

## 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:

Completed plans should be emailed to [ESSERIIISchoolPlans@charleston.k12.sc.us](mailto:ESSERIIISchoolPlans@charleston.k12.sc.us).

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.

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.

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	<b>X</b>
HIGH-QUALITY TEACHERS/LEADERS	<b>X</b>
WRAP-AROUND SERVICES	<b>X</b>

**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	<b>X</b>
2022-2023	<b>X</b>

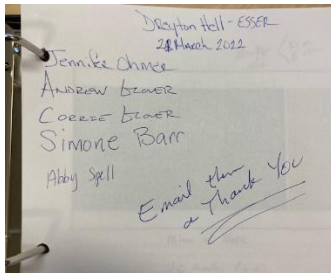
2023-2024

X

**Statement of Intended Outcome** – By Spring 2024, we intend to increase the percentage of students scoring Meets or Exceeds on SC READY ELA from 58.4% to 62.1% for ALL students. The wraparound services (Pillar III) described in this plan will be helpful to meeting the intended outcome by allowing more students to remain in the classes for instruction. The SEL/Climate Teacher will be utilized to help with the school wide climate weaknesses identified in the Fall 2021 Student and Staff Panorama Survey. The position will allow the guidance counselor to focus on small group and individual counseling.

**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> The research in

these articles highlights the incredible benefits of a therapy dog in schools. “Therapy dogs in educational settings have gained traction in recent times. Increasingly, dogs have provided therapeutic support in early education settings, primary and secondary schools, as well as university settings to support students’ well-being, promote a sense of belonging in school, reduce stress and anxiety, and even facilitate learning,” is a quote from the article listed first. The second article states, “Research findings indicate that therapy dog programs can reduce student stress and build connections within the school, strengthening student response to school-based interventions and providing a foundation to achieve a diverse range of goals.” Attendance is also a by-product of having a therapy dog on campus.

Research for Professional Development: [PRINCIPLES FOR ADVANCING EQUITABLE DATA PRACTICE](#): This article describes different pitfalls that well intentioned people fall into regarding the equitable use of data. The intention of one of the professional development sessions I am proposing would be to highlight the ways that other highly successful schools have examined data and how to make that work at Drayton Hall Elementary. The school is also proposing a professional development session titled “Addressing the Gaps while Maintaining the Bar.” This has been a struggle at DHES. Teachers have focused a great deal of time on helping struggling students. The teachers feel they are not addressing the “strong” students. Our hope is that this professional development will open eyes to strategies that allow them to be able to better educate all students without remediation. [Addressing learning gaps now will minimise disruption in students’ educational journeys](#) discusses the importance of addressing the gaps. Teachers are often overwhelmed and not equipped to handle the needs of students with disabilities in their classrooms. Teacher education schools do not do a good job of helping in this area and overwhelmed special education teachers and administrators do their best to help, but it is often not enough. [Preparing General Education Teachers to Improve Outcomes for Students With Disabilities](#) describes the struggle and this article opines that, “To realize high expectations for all students, including students with disabilities, teachers must be prepared to work collaboratively to utilize specific, evidence-based teaching practices that both challenge and motivate all of their students.” The professional development hopes to better equip teachers to rise to the challenge. [The Importance of Strong Relationships](#) describes exactly what the title says. The professional development will provide teachers who struggle in this area with strategies to develop these 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 Wordhks Clearinghouse](#) is a good source to find research-based ideas/strategies as well.

