

CONECUH COUNTY SCHOOLS'
Road to Recovery ESSER II Application
[Supporting Documents]

Strategic Plan for Addressing Unfinished Learning

| S | M | A | R | T |
|---|--|---|---|---|
| Specific Goal(s) | Measurable | Attainable | Realistic/Relevant | Timeline |
| What specifically do you want to do? | How will you know when you have reached the goal? | What support might you need? | Is the goal realistic? | When do you want to accomplish the goal? |
| Unfinished Learning Supports | | | | |
| Targeted Dates: Summer 2021- SY 2024 | | | | |
| <p>Commit to High-Quality Diagnostics in Formative Years and address learning deficits.</p> <p>Specific Activities Include:</p> <ul style="list-style-type: none"> ▪ Diagnostics Testing Fall, Winter, Spring | <p>Current data indicate that many students are in need of opportunities for High-Quality Instruction to address unfinished learning.</p> <p>Reading/ELA End-Of-Year Diagnostic Data</p> <p>Above Grade Level: 23%</p> <ul style="list-style-type: none"> • 198 Students <p>On-Grade Level: 16%</p> <ul style="list-style-type: none"> • 141 Students <p>One Grade Level Behind: 27%</p> <ul style="list-style-type: none"> • 241 Students <p>Two Grade Levels Behind: 14%</p> <ul style="list-style-type: none"> • 119 Students <p>Three+ Grade Levels Behind: 20%</p> <ul style="list-style-type: none"> • 180 Students <p>Math End-Of-Year Diagnostic Data</p> <p>Above Grade Level: 14%</p> | <p>Items Needed:</p> <p>Curriculum Associates iReady Diagnostic, Teacher Toolbox, and Professional Development Days</p> <ul style="list-style-type: none"> • Purchase of Vetted Reading and Math Assessments <p>Proficiency Scales for each subject (especially Math and ELA)</p> <ul style="list-style-type: none"> ▪ Support offered through AMSTI in May 2021 <p>Data Meetings</p> <hr/> <p>Finding Time:</p> <p>Professional Learning Communities (PLCs)</p> <p>Interventionist/ Principal Led Meetings</p> | <p>Conecuh County Schools has the goal of improving data by 10% in both Reading and Mathematics.</p> <p>Improvements will occur in 2-3% increments over 3 years. The additional 1% comes from targeted intervention during Summer and After School Events.</p> <p>Reading Goals:</p> <ul style="list-style-type: none"> ▪ Improve Teachers' Understanding of the Science of Reading (Years, 1, 2) | <p>Target Dates:</p> <p style="text-align: center;">June 2021 to May 2024</p> <p>Responsible:</p> <ul style="list-style-type: none"> ▪ Teachers Formative Assessment, Differentiated Instruction, Progress Monitoring, Standards-Based Instruction ▪ Interventionists/ Specialists Data Meetings, Job-Embedded Professional Development, Coaching and Support |

