

ESSER III School Proposal Template

Due April 4, 2022

School: St. Andrew's School of Math and Science

Date: 4/7/2022

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 – It is our intention to address all three ESSER III pillars with the funds allocated to St. Andrew’s School of Math and Science. When considering how to ensure rigorous grade level instruction and high quality teachers and leaders, we intend to allocate significant funds, time, and effort into building capacity within the building. By providing teachers with intensive professional development and support, we will expedite teacher effectiveness, and in doing so, afford all students with a higher quality educational experience. We will focus on the following strategies and activities:

Orton-Gillingham training and practicum: The Orton-Gillingham approach is a systematic and proven approach to teach reading. Its effectiveness in assisting struggling readers is well documented. Unfortunately, access to the approach is most often limited to those who have the financial resources to pay \$60+/hour for Orton-Gillingham tutoring. A significant portion of our student population does not fall within that socio-economic demographic. It is our intention to train eight staff members (one resource teacher, one teacher reading specialist, and six classroom teachers), who will be able to provide intensive reading instruction and support to all of our students. Through one on one intervention, small group instruction, and whole group delivery, we will close reading gaps for students who have demonstrated a weakness in their phonemic awareness, and have yet to respond to the interventions that are currently offered within the school setting.

Teacher Reading Specialist: Often, our most struggling readers are provided intervention from classified personnel, who lack the experience and tools necessary to address multi-faceted reading deficits. It is our intention to continue with a position that we were allocated during the '21-'22 school year that has produced significant results with our struggling Kindergarten readers. Our teacher reading specialist will continue to work with Kindergarten students in small groups. In addition to pull-out support, the Teacher Reading Specialist will also provide push-in support to classroom small groups. This position will also be a part of our cohort of Orton-Gillingham trained educators, and will provide one on one support to developing readers.

Summer Instructional Institute: Teachers will be invited to a custom, three-day professional development session that will be tailored to creating the most appropriately rigorous instructional tasks for students, and understanding how to best implement the EL reading curriculum to spark student growth. Educators should leave the three day training with an in-depth understanding of what rigor looks like in the classroom, as well as meticulously designed lesson plans that will be ready to use during the Fall instructional period.

The other half of our proposal focuses on ESSER pillar III. We acknowledge that student success is not just found in reading and math scores, but instead directly affected by those soft skills and aspects of the educational experience that are often overlooked. We also understand that facilitating student success, especially coming out of two and a half years of pandemic related barriers, is not something that can be done solely through a traditional school approach. That being the case, we seek to allocate funds to provide wraparound services to students that focus on after-school enrichment and mentoring, social-emotional health and well-being, and cultivating a positive school climate.

~~**Reading Partners:** Student success is not just a result of the hours spent during the school day. We know that students need continued practice, assistance with homework, additional reading support, and opportunities to interact with adult mentors who can share knowledge, wisdom, and experiences. Collaborating with Reading~~

~~Partners to create an after school option for students who previously did not have one, will help to fill those gaps for students.~~

School-Based Climate/SEL Teacher: The importance of cultivating a positive and safe school climate for students and staff, has never been more important. With a student enrollment of more than 750 and over 65 employees, the social-emotional needs far exceed the capacity of a single guidance counselor. A full-time climate/SEL position will assist in the facilitation of SEL lessons, hold small group interventions and support pods, utilize restorative practices to assist struggling students re-enter the classroom, manage climate enhancing and culture building school initiatives that benefit students and staff (including the new house-system), coordinate PBIS initiatives, connect with families through written and face-face communication, teach the necessary skills to enhance executive function, and work in tandem with the guidance counselor to provide additional reinforcement wherever necessary. We seek to improve the overall sense of belonging, foster strong home-school relationships, and develop a school climate that is unrivaled.

Breathe for Change: As an added support and intervention for students, staff, and families, we intend to provide Yoga and SEL services for the entire school community. The School-Based Climate/SEL teacher will participate in a 200 hour Yoga and SEL certification training during the summer, which will pave the way for regular use of Yoga as a resource to our entire school community.

With the understanding that funds will no longer be available after September of 2024, we sought out opportunities that would build professional capacity within the building, that will pay dividends to our entire school community far after all funds have been dispersed.

