

ESSER III School Proposal Template
Due April 4, 2022

School James B. Edwards Elementary School
 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

Statement of Intended Outcome –

There is no doubt in anyone’s mind that COVID has had an extremely negative effect on our community’s well-being. One of the most disturbing pieces of evidence that children are suffering from the stress of this pandemic is the 50% increase in the number of suicide risk assessments we have had to complete at JBE this year. Our ESSER III proposal focuses on the base of Maslow’s Hierarchy of Needs and includes specific strategic initiatives that will improve the well-being of our families, our students, and our teachers in order to move all stakeholders towards “self-actualization” and reaching their full potential socially, emotionally, and cognitively.

JBE’s proposal will also help build equity in our community. Almost a third of JBE’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. 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.

In addition to these vital wrap-around services, JBE students need rigorous instruction delivered by highly trained teachers to close the achievement gap caused by COVID. JBE shares the CCSD goal that all students will read on grade level by 5th grade in Spring of 2027 and the more students that are provided the Orton Gillingham approach 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. Additionally, our proposal will build our teachers’ capacity to effectively deploy the strong curricular programs the district has selected (EL and Bridges), thereby increasing our teachers’ level of job satisfaction and increasing teacher retention.

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

Research –

Wrap Around Services:

A study conducted in Germany investigated the impact of COVID-19 on the mental health of children and concluded that the pandemic widened pre-existing inequalities and that recovery efforts should focus on the mental health of children in those subgroups of our population. (Geweniger, Anne, et al. “Impact of the COVID-19 Pandemic on Mental Health Outcomes of Healthy Children, Children with Special Health Care Needs and Their Caregivers—Results of a Cross-Sectional Study.” *Frontiers in Pediatrics*, vol. 10, 2022, <https://doi.org/10.3389/fped.2022.759066>).

Maslow’s Hierarchy of Needs In COVID Recovery Plans: <https://www.red-thread.com/blog/workplace-re-entry/>

Risk Assessments:

James B. Edwards has had a 50% increase in the number of suicide risk assessments this year.

Therapy Dog:

Kogan L.R., Granger B.P., Fitchett J.A., Helmer K.A., Young K.J. The human-animal team approach for children with emotional disorders: Two case studies. *Child Youth Care Forum*. 1999;**28**:105–121. doi: 10.1023/A:1021941205934. [[CrossRef](#)] [[Google Scholar](#)] [[Ref list](#)]

Orton Gillingham:

According to the National Reading Panel, approximately 40% of students require early, explicit, and systematic instruction in phonics, along with phonological awareness to prevent reading difficulties. (Kilpatrick, 2015, pg.25).

Homework Club:

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, boosted student self-esteem and built learning skills.

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.

<p>Goal 1 (Pillar 1):</p> <p>By June 2024, increase the percent of ALL students scoring meets or exceeds on SC READY ELA from 67% to 70%</p> <p>By June 2024, increase the percent of Economically Disadvantaged SUBGROUP scoring meets or exceeds on SC READY ELA from 45% to 50%.</p> <p>JBE students will read on grade level by 5th grade by June of 2027.</p>	<p>Strategy 1: Orton Gillingham training (2nd grade teachers in SY22-23 and new K-2 teachers/reading interventionists SY23-24)</p> <p>Strategy 2: .5 reading interventionist</p> <p>Strategy 3: After school tutoring 2X weekly (Homework Club)</p> <p>Strategy 4: PD- 6 Rotations/year of Curricular Deep Dives (ELA)</p> <p>Strategy 5: Handwriting Without Tears CD-1st</p>	<p>Progress Monitoring:</p> <p>Weekly debrief with Lowcountry OG trainers</p> <p>Teacher lesson plans & videos</p> <p>Fastbridge</p> <p>Spelling inventory</p> <p>Classroom Observations</p>	<p>Performance Metrics:</p> <p>OG scope and sequence checklist</p> <p>Fastbridge</p> <p>MAP</p> <p>SC READY</p> <p>i-Ready diagnostics.</p>
<p>Goal 2 (Pillar 1):</p> <p>By June 2024, increase the percent of ALL students scoring meets or exceeds on SC READY Math from 66%% to 68%</p> <p>By June 2024, increase the percent of the Economically Disadvantaged SUBGROUP scoring meets or exceeds on SC READY Math from 39.5% to 41.5%.</p>	<p>Strategy1: OGAP math support for teachers</p> <p>OGAP/Math Family Night 2/year Beth Hulbert-\$4,000/year</p> <p>Strategy 2: .5 math interventionist</p> <p>Strategy 3: After school tutoring 2X weekly (Homework Club)</p> <p>Strategy 4: PD- 6 Rotations/year of</p>	<p>Progress Monitoring:</p> <p>Benchmark Assessments</p> <p>Classroom Observations</p> <p>Fastbridge</p>	<p>Performance Metrics:</p> <p>MAP</p> <p>SC READY</p> <p>KRA</p> <p>Fastbridge.</p>