<b>Goal 1:</b>	Strategies:	Progress Monitoring:	Performance Metrics:
85% of all 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will be reading on grade level by Spring 2024.	Addition of 1.0 Literacy Assistant to provide intervention services for grades 3 <sup>rd</sup> – 5 <sup>th</sup> grade. This	1. <i>MAP Assessments, FastBridge Progress Monitoring, CCSD ELA</i>	MAP growth goals Students enrolled will

	<p>will allow the other Literacy Assistant to provide services to additional K - 2<sup>nd</sup> 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 5<sup>th</sup> 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"> <li>● <i>Addressing Gaps while Maintaining the Bar</i></li> <li>● <i>Responding to Data Equitably</i></li> </ul>	<p><i>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>meet iReady stretch goals. 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><b>Goal 2:</b></p> <p>Increase the percentage of teachers who answer positively to “The level of teacher and staff morale is high at my school” from 92.3% to 93% by the end of the 2023-2024 school year.</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 year.</p> <p>3. Schedule monthly staff morale days through our SEL/Climate Teacher position.</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>3. Staff Calendars and Climate Coordinator’s calendar</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 Survey. (Increase of 8 percentage points with each administration of the Staff Panorama Survey)</p>
<p><b>Goal 3:</b></p> <p>Increase the percentage of</p>	<p>Strategies:</p> <p>1. Additional 1.0 SEL/Climate</p>	<p>Progress Monitoring:</p> <p>Documentation of new</p>	<p>Performance Metrics:</p> <p>1. The scores on the</p>

<p>students who are “satisfied with the social and physical environment in my school” from 90% to 93% by the end of the 2023-2024 school year.</p> <p>Increase the percentage of <b>students</b> who <b>feel like they belong</b> 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 &amp; Well-Being” portion of the Panorama Survey.</p>	<p>Teacher to provide School Climate strategies to address strategies provided through research and Panorama suggestions.</p> <ol style="list-style-type: none"> <li>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.</li> <li>3. Re-creation of Student Council.</li> <li>4. Bring back student celebrations.</li> <li>5. PD Sessions from Relay/GSE <ul style="list-style-type: none"> <li>• <i>Building Affirming Partnerships with Students</i></li> <li>• <i>Supporting Students with Disabilities in General Education</i></li> </ul> </li> </ol>	<p>strategies being utilized to help students feel more like they “belong” at Drayton Hall Elementary.</p> <p>Logs from counselor regarding the use of the therapy dog for both academic reasons and therapeutic use, and Student Panorama surveys.</p> <p>Agendas and minutes from Student Council meetings.</p> <p>School Calendar and monthly emails to parents to document the events.</p> <p>School Calendar and monthly emails to parents to document the events</p> <p>6. The semi-annual Student Panorama School Climate Surveys.</p>	<p>student Panorama survey will increase by 4 percentage points for each administration of the survey from Fall 2022 to Spring 2022.</p>
<p><b>Goal 4:</b></p> <p>Increase the percentage of students who “feel safe in my school during the school day” from 90% to 93% by the end of the 2023-2024 school year.</p> <p>Increase the percentage of <b>students</b> able to “<b>keep their temper under control</b>” 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.”</p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Additional 1.0 SEL/Climate Teacher to provide school-wide climate strategies through research and Panorama suggestions.</li> <li>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.</li> <li>3. Calming Corner Kits</li> <li>4. Parent workshop to discuss emotional regulation and stress management for both their students and families</li> <li>5. Small groups to teach</li> </ol>	<p>Progress Monitoring:</p> <ol style="list-style-type: none"> <li>1. Documentation of new strategies being utilized to help students feel more like they are maintaining their temper at Drayton Hall Elementary.</li> <li>2. Logs from teacher/student use of the therapy dog for both academic reasons and therapeutic use, and Student Panorama surveys.</li> <li>3. Calming Kit usage.</li> <li>4. Sign ins and agendas. Parent feedback.</li> <li>5. Logs and pre-/post-</li> </ol>	<p>Performance Metrics:</p> <p>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>

	emotional regulation and stress management	surveys for small group counseling and how the students feel (anxiety) after each session with or without a therapy dog in the session	
<b>Goal 5:</b>  By June, 2024, the percentage of students that are chronically absent will decrease from 6.8% to 6.1%.	Strategies:  1. Hold parent Orientation and Education about Attendance Event.  Create school-wide attendance incentive program  PowerSchool Reports for Truancy and Chronic Absenteeism will be pulled and used to target families needing assistance	Progress Monitoring:  Weekly Truancy Meetings  PowerSchool Reports will be maintained in a notebook throughout the year.	Performance Metrics:  Reduction in the percentage of students chronically absent

**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 3<sup>rd</sup> – 5<sup>th</sup> grade students will be reading on grade level by Spring 2024.