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| | <ul style="list-style-type: none"> • 124 Students <p>On-Grade Level: 15%</p> <ul style="list-style-type: none"> • 130 Students <p>One Grade Level Behind: 43%</p> <ul style="list-style-type: none"> • 374 Students <p>Two Grade Levels Behind: 12%</p> <ul style="list-style-type: none"> • 101 Students <p>Three+ Grade Levels Behind: 17%</p> <ul style="list-style-type: none"> • 145 Students <p>Conecuh County Schools has the goal of improving data by 10% in both Reading and Mathematics.</p> <p>Diagnostic data will serve as the measurable outcome.</p> | <p>(Mandatory: Fall, Spring, Winter)</p> <hr/> <p>Support: Mrs. Christy Hughes, ARI</p> <p>Mrs. Sherrie Blackmon, AMSTI</p> <p>Mrs. Monica Mitchell, Elementary Coordinator</p> <p>Mrs. Maegan Ford, Secondary Coordinator</p> | <ul style="list-style-type: none"> ▪ Focus on Vocabulary and Phonics with SPIRE/iSPIRE (Years 1, 2, 3) ▪ Address Dyslexia Specific Characteristics (Years 1, 2, 3) ▪ Ensure Quality Reading Intervention (Years 1, 2, 3) ▪ Improve Students' Writing Skills (Years 1, 2, 3) ▪ Engage teachers in Curriculum Mapping and Vertical Alignment PLCs (Years 1, 2, 3) <p>Math Goals:</p> <ul style="list-style-type: none"> ▪ Improve Teachers' Understanding of the Geometry and Algebraic Thinking (Years, 1, 2) ▪ Focus New Course of Study--Unpacking (Years 1, 2) ▪ Address Dyslexia Specific Characteristics (Years 1, 2, 3) ▪ Improve Student Discourse in Math Classrooms (Years 1, 2, 3) | <ul style="list-style-type: none"> ▪ Principals Data Meetings, Curriculum Mapping ▪ Curriculum & Instruction Curriculum Alignment PLCs Support |
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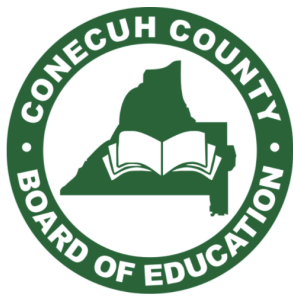
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| | | | <ul style="list-style-type: none"> Engage teachers in Curriculum Mapping and Vertical Alignment PLCs (Years 1, 2, 3) | |
| <p>Improve Unfinished Learning through ongoing intervention and student support.</p> <p>Specific Activities Include:</p> <ul style="list-style-type: none"> Hiring Personnel: <ul style="list-style-type: none"> --3 Math Coaches --3 Reading Interventionists --2 Interventionists --2 Special Education Teachers Summer Enrichment and Afterschool Learning Data Management System <ul style="list-style-type: none"> --School Status (Opportunity to have “At-a-glance” Data on all students) <p>Hyperlink: Job Descriptions for Additional Personnel</p> <p>Summer Enrichment Plans 2021-2022</p> <p>Hyperlink: Elementary Hyperlink: Secondary</p> | <p>Current Data Indicate: Significant Deficits were noted in our Kindergarten classrooms. (Hyperlink to Data)</p> <p>Teacher workload increased with the virtual and traditional learning. (Hyperlink to Data)</p> <ul style="list-style-type: none"> 40 Days were spent with 100% Virtual Instruction Schools Reopened on October 14, 2021 w/ Remote and Traditional Options 36 Elementary Classrooms were impacted by the need to provide both virtual and traditional instruction. 44 Secondary Classrooms were impacted by the need to provide both virtual and traditional instruction. <p>The number of Struggling Students increased from 78 (in SY 2019-2020) to 267 (in SY 2020-2022).</p> <ul style="list-style-type: none"> Grade Recovery Efforts were implemented to address High Failure Rates. Over 100 students were identified to participate in the | <p>Items Needed: Personnel, Instructional Programs, Data Management System, Specialized Learning Path in Curriculum Associates’ iReady (Grades K-8) and Renaissance (9-12); Professional Development</p> <p>Finding Time:</p> <ul style="list-style-type: none"> Afterschool Summer Enrichment High Dosage Tutoring—During School Hours Family Engagement Nights Virtual Tutoring/ Help Center—After Hours <p>Support:</p> <p>Mrs. Christy Hughes, ARI</p> <p>Mrs. Sherrie Blackmon, AMSTI</p> <p>Mrs. Tamika Gregory, Project AWARE Director</p> <p>Mrs. Monica Mitchell, Elementary Coordinator</p> | <p>Year 1: 2021-2022 Conecuh County Schools has the goal of improving unfinished learning by 70% in year 1, as demonstrated by growth on diagnostic assessments.</p> <p>Year 2: 2022-2023 Conecuh County Schools has the goal of improving by an additional 30% in year 2, as demonstrated by growth on diagnostic assessments. Also, Conecuh County Schools has the goal of 45% of students being “on-grade level or above” in 2022-2023.</p> <p>Year 3: 2023-2024 Conecuh County Schools has the goal of 55% of students being “on-grade level or above” in 2022-2023.</p> <p>Personnel [3-Year Contract]</p> <p>Specific Activities</p> <ul style="list-style-type: none"> Provide high-quality Tier I and Tier II instruction Individualize Students Learning Plans (for all students Grades K-12) Frequently review the data to make appropriate decisions to move data. | <p>Targeted Dates:</p> <p style="text-align: center;">June 2021 to May 2024</p> <p>Responsible:</p> <ul style="list-style-type: none"> Teachers Formative Assessment, Differentiated Instruction, Progress Monitoring, Standards-Based Instruction Interventionists/ Specialists Data Meetings, Job-Embedded Professional Development, Coaching and Support Principals Data Meetings, Curriculum Mapping Curriculum & Instruction Curriculum Alignment PLCs Support |