	Curricular Deep Dives (Math)		
<p>Goal 3 (Pillar 2):</p> <p>By June 2024, teacher satisfaction will improve, as indicated by the percent of teachers mostly agreeing or agreeing, with: “The level of teacher and staff morale is high at my school” increasing from 81% to 82.1%</p> <p>"There are relevant professional opportunities offered to teachers at my school" increasing from 94.8% to 95.1%</p>	<p>Strategy 1: Align French curriculum with EL modules (Summer 22) Align Horticulture curriculum with EL modules (Summer 22)</p> <p>Strategy 2: EL Module Planning (4/year)</p> <p>Strategy 3: Teacher Book Club: Leaders of Their Own Learning SY22-23 Title TBD for SY 23-24</p>	<p>Progress Monitoring: In house teacher surveys</p> <p>Agendas/Minutes from PLCs</p> <p>Agendas/Minutes from Faculty Relation committee meetings</p>	<p>Performance Metrics: South Carolina Annual School Climate Survey</p>
<p>Goal 4 (Pillar 3):</p> <p>By June 2024, the percentage of 3rd-5th grade students reporting “no strength in any SEL topic” on the Panorama survey will decrease from 13% to 9%. and By June 2024, the percentage of 3rd-5th grade students reporting “self-management as a high strength” on the Panorama survey will increase from 38% to 45%.</p>	<p>Strategy 1: Wrap-around Service Coordinator- This position will take many items off the school counselor’s responsibilities, allowing her to focus more time and energy on direct service to students. WASC duties will include: Reaching out to truant/tardy families Encouraging F&R sign up Clothes Closet Backpack buddies Snack pantry Happy Feet Etc.</p> <p>Strategy 2: Canine Intervention- Partner with Alliance of Therapy Dogs (used by MUSC Therapy Animal Program)</p> <p>Strategy 3: Implement Zones of Regulation at tier 1 core level</p> <p>Strategy 4: After School counseling groups (grief, family dynamics, etc.)</p> <p>Strategy 5: Breathe For Change</p> <p>Strategy 6:</p>	<p>Progress Monitoring: Review 360</p> <p>Classroom observations of Morning Meeting</p> <p>Number of counselor self-referrals</p>	<p>Performance Metrics: Panorama Survey</p>

	Real Champions Mentoring Program		
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Goal 1 (ELA)

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)

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Orton Gillingham training (2nd grade teachers in SY22-23 and new K-2 teachers/reading interventionists SY23-24)	<ol style="list-style-type: none"> 1. Train 6 2nd grade teachers (rising 2nd grade students have had the OG method all of 1st grade) 2. Schedule weekly 2nd grade PLC to plan OG lessons collaboratively 3. Schedule monthly to debrief with Lowcountry OG Training Academy 	Summer of 22 SY22-23	Principal Coach Low Country Orton Gillingham Trainers Teachers Interventionists
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
After school tutoring 2X weekly (Homework Club)	<ol style="list-style-type: none"> 1. Interview Teachers 2. Identify students 3. Create small groups 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 	SY22-23 (28 weeks- Tuesday and Thursday) SY23-24 (28 weeks- Tuesday and Thursday)	Principal MTSS team Teachers
Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
PD- 5 Rotations/year of Curricular Deep Dives (ELA)	<ol style="list-style-type: none"> 1. Provide teachers and resource teachers a full day to plan for an upcoming EL module. 2. Secure substitutes 	SY22-23 SY22-23 Deep Dive Rotation 1 August 30, 31, 1 September 6, 7, 8 September 13, 14, 15 Deep Dive Rotation 2 September 27, 28, 29 October 4, 5, 6 October 11, 12, 13 Deep Dive Rotation 3 October 25, 26, 27 November 1, 2, 3 November 9, 10, 15 Deep Dive Rotation 4 January 24, 25, 26	Principal Coach Teachers