<b>Strategy 1:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
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 3 <sup>rd</sup> – 5 <sup>th</sup> 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 5 <sup>th</sup> grade students reading on grade level by that time.	<ol style="list-style-type: none"> <li>Hire a 1.0 Literacy Assistant.</li> <li>Train the new LA.</li> <li>Assign students in grades 3 -5 to the new LA.</li> </ol>	<ol style="list-style-type: none"> <li>Summer 2022</li> <li>Beginning of the year FY23.</li> <li>Beginning of the year FY23.</li> </ol>	Principal Instructional Coach
<b>Strategy 2:</b>	<b>Implementation Steps:</b>	<b>Implementation Dates:</b>	<b>Person(s) Responsible:</b>
1 Optional Additional paid Teacher Workday at the beginning of the FY23 school year.	Survey Staff for suitable date Schedule the date Create the agenda Prepare Materials	Summer FY23	For Content/Agenda for the days: Principal Instructional Coach

			For Payment: Principal Bookkeeper
<b>Strategy 3:</b> 2 Data Days per year for both FY23 and FY24. (each grade level will be provided a ½ day substitute on the Data Days)	<b>Implementation Steps:</b> Schedule the dates after Assessment Calendar for each FY Create the agenda Prepare Materials	<b>Implementation Dates:</b> Dates to be determined based on the District Assessment Calendar.	<b>Person(s) Responsible:</b> Principal Instructional Coach
<b>Strategy 4:</b> Orton-Gillingham Associate Level training for the currently hired Literacy Assistant with a cohort at James B. Edwards Elementary.	<b>Implementation Steps:</b> 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 a roster and schedule for students in intervention.	<b>Implementation Dates:</b> Contact has been made with LCOG.  Training Dates: June 13-17, 2022 and July 14 & 15, 2022.  Practicum and support sessions to be determined at a later date.	<b>Person(s) Responsible:</b>  Principal Instructional Coach Literacy Assistant
<b>Strategy 5:</b> PD Sessions from Relay/GSE <ul style="list-style-type: none"> <li>• <i>Addressing Gaps while Maintaining the Bar</i></li> <li>• <i>Responding to Data Equitably</i></li> </ul>	<b>Implementation Steps:</b> 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.	<b>Implementation Dates:</b> Fall 2022	<b>Person(s) Responsible:</b>  Principal
<b>Goal 2:</b> 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.			
<b>Strategy 1:</b> 1 Optional Additional paid Teacher Workday at the beginning of the FY23 school year.	<b>Implementation Steps:</b> Survey Staff for suitable date Schedule the date Create the agenda Prepare Materials	<b>Implementation Dates:</b> Summer FY23	<b>Person(s) Responsible:</b>  Principal Instructional Coach
<b>Strategy 2:</b> 2 Data Days per year for both FY23 and FY24. (each grade level will be provided a ½ day substitute on the Data Days)	<b>Implementation Steps:</b> Schedule the dates after Assessment Calendar for each FY Create the agenda Prepare Materials	<b>Implementation Dates:</b> Dates to be determined based on District Assessment Calendar.	<b>Person(s) Responsible:</b>  Principal Instructional Coach