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| | <p>Literacy Camps—(Alabama Literacy Act).</p> <ul style="list-style-type: none"> ▪ Over 65 secondary students were invited to participate in Summer Remediation Program—total in 2019-2020: 23. <p>The goal is to improve Tier II instruction with the assistance of Interventionists.</p> <p>It is measurable by the</p> <ul style="list-style-type: none"> ▪ decreases in student retention rates ▪ increases in student attendance ▪ increasing time for students to receive Tier II and Tier III support (remembering that general education teachers will also be providing Tier I and Tier II during instructional time) ▪ improvements in the Growth, as demonstrated by the Diagnostic Assessments—goal for every student to reach the stretch goal | <p>Mrs. Maegan Ford, Secondary Coordinator</p> | <ul style="list-style-type: none"> ▪ Offer job-embedded professional development to general education teachers <p>Afterschool and Summer Enrichment Improve unfinished learning by at least for each student who attends for Reading/ELA and Mathematics. Gains are listed based on attendance in the programs.</p> <ul style="list-style-type: none"> ▪ 30 or fewer days= 1-3% ▪ 30 more days= 5% | |
| <p>Improve Social Emotional Behavioral Learning for Students and Staff.</p> <p>Specific Activities Include:</p> <ul style="list-style-type: none"> ▪ Implement Rhithim | <p>No current data are available for students' Social Emotional Behavioral Learning.</p> <p><u>Questions to Guide Data Collection:</u></p> | <p>Items Needed:</p> <ul style="list-style-type: none"> ▪ Student Incident Report (SIR) provided to Mrs. Gregory quarterly ▪ Attendance Reports provided to Mrs. Lett quarterly | <p>Implementation of Rhithim</p> <ul style="list-style-type: none"> ▪ Rhithim will assist with the referral process for students and teachers. ▪ Rhithim has an Early Warning System for at-risk students. Identification will | <p>Targeted Date:</p> <p style="text-align: center;">June 2021 to May 2024</p> <p>Responsible:</p> |

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| <ul style="list-style-type: none"> ▪ Continue Social Emotional Lessons ▪ Addressing Attendance and Discipline | <p>Question: How does SIR data link to SEB Assessments/Screeners?</p> <p>Question: How does Attendance data link to SEB Assessments/Screeners?</p> <p>Question: How can we improve the referral process for students?</p> | <p>Finding Time:</p> <ul style="list-style-type: none"> ▪ Monthly Meetings (Social Workers) ▪ Embed SEL Lessons into Homeroom and Physical Education ▪ Address SEL during Afterschool, Summer School, and Family Night Opportunities, etc. | <p>prompt Social Workers to provide Mental</p> <ul style="list-style-type: none"> ▪ Health Services or refer student to community service agencies for further intervention. <p>Goal Connected to Data Realistic Data connection will be added once original data is obtained from Dr. Ennis at UAB.</p> | <ul style="list-style-type: none"> ▪ Project AWARE Implementation Plan Pro. Development Progress Monitoring Monthly & Quarterly Reports ▪ Teachers Universal Screener (Quarterly) ▪ Social Workers Group Counseling Individual Counseling Crisis Intervention Parent Consultations ▪ Principals CiT3 Implementation Monitoring SEL/ SEB |
| | | <p>Support:</p> <ul style="list-style-type: none"> ▪ Professional Development on Rhitim (Included in the purchase) ▪ Dr. Ennis, UAB- Ci3T ▪ Mrs. Shaundalyn Elliott-Johnson, ALSDE ▪ Dr. Marilyn Lewis, ALSDE ▪ Networking with Jackson County and Homewood City | | |
| | | <p>Finding Time: Follow the Weekly Accountability Plan</p> | | |
| | | <p>Support: Not Applicable</p> | | |



Conecuh County Board of Education

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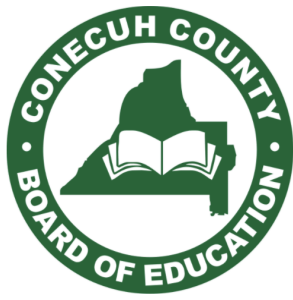
PROFESSIONAL DEVELOPMENT PLAN

2021-2024

| English Language Arts (ELA) | | | |
|---|---|---|---|
| Summer 2021 | SY: 2021-2022 | SY: 2022-2023 | SY: 2023-2024 |
| A+ College Ready: E3 Summer Training for English Course of Study [Grades 6-10] | Alabama Reading Initiative (ARI) Leadership Lunch and Learns for Tier I and Tier II Support [Leaders/ Reading Specialists] | Alabama Reading Initiative (ARI) Leadership Lunch and Learns for Tier I and Tier II Support [Leaders/ Reading Specialists] | Alabama Reading Initiative (ARI) Leadership Lunch and Learns for Tier I and Tier II Support [Leaders/ Reading Specialists] |
| Experiencing Dyslexia (SEARIC) [Grades K-12/ Interventionists/ ELA Teachers] | SPIRE for Dyslexia Specific Characteristics [Grades K-12/ Interventionists/ ELA Teachers] | SPIRE for Dyslexia Specific Characteristics [Grades K-12/ Interventionists] | SPIRE for Dyslexia Specific Characteristics [Grades K-12/ Interventionists] |
| An Overview of the ELA Course of Study (SEARIC) [Grades K-12] | LETRS- Science of Reading Volumes I and II [Grades K-3] | LETRS- Science of Reading Volumes I and II [Grades K-3] | SEARIC: Identified ELA Sessions--Troy Region Dr. Robyn Bynum [Grades K-12] |
| | SEARIC: ELA Curriculum Preparation--Troy Region Dr. Robyn Bynum [Grades K-12] | SEARIC: ELA Implementation --Troy Region Dr. Robyn Bynum [Grades K-12] | A+ College Ready: English Language Arts (ELA) [Grades 6-11] |
| | A+ College Ready: English Language Arts (ELA) [Grades 6-11] | A+ College Ready: English Language Arts (ELA) [Grades 6-11] | Advanced Placement Training and Implementation Support Sessions for ELA Teachers (Grades 7-12) |
| | Curriculum Associates' iReady PD for Differentiated Instruction, Student Readiness, and BOY-MOY-EOY Data Meetings [Grades K-8] | Advanced Placement Training Sessions for ELA Teachers (Grades 7-12) | Curriculum Associates' iReady PD for Differentiated Instruction, Student Readiness, and BOY-MOY-EOY Data Meetings [Grades K-8] |

