

ESSER III School Proposal Template

Due April 4, 2022

School: James Island Elementary
 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
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2022-2023	X
2023-2024	X

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

Research

Within this proposal we would also like to address the reading needs of our students through the use of an afterschool program, professional development sessions for our teachers and the creation of a positive school climate and the use of data days. All of these initiatives have been proven to make a difference in the lives of students.

The National Research Council (NRC, 2002) reported that youth organizations and After School Programs promote healthy development. They reported that children who participated in youth organizations and after school programs tended to adopt higher self-esteem, increased motivation, and academic achievement.

We would like to provide incentives for our students as we create a positive learning environment that meets their academic needs. As our team read about the importance and value of a positive school climate we discovered that research has found that a positive school climate can improve students’ academic achievement, attendance, engagement, and behavior, as well as teacher satisfaction and retention.

We are also looking to use the Department of Alternative Programs attendance campaign resources to address our PBIS initiatives (<https://www.ccsdschools.com/Page/6735>; Attendance Works, 2021).

We have included many professional development opportunities for teachers within this plan because we have realized that every minute of a teacher’s time is valuable and research supports that Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork. According to the Regional Educational Laboratory At Edvance Research, Inc professional development for teachers is a key mechanism for improving classroom instruction and student achievement (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America’s Future, 1996). This organization conducted a systematic and comprehensive review of the research-based evidence on the effects of professional development (PD) on growth in student achievement in three core academic subjects (reading/ELA, mathematics, and science).

We would like to implement data dive days in our calendar for the upcoming school year. We would like to use these times to allow teachers time to collaborate about instructional practices, review the data and use it to assist with the data-informed decision making process that they will use to develop their instruction.

Many educators and policy makers in the United States have recently advocated for increasing the amount of time that teachers collaborate when planning, administering, and evaluating their instruction (Huffman & Kalnin, 2003; Jorgenson, MacDougall, & Llewellyn, 2003; Klentschy, 2005). Numerous studies have found advantages to engaging in teacher collaboration. Collaboration during lesson planning was a significant predictor of student achievement in the United States. For instance, Wimberley (2011) found that schools in Missouri that allowed teachers to work together in workshops to review data and plan lessons performed better on the state's standardized tests than schools that did not encourage such collaboration.

We have attached additional articles that support our goals using these funds. We are hoping that this proposal is accepted and we look forward to implementing it.

<https://www.sciencedirect.com/science/article/abs/pii/S1747938X17300611>

https://assets-global.website-files.com/5d3725188825e071f1670246/5d71988c7d90db7045afd4cc_pbis_disproportionality_data_guidebook.pdf

https://assets-global.website-files.com/5d3725188825e071f1670246/5e50280ac2fdca9fdeeba0_Improving%20Attendance%20and%20Reducing%20Chronic%20Absenteeism.pdf



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: By June 2024, increase the percent of ALL students scoring meets or exceeds on SC READY ELA from 46.1% to 54%, increase the percent of students with disabilities scoring meets or exceeds on SC READY ELA from 17.4%</p>	<p>Strategies: 1. Providing afternoon enrichment for students in grades 4 and 5 that score in the approaches category on the spring 2022 ELA SCReady Assessment</p>	<p>Progress Monitoring: NWEA MAP Projection Report (Fall, Winter, Spring) District ELA Benchmark (Fall, Winter, Spring)</p>	<p>Performance Metrics: SCReady ELA</p>
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<p>to 22.8%, and increase the percent of minority students (African American, Hispanic, and other) scoring meets or exceeds on SC READY ELA from 29.3% to 37.5%.</p> <p>The intended outcome of this goal is to increase the percentage of students reading on grade level and demonstrating comprehension of grade level texts.</p>	<ol style="list-style-type: none"> 2. Professional development for general education and special education teachers to better meet the needs of students with disabilities 3. Integrating reading and our school based STEAM initiative to support the academic needs of our students. 4. School wide student book club to include picture books and chapter books (South Carolina Association of School Librarians Book Award nominees) 5. Purchasing books to enhance classroom libraries and the EL curriculum 		
<p>Goal 2:</p> <p>By June 2024, TEACHER satisfaction with school climate will improve, as indicated by the percent of TEACHERS mostly agreeing or agreeing, (1) "There are relevant professional opportunities offered to teachers at my school" increasing from 91.3% to 92.6%; (2) "The school leadership makes a substantial effort to address teacher concerns" increasing from 87% to 88.6%</p> <p>The intended outcome of this goal is to increase teacher satisfaction with the school climate, which ultimately impacts the retention of high-quality teacher leaders.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Faculty and staff will participate in professional development sessions that address: data analysis, social emotional learning, cultural competency, and teaching gifted students. 2. Data Dive Days for teacher collaboration. 3. School based prep days for EL implementation (during the summer after district training) 	<p>Progress Monitoring:</p> <p>District and school-based teacher surveys (Panorama)</p>	<p>Performance Metrics:</p> <p>District and school-based teacher surveys (Panorama)</p>