		January 31, 1, 2 February 7, 8, 9 Deep Dive Rotation 5 March 28, 29, 30 April 4, 5, 6 April 18, 19, 20	
Strategy 4:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Implement Handwriting Without Tears CD-1st	Purchase resources from Handwriting without Tears. Train teachers in the curriculum Utilize resources with students in CD-1st	6/22 8/22 SY22-23	Principal Coach OT Teachers
Strategy 5:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Certified Substitute To work 3 days/week for 33 weeks to provide extra Intervention	Hire certified sub through Kelly Services	7/22 SY22-23 & SY23-24	Principal Coach
Goal 2 (Math)			
Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
OGAP Math Support for Teachers	Provide teachers with additional intensive OGAP training to correlate with the Bridges curriculum.	SY22-23	Principal Coach Beth Hulbert OGAP trainer Teachers
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
OGAP/Math Family Night 2/year	Provide families with information and resources to better understand the math concepts in the Bridges math curriculum	SY22-23	Principal Coach Teachers Beth Hulbert/OGAP trainer
Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
After school tutoring 2X weekly (Homework Club)	<ol style="list-style-type: none"> 1. Interview Teachers 2. Identify students 3. Create small groups 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 	SY22-23 (36 weeks- Tuesday and Thursday) SY23-24 (36 weeks- Tuesday and Thursday)	Principal MTSS Team Teachers
Strategy 4:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
PD- 5 Rotations/year of Curricular Deep Dives (Math)	1. Provide teachers a full day to plan, six times a year, for an upcoming Bridges unit and to	SY22-23 Deep Dive Rotation 1 August 30, 31, 1	Principal Coach Teachers

	align it with OGAP. 2. Secure substitutes	September 6, 7,8 September 13, 14, 15 Deep Dive Rotation 2 September 27, 28, 29 October 4, 5, 6 October 11,12, 13 Deep Dive Rotation 3 October 25, 26, 27 November 1, 2, 3 November 9, 10, 15 Deep Dive Rotation 4 January 24, 25, 26 January 31, 1, 2 February 7, 8, 9 Deep Dive Rotation 5 March 28, 29, 30 April 4, 5, 6 April 18, 19, 20	
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Goal 3 (Retaining High Quality Teachers)

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Align French curriculum with EL modules (Summer 22) Align Horticulture curriculum with EL modules (Summer 22)	Provide French teachers with an overview of the EL curriculum at each grade level. Assign a point person for the horticulture curriculum.	Summer of 22 22-23 school year 22-23 school year	Principal Coach French Teachers
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
EL Module Planning (4/year)	1.Provide teachers and resource teachers a full day, four times a year, to plan and prepare for an upcoming EL module. 2. Secure substitutes	SY22-23 Q1: August 1, 2022- 5th/1st August 2, 2022- 4th/K August 3, 2022- 3rd/2nd (Stipends for off contract work) Q2: October 17, 2022- 5th/1st October 18, 2022- 4th/K October 19, 2022- 3rd/2nd (Subs Provided) Q3: January 10, 2023- 5th/1st January 11, 2023- 4th/K January 12, 2023- 3rd/2nd (Subs Provided) Q4: March 14, 2023- 5th/1st March 15, 2023- 4th/K March 16, 2023- 3rd/2nd	Principal Instructional Coach Teachers
Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:

Teacher Book Club: Leaders of Their Own Learning SY22-23 Title TBD for SY 23-24	1. Order Leaders of Their Own Learning 2. Schedule book club sessions	22-23 school year	Admin. Team Teachers
Goal 4 (SEL Wrap Around Services)			
Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Wrap-around Service Coordinator (WASC)	1. Write job description 2. Interview and hire (office clerk is interested- lump sum payment for hours completed outside of office duties) 3. Schedule MTSS to debrief with WASC monthly	1. June 2022 2. June 2022 3. SY22-23 & 23-24	Principal MTSS Coordinator Guidance Counselor
Strategy 2:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Canine Intervention- Partner with Alliance of Therapy Dogs (used by MUSC Therapy Animal Program)	1. Send explanation of program to families 2. Write opt out for parents 3. Identify students needing extra 4. Set up schedule with Alliance of Therapy Dogs	Summer '22 SY22-23	Occupational Therapist Principal Guidance Counselor
Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Implement Zones of Regulation at tier 1 core level	1. Order Zone books for staff 2. Design targeted PD 3. Provide ongoing training for staff throughout the year 4. Compliance Checks	6/22- Design Targeted PD with JBE admin, OT, AI SY22-23 SY23-24	Occupational Therapist Autism Itinerant Principal PBIS Committee
Strategy 4:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
After School counseling groups (grief, family dynamics, etc.)	1. Identify students needing extra support 2. Obtain permission for students to stay after school for group	SY22-23 SY23-24	Guidance Counselor
Strategy 5:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Breathe For Change	1. Train teacher or OT 2. Schedule weekly mini mindfulness sessions for teachers modeling expectations for the classroom	Summer '22 SY22-23 SY23-24	Occupational Therapist Principal Guidance Counselor
Strategy 6:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
Real Champions Mentoring Program	1. Attend the Real Champions Mentoring training 2. Attend additional training	3/22- 4/22 SY22-23	DAP MTSS Team

	throughout the year 3. Identify K & 1 students		
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Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.