English Language Arts (ELA)--Continued

| Summer 2021 | SY: 2021-2022 | SY: 2022-2023 | SY: 2023-2024 |
|-------------|--|---|---|
| | Renaissance STAR and MyOn Professional Development [Grades K-12] | Curriculum Associates' iReady PD for Differentiated Instruction, Student Readiness, and BOY-MOY-EOY Data Meetings [Grades K-8] | Renaissance STAR and MyOn Professional Development [Grades K-12] |
| | USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings [Grades 9-12] | Renaissance STAR and MyOn Professional Development [Grades K-12] | USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings [Grades 9-12] |
| | TBA: Professional Development for the identified ELA Adoption Tests | USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings [Grades 9-12] | |



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PROFESSIONAL DEVELOPMENT PLAN

2021-2024

| Mathematics | | | |
|--|---|---|--|
| Summer 2021 | SY: 2021-2022 | SY: 2022-2023 | SY: 2023-2024 |
| A+ College Ready: E3 Summer Training for Math Course of Study [Grades 6-10] | Alabama Math, Science, and Technology Initiative (AMSTI) <ul style="list-style-type: none"> Elementary Sessions: Numbers (Fractions and Decimals) [Grades K-5] Elementary Sessions: Addition and Subtraction [Grades K-2] Elementary Sessions: Multiplication and Division [Grades 3-5] Secondary Sessions: AMSTI Foundations Training--ACT [Grades 9-12] Secondary Sessions: AMSTI Foundations Training--Ratios and Proportions [Grades 9-12] | Alabama Math, Science, and Technology Initiative (AMSTI) <ul style="list-style-type: none"> Elementary Sessions: Numbers (Geometry and Measurement) [Grades K-5] Secondary Sessions: Number Sense, Expressions, and Equations [Grades 6-12] | Alabama Math, Science, and Technology Initiative (AMSTI) <ul style="list-style-type: none"> Elementary Sessions: Numbers (Geometry and Measurement) [Grades K-2] Elementary Sessions: Fractions [Grades 3-5] Secondary Sessions: Number Systems, Expressions, and Equations, Congruence [Grades 6-12] |
| Overview of Math Course of Study (Facilitated by AMSTI) [Grades K-5] | SEARIC--Troy Region Dr. Robyn Bynum [Grades K-12] | SEARIC--Troy Region Dr. Robyn Bynum [Grades K-12] | Curriculum Associates' iReady PD for Differentiated Instruction, Student Readiness, and BOY-MOY-EOY Data Meetings [Grades K-8] |
| Alabama Math, Science, and Technology Initiative (AMSTI): Numbers and Number Sense [Grades K-5] | A+ College Ready: Mathematics (Math) [Grades 6-10] | A+ College Ready: Mathematics (Math) [Grades 7-12] | Renaissance STAR Math Professional Development [Grades 9-12] |

Mathematics [Continued]

| Summer 2021 | SY: 2021-2022 | SY: 2022-2023 | SY: 2023-2024 |
|--------------------|---|---|--|
| | Curriculum Associates' iReady PD for Differentiated Instruction, Student Readiness, and BOY-MOY-EOY Data Meetings [Grades K-8] | Curriculum Associates' iReady PD for Differentiated Instruction, Student Readiness, and BOY-MOY-EOY Data Meetings [Grades K-8] | IXL Math Professional Development [Grades 7-12] |
| | Renaissance STAR Math Professional Development [Grades 9-12] | Renaissance STAR Math Professional Development [Grades 9-12] | USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings |

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| | | | [Grades 9-12] |
| | IXL Math Professional Development [Grades 7-12] | IXL Math Professional Development [Grades 7-12] | |
| | USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings [Grades 9-12] | USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings [Grades 9-12] | |