<p>Goal 3:</p> <p>Expand professional development for educators in regards to inclusivity and social-emotional learning for students.</p> <p>The intended outcome of this goal is to ensure James Island Elementary supports the social-emotional needs of all students. Addressing the social-emotional needs of students is a key component to addressing their academic needs. If the scholars at James Island Elementary have their social-emotional needs met, they will be more able to excel academically.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Teachers and Teacher Assistants will receive professional development in the district adopted social-emotional curricula and strategies (Second Step, Restorative Practices, Listening Circles) 2. Teachers will be trained on the proper use of a calming room. 	<p>Progress Monitoring:</p> <p>The sign in log for our calming room - reviewing it to identify the increase/decrease in student visits</p> <p>Notes from guidance groups that are addressing social emotional concerns will be used to determine the materials and equipments needed</p>	<p>Performance Metrics:</p> <p>Spring 2023 BESS Screener</p> <p>Review 360 Referrals</p>
<p>Goal 4:</p> <p>By June 2024, the percent of students that are chronically absent will decrease from 9.6% to 7.4%.</p> <p>By June 2024, the percentage of students that receive referrals will decrease.</p> <p>The intended outcome of this goal is to decrease chronic absenteeism in an effort to increase the number of students reading on grade level, improve student grades, and improve standardized test performance.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. PBIS team will be organized - team will plan incentives for teachers and students - incentives will be implemented 2. Develop a mentorship program for students who are truant or chronically tardy. 3. Host parent workshops to build school-community relationships and provide educational information regarding the importance of attendance. 	<p>Progress Monitoring:</p> <p>Monthly review of Review360 data, attendance data, and truancy data in our MTSS meetings</p>	<p>Performance Metrics:</p> <p>Review 360 Data - Teacher and office managed referrals</p> <p>Attendance Reports (PowerSchool)</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

<p>Strategy 1: Providing afternoon enrichment for students in grades 4 and 5 that score in the approaches category on the spring 2022 ELA SCReady Assessment</p>	<p>Implementation Steps: August 2022 - students identified September 2022 - teachers are trained on use of IReady tool box Late September - Students begin after school sessions</p>	<p>Implementation Dates: September 2022 - April 2023 September 2023 - April 2024</p>	<p>Person(s) Responsible: Identifying students - Lead Teacher and Instructional Coach Teachers - James Island Elementary Faculty and Staff</p>
<p>Strategy 2: Professional development for parents and teachers in order to better meet the needs of students with disabilities</p>	<p>Implementation Steps: Work with the Department of Exceptional Children (DEC) to offer extra support, shared resources, and parent training for exceptional children and their families. Work with the Department of Exceptional Children (DEC) to provide direct and explicit instructional assistance on research-based programs and strategies for teachers of exceptional children Provide professional development sessions and a book study for general education and special education teachers Provide parent workshops for parents of students with disabilities</p>	<p>Implementation Dates: Fall 2022 - Spring 2024</p>	<p>Person(s) Responsible: Principal Lead Teacher General Education Teachers Special Education Teachers Department of Exceptional Children (DEC)</p>

