

ESSER III School Proposal Template

Due April 4, 2022

School: Laurel Hill Primary School

Date: April 1st, 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	Yes
HIGH-QUALITY TEACHERS/LEADERS	Yes
WRAP-AROUND SERVICES	Yes

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	Yes
2022-2023	Yes
2023-2024	Yes

Statement of Intended Outcome – State your intended outcome of the your proposal

As a primary school, we recognize that the pandemic has created deficits in students' foundational skills; not only in pre-academic readiness skills, but also socially. Our proposal is three-fold:

1. To hire qualified staff to support students' academic achievement, specifically in the area of reading and provide professional development opportunities that prepare all teachers to better support their students in the area of reading.
2. To increase engagement and supports through events and programs that educate and inform families of school, classroom, and student goals.
3. To implement programs that support the social-emotional well-being of both students and staff.

The intended outcome of our proposal will be, through the above initiatives, to provide academic, social/emotional, and behavioral supports that will increase student achievement in all areas, resulting in our students performing on grade level.

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.

As a primary school, we have the unique responsibility to focus on learning that is conducive to the young child. As a school that is accredited by the National Association for the Education of Young Children (NAEYC), our proposal directly aligns with NAEYC's core values: To appreciate childhood as a unique and valuable stage of the human life cycle; to base our work on knowledge of how children develop and learn; and to appreciate and support the bond between the child and family.

One of the key tenets of NAEYC's work is their *Developmentally Appropriate Practice in Early Childhood Programs*. This resource is the standard for which early learning programs follow, and their research aligns and supports our proposal, and our work as early childhood educators. Some of the key standards include:

- *Standard 2C: Educators welcome family members in the setting and create multiple opportunities for family participation*
- *Standard 3A: Observation, documentation, and assessment of young children's progress and achievements is ongoing, strategic, reflective, and purposeful*
- *Standard 4C: Educators effectively implement a comprehensive curriculum so that each child attains individualized goals across all domains and across all subject areas.*
- *Standard 4H: Educators differentiate instructional approaches to match each child's interests, knowledge, and skills*
- *Implementation Standard 1A: Support educators' access to professional development opportunities that allow them to build the knowledge, skills, and dispositions needed to be an effective early childhood educator.*
- *Implementation Standard 1G: Provide mentoring and coaching for educators and administrators to encourage reflection about the children, families, and communities served.*

Children's motivation to learn is increased when their learning environment fosters their sense of belonging, and teaching methods should connect their experiences in school to their home and community ((NAEYC's Developmentally Appropriate Practice in Early Childhood Programs, Fourth Edition, pg. xxxv). This principle aligns

with the work of John Dewey, who claimed that a sense of belonging requires both physical and psychological safety.

“Neuroscience research has established that children are capable of making extraordinary strides during the early years in every aspect of development as long as they have the benefit of engaged, responsive, and supportive adults.” (NAEYC’s Developmentally Appropriate Practice in Early Childhood Programs, Fourth Edition)

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.