<p><b>Strategy 3:</b></p> <p>Schedule monthly staff morale days through our SEL/Climate Teacher position.</p>	<p><b>Implementation Steps:</b></p> <p>Hire the SEL/Climate Teacher</p>	<p><b>Implementation Dates:</b></p> <p>Throughout the year, at least once per quarter and most holidays</p>	<p><b>Person(s) Responsible:</b></p> <p>Insert info. here</p>
<p><b>Goal 3:</b> Increase the percentage of students who “<b>feel like they belong at our school</b>” 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 &amp; Well-Being” portion of the Panorama Survey.</p>			
<p><b>Strategy 1:</b></p> <p>Hire a 1.0 SEL/Climate Teacher to provide School Climate strategies to address strategies provided through research and Panorama suggestions.</p>	<p><b>Implementation Steps:</b></p> <p>Create job description Advertise the position Hire the position</p>	<p><b>Implementation Dates:</b></p> <p>As soon as possible</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Leadership Team</p>
<p><b>Strategy 2:</b></p> <p>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.</p>	<p><b>Implementation Steps:</b></p> <p>Contract with Southeastern Therapy Animal Resources</p> <p>Schedule a day each 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- &amp; Post- Survey for the students regarding how students felt about guidance group with/without therapy dogs</p>	<p><b>Implementation Dates:</b></p> <p>Currently trying to create/initiate partnership with organization.</p> <p>Start groups just after Labor Day based on teacher/parent recommendation &amp; BESS/Panorama results from Spring 2022</p> <p>Add/drop students based on need</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Leadership Team Guidance Counselor (for groups)</p>
<p><b>Strategy 3:</b></p> <p>Create a Student Council to create a leadership pipeline for students to communicate student wants and needs.</p>	<p><b>Implementation Steps:</b></p> <p>Hire SEL/Climate Teacher Hold student elections Student Council meetings will begin by end of the 1<sup>st</sup> nine weeks each year.</p>	<p><b>Implementation Dates:</b></p> <p>Summer 2022 hiring Fall 2022 create the Student Council</p>	<p><b>Person(s) Responsible:</b></p> <p>Climate Coordinator</p>
<p><b>Strategy 4:</b></p> <p>Create additional celebrations and incentives from both students suggestions via Student Council, staff, and SEL/Climate Teacher</p>	<p><b>Implementation Steps:</b></p> <p>Hire Climate Coordinator</p> <p>Start Student Council – Each student council meeting will have an agenda that includes attendance and other student celebrations</p>	<p><b>Implementation Dates:</b></p> <p>Summer 2022 hiring Fall 2022 create the Student Council incentives will occur throughout the year. Dates would be dependent on ideas cultivated from</p>	<p><b>Person(s) Responsible:</b></p> <p>Climate Coordinator</p>



	<p>Create pipeline for teachers &amp; students to provide suggestions</p> <p>Schedule events</p>	<p>Student Council and teacher input.</p>	
<p><b>Strategy 5:</b></p> <p>PD Sessions from Relay/GSE</p> <ul style="list-style-type: none"> <li>• <i>Building Affirming Partnerships with Students</i></li> <li>• <i>Supporting Students with Disabilities in General Education</i></li> </ul>	<p><b>Implementation Steps:</b></p> <p>Principal will attend the Building Affirming Partnerships with Students session with another school to be certain the presentation fits into school philosophy.</p> <p>Contact Relay/GSE with times/dates for PD.</p>	<p><b>Implementation Dates:</b></p> <p>Fall 2022</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal</p>
<p><b>Goal 4:</b> Increase the percentage of students able to “<b>keep their temper under control</b>” 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.”</p>			
<p><b>Strategy 1:</b></p> <p>Additional 1.0 SEL/Climate Teacher to provide school-wide climate strategies through research and Panorama suggestions.</p>	<p><b>Implementation Steps:</b></p> <p>Create job description Advertise the position Hire the position</p>	<p><b>Implementation Dates:</b></p> <p>As soon as possible</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Leadership Team</p>
<p><b>Strategy 2:</b></p> <p>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><b>Implementation Steps:</b></p> <p>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- &amp; Post- Survey for the students</p>	<p><b>Implementation Dates:</b></p> <p>Currently trying to create/initiate partnership with organization.</p> <p>Start groups just after Labor Day based on teacher/parent recommendation &amp; BESS/Panorama results from Spring 2022</p> <p>Add/drop students based on need</p>	<p><b>Person(s) Responsible:</b></p> <p>Principal Leadership Team</p>
<p><b>Strategy 3:</b></p> <p>Calming Corner kits for each classroom and teacher training PD regarding strategies to assist students with emotional regulation.</p>	<p><b>Implementation Steps:</b></p> <p>Acquire kits Train staff on using kits Disperse kits.</p>	<p><b>Implementation Dates:</b></p> <p>Aug. 2022</p>	<p><b>Person(s) Responsible:</b></p> <p>SEL/Climate Teacher Guidance Counselor</p>