Research –

Orton-Gillingham: Across the country, Orton-Gillingham practitioners use thorough diagnostics, meticulously crafted lesson plans, and a systematic approach to achieve phonemic awareness in struggling readers that is aligned with the science of reading. Most often, the approach has only been available to those families who have been able to pay \$60 - \$100/hour for O.G. certified tutors. At St. Andrew's, we intend to build capacity in our staff so that all primary readers will have access to the approach. With over 35% of our student population being affected by poverty, and those students who are most often struggling with reading coming from that demographic, it is our aim to provide our teachers with a structured and proven approach that will help guide our developing readers with the most need.

Orton-Gillingham research can be found [here](#). Specifics about the Associate Level Training can be found [here](#). Specifics about the Classroom Educator training can be found [here](#).

Colleagues on Call: John Antonetti has provided professional development for CCSD for the past four years. The basis for his sessions can be [found in his book](#).

Teacher Reading Specialist: We're seeking to maintain the level of support that was put into place this year with an additional teacher allocation that was granted during the second nine weeks. Our Kindergarten grades teacher reading specialist works with over thirty (30) students, providing intervention and enrichment. During the summer,

this specialist will begin training at the Orton-Gillingham Associate Level. Current schedules and progress monitoring of student growth would need to be redacted, but can be submitted for further review, if needed.

~~**Reading Partners:** By collaborating with Reading Partners, we seek to provide students with additional opportunities for one-on-one tutoring and mentoring. Reading Partners is a proven program with consistent results.~~

~~Information about the impact of Reading Partners can be found [here](#).~~

~~Information about the Reading Partners curriculum can be found [here](#).~~

Climate/SEL Teacher: The importance of a properly implemented SEL curriculum, and the role that a positive school climate plays in student success, cannot be disputed. Studies on the benefits of positive school climates can be found [here](#) and [here](#). Case studies on the benefits of house systems in the school environment, the management of which will be one of the responsibilities of the school-based climate/SEL teacher, can be found [here](#), [here](#), and [here](#). The highly touted, Ron Clark Academy house system, can be viewed [here](#).

Breathe for Change (SEL and Yoga certification): Research about the benefits of Yoga and SEL in the school environment (for students and staff) can be found [here](#).

Goals, Strategies & Performance Measures –

<p>Goal 1:</p> <p><i>Provide staff with professional development opportunities that will enable them to better serve students in the area of reading and literacy, in an effort to improve overall reading proficiency in students, and close the achievement gap that currently exists between sub-groups in the school.</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● <i>Implement the use of Orton-Gillingham in the primary grades, as well as the resource program.</i> ● <i>Retain position allocated during the '21-'22 school year that serves Kindergarten students through pull-out and push-in small group intervention and enrichment.</i> ● <i>Collaborate with Colleagues on Call to provide staff members with intimate, specifically designed professional development, focusing on the rigor divide found in instructional activities, and implementing the EL reading curriculum effectively and with fidelity.</i> 	<p>Progress Monitoring:</p> <p><i>Student Data:</i></p> <ul style="list-style-type: none"> ● <i>Fastbridge</i> ● <i>MAP</i> ● <i>Orton-Gillingham Diagnostics</i> ● <i>IEP Goal Progress</i> ● <i>Weekly Progress Monitoring CBMs</i> <p><i>Staff Development</i></p> <ul style="list-style-type: none"> ● <i>Practicum feedback from Orton-Gillingham Academy Fellows</i> ● <i>Orton-Gillingham lesson plans</i> ● <i>ELA (EL and differentiated small group) lesson plans.</i> 	<p>Performance Metrics:</p> <p><i>Student Data:</i></p> <ul style="list-style-type: none"> ● <i>Fastbridge</i> ● <i>MAP</i> ● <i>Orton-Gillingham Diagnostics</i> ● <i>IEP Goal Progress</i> ● <i>Weekly Progress Monitoring CBMs</i>
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<p>Goal 2:</p> <p>Prioritize the need for student, staff, and community well-being in order to create the optimal learning experience, where students and staff are satisfied with the learning environment, feel safe, are motivated to come to school, and maintain a strong sense of belonging.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • <i>Create a school-based climate/SEL teacher position, who works in tandem with the guidance counselor, to manage and maintain climate based initiatives including the school house system, PBIS, Yoga, SEL lessons, executive function interventions, truancy prevention, teacher morale, home-school communication/relations, community engagement/partnership, etc...</i> • <i>Train the climate/sel teacher through Breathe for Change, to provide Yoga and SEL to students, staff, and families.</i> • <i>Designate a calming room/space in the building with kits and resources for students to reset</i> 	<p>Progress Monitoring:</p> <p><i>Weekly MTSS Meetings</i></p> <p><i>Monthly Review 360 Reports</i></p> <p><i>Monthly House System Initiatives</i></p> <p><i>Monthly PBIS Initiatives</i></p> <p><i>Quarterly Teacher Morale Surveys</i></p> <p><i>Monthly Family Events</i></p> <p><i>Monthly Attendance Reports</i></p> <p><i>Chronic Absenteeism Reports</i></p>	<p>Performance Metrics:</p> <p><i>Panorama Surveys</i></p> <ul style="list-style-type: none"> - <i>Student</i> - <i>Staff</i> - <i>Teacher</i> <p><i>Climate Surveys</i></p> <ul style="list-style-type: none"> - <i>Student</i> - <i>Parent</i> - <i>Teacher</i> <p><i>Review 360 Reports</i></p> <p><i>Teacher Retention</i></p> <p><i>Charleston Teacher Alliance Surveys</i></p> <p><i>Attendance Reports</i></p> <p><i>Chronic Absenteeism Reports</i></p>
<p>Goal 3:</p> <p><i>Extend learning opportunities to students and families outside of the hours of the traditional school day.</i></p>	<p>Strategies:</p> <ul style="list-style-type: none"> • <i>Collaborate with Reading Partners to host after school reading/mentor program</i> 	<p>Progress Monitoring:</p> <p><i>Program Attendance Data</i></p> <p><i>Student Growth Benchmarks</i></p> <p><i>Student Report Cards</i></p>	<p>Performance Metrics:</p> <p><i>Student Data:</i></p> <ul style="list-style-type: none"> • <i>Fastbridge</i> • <i>MAP</i> • <i>Orton-Gillingham Diagnostics</i> • <i>IEP Goal Progress</i> • <i>Weekly Progress Monitoring GBMs</i> <p><i>Program Attendance Data</i></p> <p><i>Review 360 Reports</i></p>