Goal 1:	Strategies:	Progress Monitoring:	Performance Metrics:
<p>By May 2024, 75% of all students will perform in the meets or exceeds expectations as indicated on the MAP Projected Proficiency report for reading or score in the low risk category as indicated by the Fastbridge Early Reading Reading assessment.</p> <p>ESSER III Pillar 1 Rigorous Grade Level Instruction</p> <p>ESSER III Pillar 2 High quality teachers and leaders</p>	<p>Provide targeted intervention support as outlined here: Tier 3 intervention to students with 30 minutes of research-based instructional strategies 5 days/week. Examples of these strategies are Sound Sensible, Spire, and CCLI.</p> <p>Tier 2 intervention to students 2-4 days/week for 30 minutes.</p> <p>Implement EL curriculum and Heggerty with fidelity.</p> <p>Provide tiered, differentiated professional development in the following areas: EL curriculum, iReady Reading, LETRS training, Read To Succeed Endorsement, and Fastbridge progress monitoring.</p> <p>Utilize iReady reading data, progress monitoring data, and benchmark assessments to provide differentiated instruction, target skill deficits, and make program phase changes as needed.</p>	<p>Weekly Fastbridge K- letter sounds 1st- nonsense words 2nd- CBM</p> <p>Monthly Fountas and Pinnell Running Record for Tier 2 and Tier 3 students</p> <p>iReady Reading Diagnostic Assessment 3 times per year</p> <p>Weekly progress monitoring assessments for Tier 3 students</p> <p>Bi-weekly progress monitoring assessment for Tier 2 students</p>	<p>By May 2024, 75% Kindergarten students will score at the Low Risk category on the FastBridge EarlyReading composite and 75% of all 1st and 2nd grade students will meet grade level expectations on the MAP Projected Proficiency Summary Report.</p> <p>Progress Monitoring EOY Goals K - 41, 1st - 22 2nd - 101</p> <p>Low Risk EOY Composite Goal K - 64</p> <p>By May 2024, 75% of our students will meet or exceed the following EOY grade level expectations: K - text level D 1st - text level J 2nd - text level M</p> <p>CBM Goals 1st - 66, 2nd - 101</p> <p>Lexile Goals K - 160L-310L 1st - 430L-530L 2nd - 600L-850L</p>

<p>Goal 2:</p> <p>By May 2024, we will provide mental health and wellness support for students and staff through the use of various wraparound services.</p> <p>ESSER III Pillar 2 High quality teachers and leaders ESSER III Pillar 3 Wraparound services</p> <p>School counselor and contracted counselor will identify at-risk students needing mental health and wellness support through teacher and parent referrals, and growth will be measured by the number of positive behaviors identified through BESS screener, which will be administered 3x a year.</p> <p>Mental health and wellness support success will be measured by staff Panorama Survey data, measured 2x a year. Staff responses will increase from a baseline of 75% of favorable responses from the Spring 2021 Panorama data to 85% by May 2024.</p>	<p>Strategies:</p> <p>Provide weekly/bi-weekly guidance lessons with students that will support identified SEL needs of the schoolwide utilizing the Second Step curriculum extension activities.</p> <p>Create and implement a comprehensive guidance plan that meets the mental health and wellness needs of our students and staff to include a calming room for staff and calming kits for classrooms.</p> <p>Provide professional development in the area of social emotional learning to teachers.</p>	<p>Progress Monitoring:</p> <p>BESS Screener Data Progress Monitor 3x per year</p> <p>R360 Teacher Referrals Review monthly in MTSS</p> <p>R360 Office-based Referrals Review monthly in MTSS</p> <p>Small group referrals Review monthly in MTSS</p> <p>Guidance screeners Baseline collected when student begins small group guidance and progress monitored monthly while receiving small group services</p> <p>Lesson Plans Review weekly in administrative meetings and through intentional walkthrough observations</p> <p>PD feedback Review after each PD opportunity</p> <p>Panorama Data Review after administration</p> <p>PS Attendance Data Review weekly in administrative meetings</p> <p>ESS and Kelly Services Reports Review monthly in administrative meetings</p>	<p>Performance Metrics:</p> <p>Decrease in the number of students identified at Tier 2 and Tier 3 as identified by the BESS Screener Data</p> <p>Decreased number of R360 Teacher Referrals</p> <p>Decreased number of R360 Office-based Referrals</p> <p>Increase the number of students dismissed from small group sessions</p> <p>Panorama Data</p> <p>Decrease in number of students truant and chronically absent</p> <p>Increase in staff attendance rate</p>
<p>Goal 3:</p> <p>By May 2024, we will increase family engagement by providing resources, programs and events that promote/foster positive home-school relationships, as measured by attendance rates</p>	<p>Strategies:</p> <p>Provide parent education classes that teach ways they can support their child's learning at home in academics (Bridges and EL home connections) and social emotional (Second Steps Home</p>	<p>Progress Monitoring:</p> <p>Schedule & Sign in sheets for parent education classes Review sign in sheets from each session</p>	<p>Performance Metrics:</p> <p>Increased parent attendance in parent education classes</p> <p>Increased parent attendance at information</p>