**Goal 5: By June, 2024, the percentage of students that are chronically absent will decrease from 6.8% to 6.1%.**

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

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

<p><b>Activity 1:</b>  <i>1.0 Literacy Assistant</i></p>	<p><b>Specific Components of Activity:</b></p> <ul style="list-style-type: none"> <li>This newly hired Literacy Assistant will be responsible for working with 3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> 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.</li> </ul>	<p><b>Cost:</b>  \$136,406</p>
<p><b>Activity 2:</b>  Orton-Gillingham Training for 1 Literacy Assistant</p>	<p><b>Specific Components of Activity:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p><b>Cost:</b>  \$4,600</p>
<p><b>Activity 3:</b>  <i>Professional Development (Up to 50 People)</i></p>	<p><b>Specific Components of Activity:</b></p> <p><i>From Relay/GSE</i></p> <ul style="list-style-type: none"> <li><i>Building Affirming Partnerships with Students</i></li> <li><i>Supporting Students with Disabilities in General Education</i></li> <li><i>Responding to Data Equitably</i></li> <li><i>Addressing Gaps while Maintaining the Bar</i></li> </ul>	<p><b>Cost:</b>  \$14,000</p>
<p><b>Activity 4:</b></p>	<p><b>Specific Components of Activity:</b></p>	<p><b>Cost:</b></p>

1.0 SEL/Climate Teacher	<ul style="list-style-type: none"> <li>• Lead staff member for Student Council</li> <li>• Lead staff member for Truancy Team</li> <li>• Conduct whole group Guidance Lessons 1X/month</li> <li>• Plan &amp; execute student celebrations and attendance celebrations</li> <li>• Serve as PBIS Team Lead</li> </ul>	\$178,000
<b>Activity 5:</b> Therapy Dog	<b>Specific Components of Activity:</b> <ul style="list-style-type: none"> <li>• Counselor will conduct small groups with students comfortable and not allergic to dogs as much as the organization can assist</li> </ul>	<b>Cost:</b> \$0 (PTO will make donation to organization)
<b>Activity 6:</b> 1 Pre-Report Date Work Days for 29 Teachers (CD – 5 <sup>th</sup> & instructional coach) for FY23	<b>Specific Components of Activity:</b> <ul style="list-style-type: none"> <li>• Teachers will become acquainted with the new(er) curricula during these two days</li> </ul>	<b>Cost:</b> \$12,760
<b>Activity 7:</b> Data Days (½ day per grade level) (28 classroom teachers {CD – 5 <sup>th</sup> } one time per semester)	<b>Specific Components of Activity:</b> <ul style="list-style-type: none"> <li>• Teachers will be more prepared to work with data, react to data, and create and implement classroom strategies/plans according to data</li> <li>• Substitutes will be hired for the day, but grade levels will be provided ½ day for</li> </ul>	<b>Cost:</b> \$6,300
<b>TOTAL:</b>		<b>\$352,006</b> <b>(97.6% of budgeted money in case of price increases for any items)</b>

**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
- **SEL/Climate Teacher** – No ability to sustain, but over a two-year period, the SEL/Climate Teacher 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. The tasks performed by the SEL/Climate Teacher will be distributed to the guidance counselor, assistant principal, and principal
- **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.
- **1 Pre-Report Date Work Day for 29 Teachers (CD – 5<sup>th</sup> & instructional coach) for FY23** – Not sustainable. Does not need to be sustained.
- **Data Days (28 classroom teachers {CD – 5<sup>th</sup>} one time per semester)** – May be able to ask PTO for assistance with this for at least one Data Day per year OR we may be able to use Professional Development Days after FY24

<b>Application Due Date</b>	<b>Approval Status Date</b>
April 4, 2022	