Management Plan w/ Major Project Activities

Goal 1

Provide staff with professional development opportunities that will enable them to better serve students in the area of reading and literacy, in an effort to improve overall reading proficiency in students, and close the achievement gap that currently exists between sub-groups in the school.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Facilitate phonemic awareness among struggling reading populations in the primary grades and SPED populations.</i></p>	<p><i>Train eight staff members to implement the use of Orton-Gillingham in the primary grades, as well as the resource program.</i></p> <p><i>Utilize the Orton-Gillingham approach in 1:1, small group, and whole group literacy instruction.</i></p>	<p><i>Associate Level Training: June 13th – June 17th July 14th and 15th</i></p> <p><i>Classroom Educator Level Training: Early August 2022</i></p> <p><i>School-based O.G. instruction: August '22 – indefinitely</i></p>	<p><i>Resource Teacher (primary grades)</i></p> <p><i>Teacher Reading Specialist</i></p> <p><i>Gen. Ed. Teachers (Kindergarten, First, Second)</i></p>
<p>Strategy 2:</p> <p><i>Build capacity in classroom teachers in respect to their reading/literacy instruction.</i></p>	<p>Implementation Steps:</p> <p><i>Host a three day summer institute for teachers, during which they will collaborate with John Antonetti (Colleagues on Call) to develop rigorous ELA lesson plans and instructional strategies.</i></p>	<p>Implementation Dates:</p> <p><i>Summer Institute July 25th – 27th</i></p> <p><i>ELA Instruction</i></p>	<p>Person(s) Responsible:</p> <p><i>Instructional Coach</i></p> <p><i>Gen. Ed. Teachers</i></p>
<p>Strategy 3:</p> <p><i>Maintain an additional certified teacher (started during the '21-'22 school year) to provide pull-out and push-in literacy support and enrichment in the primary grades.</i></p>	<p>Implementation Steps:</p> <p><i>Participate in the Orton-Gillingham Associate Level Training.</i></p> <p><i>Commence one on one practicum work with students, while receiving coaching support from an Orton-Gillingham Fellow.</i></p> <p><i>Provide one on one and small group literacy support and enrichment to students in kindergarten and first grade.</i></p>	<p>Implementation Dates:</p> <p><i>Associate Level Training: June 13th – June 17th July 14th and 15th</i></p> <p><i>School-based small group and 1:1 support/ O.G. instruction: August '22 – indefinitely</i></p>	<p>Person(s) Responsible:</p> <p><i>Teacher Reading Specialist</i></p>