<p>for school and classroom programs and events, as well as participation in at least 1 family data conference with the teacher each year.</p> <p>ESSER III Pillar 3 Wraparound services</p>	<p>Links and calming kits for families)</p> <p>Create information sessions for parents to discuss rules, procedures, and expectations of the school and district.</p> <p>Implement a yearlong family engagement plan to promote positive home-school relationships.</p>	<p>Feedback from parent education classes</p> <p>Review session surveys after each session</p> <p>Schedule & Sign in sheets for school expectation information sessions</p> <p>Review sign in sheets from each session</p> <p>Feedback from school expectation information sessions</p> <p>Review session surveys after each session</p> <p>Family engagement plan specifically for CD, K, 1st, and 2nd</p> <p>Review surveys feedback at the beginning and end of the year to develop family engagement opportunities that meet the needs of the families</p>	<p>sessions focused on school expectations</p> <p>Increased parent attendance at home/school engagement events</p> <p>Increased scores on school climate surveys completed by the SCDOE</p>
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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: By May 2024, 75% of all students will perform in the meets or exceeds expectations as indicated on the MAP Projected Proficiency report for reading or score in the low risk category as indicated by the Fastbridge Early Reading Reading assessment.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Provide targeted intervention support as outlined here:</p> <p>Tier 3 Intervention 30 minutes of research-based instructional strategies 5 days/week. Examples of these strategies are Sound Sensible, Spire, CCLI, and LLI.</p> <p>Tier 2 Intervention 30 minutes of research-based instructional strategies 2-4 days/week. Examples of these strategies are Sound Sensible, Spire, CCLI, and LLI.</p>	<p>Assess students according to the Fastbridge and/or MAP window to collect baseline data.</p> <p>Identify students performing in tier 2 and 3 and identify specific needs.</p> <p>Utilize the interventionist to provide 4-5 weeks of targeted, small group intervention support within the general education classroom at the start of the school year and progress monitor students.</p>	<p>August 2022 - June 2023</p> <p>August 2023 - June 2024</p>	<p>ESSER III Funded Reading Interventionist(s)</p> <p>Certified Reading Interventionists</p> <p>Instructional Coach</p>

	<p>Analyze data collected from the interventionist to determine if the student would benefit from targeted intervention in a small group setting outside of the general education classroom.</p> <p>Utilize a researched-based curriculum as determined by multiple data points.</p> <p>Create a schedule that aligns student needs and maximizes instructional time in a small group setting outside of the general education setting utilizing appropriate programs with fidelity.</p> <p>Gather data weekly and monitor data monthly to make effective and efficient phase changes.</p>		
<p>Strategy 2:</p> <p>Implement EL curriculum and Heggerty with fidelity in all classrooms.</p>	<p>Implementation Steps:</p> <p>Provide professional development for the EL curriculum and the Heggerty phonics program.</p> <p>Provide time for teachers to collaborate, prepare, and prepare for implementation of the EL curriculum.</p> <p>Create a schedule for fidelity check observations by the school-based administration team and district specialists.</p> <p>Utilize our school walkthrough tool to provide specific feedback to teachers.</p> <p>Implement tiered, differentiated PD support to address the areas of need identified through fidelity checks.</p>	<p>Implementation Dates:</p> <p>July 2022 - June 2023</p> <p>August 2023 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Classroom teachers and assistants</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p>
<p>Strategy 3:</p> <p>Provide tiered, differentiated professional development in the following areas: EL curriculum, iReady Reading, LETRS training, Read To</p>	<p>Implementation Steps:</p> <p>Provide professional development on the EL curriculum.</p> <p>Schedule time for teams and</p>	<p>Implementation Dates:</p> <p>July 2022 - June 2024</p>	<p>Person(s) Responsible:</p> <p>ESSER III Funded Reading Interventionist(s)</p> <p>Certified Reading Interventionist</p>