<p>Activity 1: Orton Gillingham Training Orton Gillingham training (2nd grade teachers in SY22-23 and new K-2 teachers/reading interventionists SY23-24)</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. Provide the training and practicum for 6 2nd grade teachers (August 2022) \$11,250 2. Provide 30 hours of classroom support (SY22-23) \$5,250 3. Provide the training and practicum for apx.6 new K-2 teachers and interventionists) (August 2023) \$11,250 4. Provide 30 hours of classroom support (SY23-24) \$5,250 5. Provide teacher stipends (110 per day) for off contract training \$660 (SY22-23) & \$660 (SY23-24) 	<p>Cost: \$34,320</p>
<p>Activity 2: Wrap Around Services Coordinator</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. \$40/hour x 8 hours/week x 44 weeks/year \$14,080 (SY22-23) & \$14,080 (SY23-24) 	<p>Cost: \$28,1600</p>
<p>Activity 3: After school tutoring/homework</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. 4 tutors for 4 hours per week for 26 weeks/year \$24,960 (SY22-23) \$24,960 (SY22-23) 	<p>Cost: \$49,920</p>
<p>Activity 4: Substitutes for PD (\$120/day) 6 Rotations/year of Curricular Deep Dives</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. 36 Substitutes at \$120/day = \$4,320 per rotation 6 rotations = \$25,920 (SY22-23) \$25,920 (SY23-34) 	<p>Cost: \$51,840</p>
<p>Activity 5: 4 Days of EL Module Planning</p>	<p>Specific Components of Activity:</p> <ol style="list-style-type: none"> 1. 31 Substitutes at \$120/day = 3,720 per day 4 days = \$14,880 (SY22-23) \$14,880 (SY23-34) 	<p>Cost: \$29,760</p>
<p>Activity 6: Handwriting without Tears</p>	<p>Specific Components of Activity: CD & K materials- \$5,000</p>	<p>Cost: \$5,000</p>
<p>Activity 7: Extra OGAP support for teachers & Family night</p>	<p>Specific Components of Activity: Consultation & PD with Beth Hulbert- \$4,000</p>	<p>Cost: \$4,000</p>

Activity 8: Alignment of Special Programs (French, Horticulture, Boat Building with EL Modules)	Specific Components of Activity: \$1,500/program x 3 programs	Cost: \$4,500
Activity 9: Breathe For Change	Specific Components of Activity: Training for 2 teachers= \$4,000 Stipend \$120/day x 8 days x 2 teachers=	Cost: \$1,920
Activity 10: Zone of Regulation	Specific Components of Activity: School Specific PD development - \$1,500 40 copies Zones Of Regulation- \$800	Cost: \$2,300
Activity 11: Teacher Book Clubs	Specific Components of Activity: \$800/year	Cost: \$1,600
Activity 12: Certified Substitute to provide extra Intervention	Specific Components of Activity: Certified Substitute (\$150/day) x 3 days/week x 33 weeks to provide extra Intervention \$14,850(SY22-23) \$14,850(SY23-34)	Cost: \$29,700
TOTAL:		\$243,020

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.

1. **Orton Gillingham training** will be complete at the end of this plan. We will use PTA or school funds to provide any additional materials or training for new teachers.
2. **Wrap Around Service Coordinator**- This person will understand the time limit of the source of funding. Grants will be investigated to continue the position.
3. **After school tutoring**- Schedule will be reduced to fit within the PTO budget (\$14,000- line item from l'on Trust grant)
4. **Curricular Deep Dives PD**- While we will continue with the PD and looking at student work, after two years, we expect both the EL and Math curriculum to be assimilated and far less time will be needed. We will use regular GOF, creative scheduling, and parent volunteers to continue.
5. **EL Module Planning**- We will use regular GOF, creative scheduling, and parent volunteers to continue.

Application Due Date	Approval Status Date
April 4, 2022	