	Process will be duplicated in year 2		
Strategy 3: Integrating reading into our school based STEAM initiative to support the academic needs of our students.	Implementation Steps: August 2022 - STEAM committee will be formed August 2022 - STEAM teacher will begin teaching classes, forming clubs, and scheduling in school field trips In October 2022 Science teacher and STEAM committee members will attend Ron Clark Science and Math PD	Implementation Dates: Fall 2022 - Spring 2024	Person(s) Responsible: Principal Lead Teacher Instructional Coach STEAM teacher STEAM committee
Strategy 4: School wide student book club to include picture books and chapter books (South Carolina Association of School Librarians Book Award nominees)	Implementation Steps: August 2022 - Books will be identified and purchased September 2022 - Monthly book club meetings will begin December 2022 and May 2023 - Book Club celebrations Process will be repeated for year 2	Implementation Dates: August 2022 - May 2024	Person(s) Responsible: Instructional Coach Lead Teacher
Strategy 5: Purchasing books to enhance classroom libraries and the EL curriculum	Implementation Steps: August 2022- Books will be identified and purchased September 2022-May 2023- Host PD session on enhancing classroom literacy instruction with real-world/ cross-curricular read alouds	Implementation Dates: August 2022-May 2023	Person(s) Responsible: Instructional Coach Lead Teacher
Goal 2			
Strategy 1: Faculty and staff will participate in professional development sessions that	Implementation Steps: Spring 2022- Listening sessions with teachers and committees to identify PD	Implementation Dates: Spring 2022 - Spring	Person(s) Responsible: Principal Lead Teacher

address: data analysis, social emotional learning, cultural competency, and teaching gifted students.	needs Fall 2022- Teacher professional development sessions will be held and/or attended Process will be duplicated in year 2	2024	Instructional Coach Classroom Teachers
Strategy 2: Data Dive Days for teacher collaboration.	Implementation Steps: Days will be identified based on the 22-23 and 23-24 district calendar and shared with teachers Days will be placed in Kelly Services to obtain subs Teacher data binders will be created in September PLC meeting Data days will be held	Implementation Dates: August 2022 - Spring 2024	Person(s) Responsible: Principal Lead Teacher Instructional Coach
Strategy 3: School based teacher workdays for EL implementation (during the summer after district training)	Implementation Steps: Teachers attend EL district training Workdays are identified and shared with teachers	Implementation Dates: Summer 2022 - Teachers attend EL district training Summer 2022 - Workdays are identified and shared with teachers	Person(s) Responsible: Principal Lead Teacher Instructional Coach District Instructional Specialist
Goal 3			
Strategy 1: Teachers and Teacher Assistants will receive professional development in the district adopted social-emotional curricula and	Implementation Steps: Spring 2022 -Training sessions will be identified Summer 2022 - Training sessions will be scheduled and	Implementation Dates: September 2022 - May 2024	Person(s) Responsible: Principal Lead Teacher Instructional Coach Classroom Teachers