Goal 2

Prioritize the need for student, staff, and community well-being in order to create the optimal learning experience, where students and staff are satisfied with the learning environment, feel safe, are motivated to come to school, and maintain a strong sense of belonging.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<p><i>Employ a school-based Climate/SEL teacher.</i></p>	<p><i>Clearly define the role and responsibilities of the school-based climate coordinator.</i></p> <p><i>Identify and hire a candidate who works in tandem with the guidance counselor, to manage and maintain climate based initiatives including the school house system, PBIS, Yoga, SEL lessons, executive function interventions, truancy prevention, teacher morale, home-school communication/relations, community engagement/partnership, etc...</i></p>	<p><i>Hiring Process: Spring/Summer '22</i></p> <p><i>August '22 – June '24*</i> <i>*Alternative funding source will be needed after '24</i></p>	<p><i>Administration</i></p> <p><i>School-based Climate/SEL Teacher</i></p>
<p>Strategy 2:</p> <p><i>Attend professional development to build employee capacity, leading to mindfulness-centered experiences for students, staff, and families.</i></p>	<p>Implementation Steps:</p> <p><i>Participate in Breathe for Change 200 Hour SEL and Yoga certification training</i></p> <p><i>Provide small group yoga to students as an intervention</i></p> <p><i>Offer free, after-school Yoga classes to staff</i></p> <p><i>Host large group Yoga events for students and families</i></p>	<p>Implementation Dates:</p> <p><i>Yoga/SEL Certification Training:</i></p> <ul style="list-style-type: none"> ● <i>June 27th – 28th</i> ● <i>July 11th – 12th</i> ● <i>July 18th – 19th</i> ● <i>July 25th – 26th</i> ● <i>August 1st – 2nd</i> ● <i>August 8th - 9th</i> <p><i>School-Based Yoga/SEL support: August '22 - indefinitely</i></p>	<p>Person(s) Responsible:</p> <p><i>School-Based Climate/SEL Teacher</i></p>
<p>Strategy 3:</p> <p><i>Designate a space in the building as a Calming Room, and utilize it as an area for reflection, self-regulation, and redirection, to assist all students in feeling safe and focused in the learning environment.</i></p>	<p>Implementation Steps:</p> <p><i>Identify an appropriate space in the facility to use as the new calming room</i></p> <p><i>Plan the Calming Room with guidance from the Calming Room Plan Checklist, created by DAP</i></p> <p><i>Consult with the CCSD Mental Wellness team</i></p>	<p>Implementation Dates:</p> <p><i>Identify a room: May '22</i></p> <p><i>Plan resources with Calming Room Plan Checklist: Summer '22</i></p> <p><i>Mental Wellness Team Consultation: Summer '22</i></p> <p><i>Create Calming Room: Summer '22</i></p>	<p>Person(s) Responsible:</p> <p><i>School-Based Climate/SEL Teacher</i></p> <p><i>Administration</i></p>

Goal 3

Extend learning opportunities to students and families outside of the hours of the traditional school day.

Strategy 1:	Implementation Steps:	Implementation Dates:	Person(s) Responsible:
<i>Develop an after-school offering to bolster reading fluency and comprehension, while providing students with mentoring relationships with members of the larger community.</i>	<p><i>Coordinate with Reading Partners to define partnership goals, target students, hours of support, resources, and other logistics</i></p> <p><i>Invite students to participate in the newly developed after-school reading/mentorship program</i></p>	<p><i>Program Design: Summer 2022</i></p> <p><i>Program Dates:</i></p> <p><i>August 2022—June 2023*</i></p> <p><i>*Additional funding will be requested/secured prior to the end of the '22-'23 school year, if the data supports a continuation of the program</i></p>	<p><i>Administration</i></p> <p><i>MTSS Team</i></p> <p><i>Instructional Coach</i></p> <p><i>Reading Partners Site Director</i></p>

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:
<i>Literacy/Instructional Enrichment</i>	<ul style="list-style-type: none"> ● Orton-Gillingham Training/Practicum: We will train one resource teacher and one teacher reading specialist at the O.G. Associate Level and six primary grades teachers through the teacher certification level. Associate level staff will attend seven days of training during the summer, as well as participate in the 100 hour practicum during the school year. Classroom Educator level staff will attend a four day training during the summer, and participate in the practicum during the school year. All staff members receive one on one support from a certified Orton-Gillingham Fellow, and the school receives 150 hours of additional support from the Orton-Gillingham Academy. School-based Associate Level staff will work one on one and in small intervention groups with students. Teacher Level staff will utilize the approach in whole group, as well as small group instruction. ● Teacher Reading Specialist Position: Our school was allocated an additional kindergarten position in November. By the time a candidate was identified and hired, it was December. Instead of disrupting the routine of our kindergarten students, we hired a teacher who worked solely with our kindergarten students, in pull-out and push-in intervention/enrichment capacities. ● Colleagues on Call (John Antonetti) Summer Institute: Up to ten teachers will receive a three day training, specifically designed to meet the needs of the students at our school. Professional development will focus on identifying the level of rigor in instruction, unpacking standards, and developing the most rigorous tasks to promote student growth. Additionally, 	<p>O.G. - \$28,720</p> <p>Teacher Reading Specialist – Approx. \$180,000 (over two years)</p> <p>Summer Institute - \$13,050</p> <p>Total: \$221,770</p>