<p>Succeed Endorsement, and Fastbridge progress monitoring.</p>	<p>grade levels to collaborate, plan and prepare with support from the instructional coach.</p> <p>Provided a tiered, differentiated PD for iReady reading (administering the diagnostic, analyzing diagnostic results, and utilizing diagnostic results to provide differentiated instruction and support based on student need) and Fastbridge progress monitoring (analyzing efficacy of instruction and determining phase change needs).</p> <p>Create cohorts of teachers needing the Read to Succeed Endorsement and provide stipend for teachers to participate outside of their workday.</p> <p>Create cohorts of teachers to receive the LETRS training and provide stipend for teachers to participate outside of their workday.</p> <p>Utilize PLCs during the school day to analyze data and discuss student work samples.</p> <p>Utilize PLCs after school to provide professional development targeting teacher needs.</p> <p>Utilize the leadership team during the summer to plan and prepare curriculum with teachers.</p>		<p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>MTSS Team</p> <p>Instructional Specialist</p> <p>School Counselor</p>
<p>Strategy 4 :</p> <p>Utilize iReady reading data, progress monitoring data, and benchmark assessments to provide differentiated instruction, target skill deficits, and make program phase changes as needed.</p>	<p>Implementation Steps:</p> <p>Create data spreadsheets by teacher to streamline data analysis.</p> <p>Create monthly opportunities to evaluate data and create phase/program changes as needed.</p> <p>Adjust groups and level of support based on student growth and progress.</p>	<p>Implementation Dates:</p> <p>August 2022 - June 2023</p> <p>August 2023 - June 2024</p>	<p>Person(s) Responsible:</p> <p>ESSER III Funded Reading Interventionist(s)</p> <p>Certified Reading Interventionist</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>Classroom teachers and</p>

	Utilize MTSS meetings to discuss student regression and progression.		assistants MTSS Team
Goal 2: By May 2024, we will provide mental health and wellness support for students and staff through the use of various wraparound services.			
Strategy 1: Provide weekly/bi-weekly guidance lessons with students that will support identified SEL needs of the schoolwide utilizing the Second Step curriculum extension activities.	Implementation Steps: Analyze BESS screener data to determine trends and needs as related to SEL (SEL Counselor, School Counselor, and MTSS Team). Ensure that the Second Step curriculum is implemented with fidelity within the general education classroom through fidelity check observations. If needed, provide professional development to teachers requiring additional support. Create a weekly/bi-weekly schedule to provide additional SEL instruction. Provide instruction that targets areas identified by the BESS screener, provides enrichment to classroom Second Step lessons, reinforces schoolwide PBIS expectations and positive character traits.	Implementation Dates: August 2022 - June 2023 August 2023 - June 2024	Person(s) Responsible: DAP Funded SEL Counselor School Counselor MTSS Team Classroom Teachers and Assistants
Strategy 2: Create and implement a comprehensive guidance plan that meets the mental health and wellness needs of our students and staff to include a calming room for staff and calming kits for classrooms.	Implementation Steps: Create a calming room for staff members' mental health and wellness support as identified by the school counselor with support from the DAP office. Utilize BESS Screener to identify and support social-emotional needs of students. Design a guidance curriculum that aligns with Second Step, supports PBIS expectations, and promotes positive character traits.	Implementation Dates: August 2022 - June 2023 August 2023 - June 2024	Person(s) Responsible: DAP Funded SEL Counselor School Counselor MTSS Team Department of Alternative Programs PBIS Team
Strategy 3:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:

<p>Provide professional development in the area of social emotional learning .</p>	<p>Analyze BESS Screener data in PLC meetings.</p> <p>Utilize motivational speakers to support mental health and wellness of staff at the start of the school year and after the holiday break on campus. We will also consider partnering with area schools to share costs of motivational speakers.</p> <p>Partner with community based organizations to create moral-boosting activities and programs for staff.</p>	<p>August 2022 - June 2023</p> <p>August 2023 - June 2024</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coach</p> <p>DAP Funded SEL Counselor</p> <p>School Counselor</p> <p>MTSS Team</p> <p>Department of Alternative Programs</p> <p>PBIS Team</p> <p>Sunshine Committee</p> <p>PTA</p> <p>SIC</p>
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Goal 3: By May 2024, we will implement programs and events that provide supports for students and families and increase home-school relationships.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p>Provide parent education classes that teach ways they can support their child's learning at home in academics (Bridges and EL home connections) and social emotional (Second Steps Home Links and calming kits for families)</p>	<p>Survey parents on areas they need support with at home.</p> <p>Survey teachers on areas of need in terms of parent support of academic areas.</p> <p>Provide monthly classes that will cover topics such as reading or math support, play-based learning opportunities, child development topics, fine motor/gross motor skills, and/or sensory needs where parents will create a calming kit for home use.</p> <p>Provide resources, including recordings of parent classes, for those parents that cannot attend in-person or virtual meetings.</p>	<p>August 2022 - June 2023</p> <p>August 2023 - June 2024</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Faculty Leadership</p> <p>School Improvement Council</p> <p>Reading Coach</p> <p>Reading Interventionists</p> <p>School Counselor</p> <p>PTA</p> <p>Parents</p> <p>Community Based Organizations</p>
<p>Strategy 2:</p> <p>Create information sessions for parents to discuss rules,</p>	<p>Implementation Steps:</p> <p>Create a yearlong plan that outlines topics relevant to the</p>	<p>Implementation Dates:</p> <p>Summer 2022</p>	<p>Person(s) Responsible:</p> <p>Principal</p>

<p>procedures, and expectations of the school and district, and hold data collection day for kindergarten that will provide parents with up to date reports of their student's academic progress.</p>	<p>school year (e.g.- back to school info in August, parent/teacher conference expectations in October, PBIS matrix).</p> <p>Host "LEAP Days" for kindergarten to allow teachers to assess student benchmark levels in order to determine immediate instructional needs.</p> <p>Provide monthly opportunities for parents to engage with school staff about specific school and district policies. Opportunities may include, but aren't limited to; attendance, including truancy and chronic absenteeism; bus and other transportation related procedures; volunteer and field trip chaperone expectations; or health/allergy procedures.</p> <p>Use surveys to gain parent feedback on topics they would like to see discussed throughout the school year.</p>	<p>August 2022 - June 2023</p> <p>Summer 2023</p> <p>August 2023 - June 2024</p>	<p>Assistant Principal</p> <p>Faculty Leadership</p> <p>School Improvement Council</p> <p>Reading Coach</p> <p>Reading Interventionists</p> <p>School Counselor</p> <p>PTA</p> <p>Parents</p> <p>Community Based Organizations</p> <p>SIC</p> <p>Kindergarten Teachers</p>
<p>Strategy 3:</p> <p>Implement a yearlong family engagement plan to promote positive home-school relationships.</p>	<p>Implementation Steps:</p> <p>Coordinate regular spirit nights with PTA and community based organizations.</p> <p>Design an "engagement calendar" that organizes events throughout the school year, allowing families to plan ahead.</p> <p>Organize events that bring together families, community-based organizations, and the school to promote a strong culture within the Laurel Hill community. Events could include, but are not limited to; class publishing parties, school concerts or productions, carnivals, or bi-annual service projects.</p> <p>Gather feedback from various stakeholders (parents, local businesses, staff members, SIC, and PTA) to prioritize events based on the outcome of</p>	<p>Implementation Dates:</p> <p>August 2022 - June 2023</p> <p>August 2023 - June 2024</p>	<p>Person(s) Responsible:</p> <p>Principal</p> <p>Assistant Principal</p> <p>Faculty Leadership</p> <p>School Improvement Council</p> <p>Reading Coach</p> <p>Reading Interventionists</p> <p>School Counselor</p> <p>PTA</p> <p>Parents</p> <p>Community Based Organizations</p> <p>SIC</p>