strategies (i.e. Second Step, Restorative Practices, Listening Circles)	<p>placed on school calendar</p> <p>August 2022 - training will begin</p> <p>September-May 2023- fidelity checks and walkthrough data will be collected</p> <p>Process will be duplicated in year 2</p>		
<p>Strategy 2: Teachers will be trained on the proper use of a calming room.</p>	<p>Implementation Steps: September 2022 - As teachers attend training sessions we will identify equipment and materials for the calm down room</p> <p>Parent meetings to provide parents with techniques and strategies</p> <p>Parent book study</p>	<p>Implementation Dates: September 2022 - Spring 2024</p>	<p>Person(s) Responsible: Principal Lead Teacher Instructional Coach Classroom Teachers</p>
Goal 4			
<p>Strategy 1: PBIS team will be organized - team will plan incentives for teachers and students - incentives will be implemented.</p>	<p>Implementation Steps: September 2022 - PBIS team members will attend afternoon PBIS training sessions online (a teacher from each grade level)</p> <p>PBIS school wide events and celebrations will be scheduled and incentives ordered</p> <p>Items that students may purchase from the school store with SOAR tickets.</p>	<p>Implementation Dates: September 2022 - Spring 2023</p> <p>Incentives September 2022 - May 2024</p>	<p>Person(s) Responsible: Lead teacher Principal</p>
<p>Strategy 2: Develop a mentorship program for students who are</p>	<p>Implementation Steps: Summer 2022- Identify mentors for program</p>	<p>Implementation Dates:</p>	<p>Person(s) Responsible: Guidance Counselor</p>

<p>truant or chronically tardy.</p>	<p>October 2022- Identify truant students based on the 45 day attendance report</p> <p>October 2022-May 2023- Implement mentorship program</p> <p>January 2023- Analyze mid-year truancy data and revise groupings</p> <p>Process will be duplicated in year 2</p>	<p>September 2022-Spring 2024</p>	
<p>Strategy 3: Host parent workshops to build school-community relationships and provide educational information regarding the importance of attendance.</p>	<p>Implementation Steps: Summer 2022: Develop Parent Workshop schedule and identify guest speakers</p> <p>September 2022-May 2023- Host Parent Workshops</p> <p>Process will be duplicated in year 2</p>	<p>Implementation Dates: September 2022-Spring 2024</p>	<p>Person(s) Responsible: Principal Lead Teacher Instructional Coach Guidance Counselor</p>
<p>Budget Analysis – Outline activities that require funding to successfully implement initiatives associated with the program. Add additional activities as necessary.</p>			
<p>Activity 1: Providing afternoon enrichment for students in grades 4 and 5 that score in the approaches category on the spring ELA SCReady Assessment</p>	<p>Specific Components of Activity:</p> <p>10 teachers 2 days per week for 2 hours for 25 weeks = \$73,045.50 per year including benefits</p> <p>4 teacher assistants 2 days per week for 2 hours for 25 weeks = \$16,463.13 per year including benefits</p> <p>Snacks = \$750 per year x 2 years = 1,500.00</p>	<p>Cost for 2 years:</p> <p>\$146,091.00</p> <p>\$32,926.26</p> <p>\$1500.00</p> <p>Total = \$180,517.26</p>	

<p>Activity 2: Provide professional development sessions and a book study for general education and special education teachers</p> <p>Provide parent workshops for parents of students with disabilities</p>	<p>Specific Components of Activity:</p> <p>Year 1 Book Study: A Mind at a Time by Mel Levine Book cost \$14.39 30 teachers + 5 teacher assistants (Kindergarten TA's and resource TA)</p> <p>Year 2 Book Study: Rigor for Students with Special Needs by Barbara Blackburn & Bradley Witzel Book cost \$34.95 30 teachers + 5 teacher assistants (Kindergarten TA's and resource TA)</p> <p>Refreshments, door prizes, and materials for parent workshops and professional development sessions</p> <p>Teachers will participate in additional professional development sessions throughout this two year cycle that relates to meeting the needs of students with disabilities. A Voice for Those Who Learn Differently Onsite PD session By LeDerick Horne This PD session will address the challenges of all disabilities, uniting the efforts of diverse groups in order to achieve substantive, systemic change.</p> <p>Book: Empowering Students with Hidden Disabilities by LeDerick Horne and Margo Izzo Book cost \$31.94 30 teachers + 5 teacher assistants (Kindergarten TA's and resource TA)</p> <p>We are in the process of identifying an additional session for Year 2.</p>	<p>Cost for 2 years:</p> <p>35 books x \$14.39 = \$503.65</p> <p>35 books x \$34.95 = \$1,223.25</p> <p>\$1,500 x 2 years = \$3,000</p> <p>Year 1: \$15,000</p> <p>Year 2: \$15,000</p> <p>Total: 35,844.80</p>
<p>Activity 3: Summer work days for teachers: Teachers will come in for three days during the summer to prepare for EL implementation.</p>	<p>Specific Components of Activity:</p> <p>Teachers will come in for three full days during the summer to unpack and organize EL curriculum materials after participating in district training. Teacher assistants in our kindergarten classes will also participate. Day 1 - unpack and organize Day 2 - unpack and organize; meet as a grade level and begin constructing lesson plans for implementation.</p>	<p>Cost for one year:</p> <p>Teacher pay 22 teachers x 3 days for 8 hours = \$18,232.16</p> <p>Teacher Assistants pay 4 TA's x 3 days for 8 hours = \$1,915.01</p>

