3. Identify Teachers to be trained 4. Provide training	Implementation Dates: 1. 6/22 2. 6/22 3. 6/22 4. TBD at this time, all training will be complete by 8/24	Person(s) Responsible: 1. Math Team: Admin team (Felder, Heath), Coach (Beth Jacobs) 2. Math Team 3. Math Team 4. Approved Instructor
Goal 3			
Strategy 1: <i>Insert info. here</i>	Implementation Steps: <i>Insert info. here</i>	Implementation Dates: <i>Insert info. here</i>	Person(s) Responsible: <i>Insert info. here</i>
Strategy 2: <i>Insert info. here</i>	Implementation Steps: <i>Insert info. here</i>	Implementation Dates: <i>Insert info. here</i>	Person(s) Responsible: <i>Insert info. here</i>
Strategy 3: <i>Insert info. here</i>	Implementation Steps: <i>Insert info. here</i>	Implementation Dates: <i>Insert info. here</i>	Person(s) Responsible: <i>Insert info. here</i>

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:
Orton Gillingham Training	<ol style="list-style-type: none"> 1. Provide the training and practicum for 23 teachers 2. Provide 48 hours of classroom support 3. Administration Fees 4. Application Fees 	<ol style="list-style-type: none"> 1. \$43,125.00 2. \$8,400.00 3. \$6,468.75 4. \$2,300.00 <p>Total=\$60,293.75</p>
Activity 2: Certified Reading and Math Interventionists	<ol style="list-style-type: none"> 1. .5 Reading Certified Interventionist-1 year 2. .5 Math Certified Interventionist: 1 year 3. .5 Certified Interventionist for year two–will look at data and decide if we should continue with Math or Reading intervention 	<ol style="list-style-type: none"> 1. \$44,698.00 2. \$44,698.00 3. \$44,698.00 <p>Total = \$134,094.00</p>
Activity 3: After school tutoring/homework	<ol style="list-style-type: none"> 1. 9 tutors for 2 hours per day for 39 days per year (for two years) 	<p>\$102,555.90 (includes \$55.00 per hour plus benefits)</p>
Activity 4: Teacher Stipends for PD	<ol style="list-style-type: none"> 1. 48 teachers will attend 3 PD days 	<p>\$21,037.11 (includes \$110.00 daily stipend plus benefits)</p>
TOTAL:		\$317,980.79

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.

Our goal of having all JME kindergarten, first grade, second grade teachers and reading interventionists trained in the Orton Gillingham approach will be completed by the end of the 23-24 school year. We plan to use PTA or school funds to provide any additional OG materials or training needed for future new (K-2) hires after the 2023-2024 school year. Professional development training for math (Bridges) and reading (EL) curriculums will also be completed by the end of the plan (23-24 school year). Any new teachers hired after our PD training will be trained by our instructional coach and/or grade level chairperson on the new curriculums. Our goal is by having the teachers thoroughly trained in Bridges, EL, and in OG strategies, we will see a decrease in students needing pull-out intervention services. However, we will also discuss funding opportunities with our PTA and the use of our EIA to support our interventionists. We have had a successful in school reading/tutoring/mentoring program and there has been an interest in possibly expanding this program to include after school services. In order to continue our after

school tutoring and homework help program we will look into training volunteers, using volunteer teachers, or outside funding from a grant. We will begin exploring possible grants for the after school program with our CCSD grants coordinator, Alicia Kokkinis.

Application Due Date	Approval Status Date
April 4, 2022	