	<p>staff will work intimately with the newly piloted EL reading curriculum, to develop strategies to best address student needs.</p> <ul style="list-style-type: none"> • Compensation for staff attending summer professional developments (O.G. and Summer Institute @ \$110/day) 	
<p>Activity 2: <i>Climate and SEL-Based Support</i></p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • School-based Climate/SEL Teacher: Focuses on providing an additional layer of support to students, staff, and families. The role works in tandem with the guidance counselor in many areas, including Second Step instruction, connecting with families to combat chronic tardiness and absenteeism, and facilitating small groups. The teacher also assists in developing executive functioning skills that may need growth in students. Data derived from Panorama Surveys, Review 360 reports, School Climate Surveys, the BESS Screener, and Powerschool Absenteeism reports will drive the initiatives covered by the Climate/SEL teacher. Additionally, this staff member will assist in building home-school relationships through newsletters and managing the school website. The teacher will assist in re-teaching expectations to students, and utilizing restorative practices to dissuade them from non-preferred behaviors. The management of the school-wide house system, as well as PBIS initiatives, will also fall under the purview of the SEL/Climate Teacher. As an integral member of the MTSS team, the SEL/Climate teacher will offer additional insight into the themes and needs in the building in terms of maintaining the desired climate, and development of school-wide culture. On a daily basis, the SEL/Climate teacher will help to cover the lunch room, which will allow classroom teachers to have unencumbered lunch periods. • Breathe for Change: 200 hour training providing Yoga and SEL certification to the school-based Climate/SEL teacher, who will offer Yoga to students, staff, and families in small groups and large groups. Yoga and SEL will be used in supportive, proactive well-being, and social-emotional intervention capacities. • Calming Room Materials and Resources: The newly formed calming room will provide students a safe space to reset, focus, and regulate emotions that may inhibit success in the classroom. 	<p>Cost:</p> <p>School-based Climate/SEL Teacher: <i>Approx. \$180,000 (over two years)</i></p> <p>Breath For Change Training: \$2,000</p> <p>Calming Room Resources: \$3,230</p> <p>Total: \$185,230</p>
<p>Activity 3: <i>After-School Academic Assistance and Mentorship</i></p>	<p>Specific Components of Activity:</p> <ul style="list-style-type: none"> • In collaboration with the non-profit Reading Partners, provide students with one on one reading and mentorship experiences with qualified and trained volunteers. 	<p>Cost: \$25,000</p>
TOTAL: \$407,000		

Sustainability – The bulk of our plan is self-sustaining. Staff will receive training that will develop their skill set. As long as those staff members remain with the school, the benefit will continue to be felt by the students and the community.

We will revisit the Reading Partners program, if additional funds are available to schools. In order to stay within budget, we decreased the number of expected attendees of our Summer Institute, and corrected the amount of stipend that teachers would receive. If no other ESSER funds are available for Reading Partners, we will utilize community volunteers to provide after-school support, similar to the I-Beam program used in numerous Mt. Pleasant schools.

The teacher reading specialist is a position that has already proven beneficial to students in our primary grades. At the end of the grant, we will have two and a half years' worth of data to support the need for highly trained reading support in the primary grades. However, if we are unable to secure the additional allocation, despite the evidence backing the position, we may have to shift a magnet point. However, with six primary classroom teachers receiving Orton-Gillingham training, it is our hope that we will have built enough capacity over two years, to provide adequate instruction and resources to all struggling readers in the classroom setting.

The responsibilities of the school-based climate/sel teacher are extensive. If we are unable to secure funding for the position in the future, despite the need to support the social-emotional health and well-being of students and staff, duties will have to be delegated to the principal, assistant principal, guidance counselor, teacher committees, and parent volunteers.

Application Due Date	Approval Status Date
April 4, 2022	