	Day 3 - meet as a grade level and begin constructing lesson plans for implementation.	Total = 20,147.17
Activity 4: Teachers will participate in data dive days and classroom subs will be necessary as teachers meet as a grade level.	<p>Specific Components of Activity: Data Dive Meeting Schedule This event will occur three times a year - August, November, and February</p> <p>Day 1: CD teachers AM / Kindergarten teachers PM Day 2: 1st grade AM / 2nd grade PM Day 3: 3rd grade AM / 4th grade teachers PM Day 4: 5th grade AM / resource teachers PM</p> <p>Refreshments, materials, door prizes, supplies - binders, dividers, colored paper, folders, markers, highlighters, etc...</p>	<p>Cost for 2 years:</p> <p>\$112 per day x 5 substitutes x 5 days = \$2,800</p> <p>\$2800 x 3 times per year \$8,400; \$8400 x 2 years = \$16,800</p> <p>\$1,500 x 2 = \$3,000</p> <p>Total=\$22,600.00</p>
Activity 5: Teacher academic professional development sessions	<p>Book Study - Overcoming the Achievement Gap Trap by Anthony Muhammed Book cost \$24.00 26 teachers + 5 teacher assistants (Kindergarten TA's and resource TA)</p> <p>Refreshments for book study sessions</p> <p>Culturally and Linguistically Responsive Teaching Onsite PD sessions - 10 sessions By Sharroky Hollie from New Frontier21 Consulting This PD session will empower our teachers with steps they can use on a daily basis to impact the learning of our underserved students (our African American and special education students) and additional PD sessions that we may find prior to the start of school.</p> <p>Teachers will participate in additional professional development sessions throughout this two year cycle that relates to analyzing data, teaching special education and</p>	<p>Cost for one year: 29 books x \$24.00 = \$696.00</p> <p>\$1000.00 x 2 years= \$2,000</p> <p>Cost for one year: \$15,000</p> <p>\$20,000</p>

	gifted students in the general education class and social emotional learning. We are in the process of identifying these sessions.	Total: 37,696.00
Activity 6: Training for social-emotional professional development	<p>Spring 2022 -Training sessions will be identified Summer 2022 - Training sessions will be scheduled and placed on school calendar All faculty and staff members will be trained August 2022 - training will begin October 2022 - Parent Training will begin</p> <p>We are in the process of identifying speakers for our parent meetings. If we can partner with local agencies that will come in for free that would be great but if not we have allotted a budgeted amount for speakers.</p> <p>We would like for parents to make a take away to implement at home after each meeting.</p> <p>We will have the parents participate in a book study that can be discussed at each meeting. Book = approximately \$25</p>	<p>Estimated Cost:</p> <p>For PD sessions to train staff on the use of a calm space for students \$4,000 x 1 years</p> <p>For PD sessions to train staff in social-emotional strategies \$4000 x 1 year</p> <p>For Substitute Teachers \$112 per day x 5 substitutes x 5 days = \$2800</p> <p>\$2800 x 3 times per year \$8400</p> <p>\$8400 x 2 years =</p> <p>Total = \$16,800</p> <p>Parent meetings Food will be served \$2000 x 2 years = \$4000</p> <p>Printing parent materials and takeaways \$1500 X 2 years = \$3000</p> <p>Speakers for parent meeting will come in \$2000 x 2 years = \$6000</p> <p>Total= \$29,800</p>
Activity 7: PBIS initiative	Students	Student incentives cost:

	<p>MAP “meeting your MAP target celebrations” - Students meeting their MAP target score will participate in a celebration</p> <p>Perfect attendance raffles - At the end of each nine weeks students receiving perfect attendance will receive a prize.</p> <p>Honor Roll and Principal’s List students will participate in a celebration.</p> <p>No bus referral Celebrations - At the end of each nine weeks all bus riders that did not get a referral will receive a prize</p> <p>No school referral celebrations - At the end of each nine weeks students who have not gotten a referral will be recognized with a token of appreciation for good behavior.</p> <p>We will use “Get Caught” Tickets on a daily basis to celebrate our students that are following our SOAR rules. Students can use these tickets to purchase items from our school store.</p>	<p>\$1500 x 2 years = \$3000</p> <p>Items for PBIS store: \$1500 X 2 years = \$3000</p> <p>Total - \$6,000</p>
<p>Activity 8: Integrating Reading Into Science</p> <p>This activity is directly related to Goal 1, Strategy 3: “Integrating reading and our school based STEAM initiative to support the academic needs of our students.” The intended outcome of this activity is to increase the percentage of students reading on grade level and demonstrating comprehension of grade level texts (which include science-based content).</p>	<p>Ron Clark Math and Science Day</p> <p>Science Lab teacher and members of our STEAM team (one teacher from each grade level) and instructional coach= 8 teachers</p> <p>Purchasing science picture books that address the science standards</p> <p>Updating science lab to support our reading goal (supplies to support the concepts that the students are</p>	<p>Cost for one year: \$ 525 registration fee x 8 = \$4200 Hotel for one night - approximately \$200</p> <p>\$200 x 4 rooms = \$800 Transportation Flight - approximately \$300 round trip x 8 = \$2400 Total for Ron Clark event = \$7600</p> <p>\$1250 x 2 years = 2,500</p> <p>\$7000 x 2 years = 14,000</p>

	studying)	Total= 24,100
Activity 9: Student Book Club	Purchasing diverse read alouds and chapter books from the South Carolina Award Books Reading celebrations twice a year	\$4000 x 2 years = \$8000 Total= 8,000
Activity 10: Enhancing Classroom Libraries	Purchasing books to enhance classroom libraries that will support EL curriculum	\$6,500 per year x 2 years = \$13,000 Total= 13,000
TOTAL:		\$377,705.23

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.

Providing afternoon enrichment for students in grades 4 and 5 - After two years we will have to downsize this initiative and use school based funds to provide this service to our students.

Summer work days for teachers - These summer work days will not need to occur every year. Once the curriculum materials are unpacked and organized this summer there will be no need to unpack materials again. To sustain the data dive days prior to the start of school we will attempt to exchange those days for an upcoming teacher work day(s).

Data dive days - We will attempt to absorb the cost of substitutes for our data dive days in our sub accounts or use parent volunteers.

Professional development sessions - We will immediately implement what is learned at each session. These strategies will become a part of our discussions in PLC meetings. When new teachers arrive at our school grade level members along with instructional coaches and lead teachers will be required to train their teammates.

Calming room - Those that training sessions attend will become our building trainers. The equipment and materials that are purchased will be one time purchases.

PBIS - The cost of these initiatives will be sustained by our PTA. We will ask the PTA to conduct another fundraiser to sustain these efforts.

Science lab supporting our reading goal - The PTA and parents will be asked to sustain this initiative after this two year period.

Application Due Date	Approval Status Date
April 4, 2022	\$377,802.72