	promoting positive home-school relationships.		
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:	
Hire 2 0.7 FTEs highly qualified classified teachers.	Provide targeted instruction in the area of reading for students identified in Tier 2 or Tier 3. Maintain progress monitoring data and provide monthly data reviews to the MTSS team. Collaborate with classroom teachers on specific needs. Analyze data to create high quality instruction through a research based program, such as Bridges Intervention, SPIRE, Sounds Sensible, Charleston Comprehensive Literacy Initiative (CCLI), LETRS	\$63,430	
Activity 2:	Specific Components of Activity:	Cost:	
Professional Development	Provide non-school days to provide professional development to all staff on the EL curriculum and allow time for staff to collaborate at each grade level to plan and prepare for the implementation of the EL program. Create a cohort of teachers needing the Read to Succeed endorsement and provide stipend for coursework completed outside of their workday. Create a cohort of teachers needing the LETRS training and provide stipend for additional coursework requirements or provide substitutes to cover classes so teachers can collaborate during the school day. Utilize motivational speakers to inspire and encourage staff. Utilize the leadership team during the summer months to plan and prepare curriculum with teachers (up to 10 days).	\$110/teacher x 3 days x 29 teachers = \$9,570 \$110/teacher x 3 days x 15 teachers = \$4,950 \$110/teacher x 3 days x 15 teachers = \$4,950 \$10,000 \$110/teacher x 10 days x 2 teachers = \$2,200 Total \$31,670	
Activity 3:	Specific Components of Activity:	Cost:	
Hire a contracted counselor support to provide up to 30 hours of SEL direct instruction	SEL counselor will hold weekly/bi-weekly guidance lessons with students that will support Second Step implementation in the classroom. Instruction that targets areas identified by the BESS screener, provides enrichment to classroom Second Step lessons, reinforces schoolwide PBIS expectations and positive character traits. Staff members will collaborate with administration, teachers, and school counselor to effectively	\$0 (social worker or temporary employee funded through District ESSER funding)	

	implement in the classroom.	
Activity 4: Calming Room	Specific Components of Activity: Create a space where teachers can reflect, reduce stress, and relax throughout the day and focus on their physical and mental well-being.	Cost: \$0 (support staff provided by DAP office)
Activity 5: Leap Days	Specific Components of Activity: Provide days for kindergarten and first grade teachers to conduct early assessments for students to determine immediate instructional needs and discuss with parents the goals/expectations of Kindergarten.	Cost: \$110/teacher x 2 days x 20 teachers = \$4,400
Activity 6: Parent Education Classes	Specific Components of Activity: Provide resources and informational flyers to parents who attend to include calming kits created by parents to use at home.	Cost: \$500 PTA Funding will be used to supplement the costs of kits.
TOTAL:		\$100,000

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 plan is very sustainable. Many of our programs, such as the calming room, family engagement, and school-level data analysis are low to zero cost, and we will be able to continue these programs when ESSER funding have been exhausted.

For programs that will require funding, we hope to allocate PTA funds to continue with these programs in at least a part-time capacity. Additionally, we can allocate PTA funds to provide professional development opportunities for staff, and will work with kindergarten teachers to build early assessment days within our school calendar, beginning in the fall of 2024.

When we are successful with achieving the goal of all students performing on grade level with reading, we will no longer need to fund the additional intervention. We will be able to structure the role of the district-provided intervention in the earlier grades. Also, our extensive professional development plan will include all assistants receiving the same level of training as the classroom teachers so that they can effectively run differentiated, small group instruction within their classrooms.

Application Due Date	Approval Status Date
April 4, 2022	

