



Scottsboro City Schools
Academic Support Plan

Addressing Learning Gaps
Resulting from COVID-19

In conjunction with the
Alabama State Department of Education *Road to Recovery Plan*
And Federal CARES Act/ESSER II Funding

May 2021

Table of Contents

Introduction and Purpose	3
Federal CARES Act and ESSER II Funding	4
Scottsboro City Schools District-Wide Needs Assessment Results	5
Academic Support Plans - Three Pillars of Recovery	8
Pillar One: High Quality Instructional Materials	9
Pillar Two: High Quality Professional Development	11
Pillar Three: Unfinished Learning Support Introduction	14

In conjunction with the Alabama State Department of Education's ***Road to Recovery Plan***, Scottsboro City Schools (SCS) has developed a comprehensive ***Academic Support Plan*** to address learning gaps that may exist due to COVID-19. ALSDE guidance has been shared with school districts to assist with developing a plan that will meet the academic and social and emotional needs of all students.

To assist students in gaining skills and address learning gaps, SCS will utilize high-quality materials to ensure that all instruction is delivered using evidence-based instructional materials and strategies. The school district will use the ALSDE vetted list of high-quality instructional materials or complete an ALSDE rubric to ensure comparability is evident.

The use of high-quality professional development will ensure rich content that is specifically chosen to deepen and broaden the knowledge and skills of teachers, principals, administrators, paraprofessionals, and other key education staff. The enhanced knowledge will help to facilitate individual, school-wide and district wide improvements for the purpose of increasing student achievement. The school district will use the ALSDE vetted list of high-quality professional development or complete an ALSDE rubric to ensure the professional development meets the established criteria.

Unfinished learning supports action steps to address the following areas: remediation, special education, English learner, homeless, transition strategies for students moving between grade levels and into postsecondary, parent and family engagement, student wellness/well-being, and career and technical education. This plan addresses steps that will be taken at each level and for each group of learners, including resources needed and progress monitoring tools and frequency.

SCS developed an Academic Support Plan (ASP) to address the *ALSDE Road to Recovery Plan*. The academic support plan is designed around the Three Pillars: high quality instructional materials, high-quality professional development, and unfinished learning supports. Results of the ALSDE *Road to Recovery Plan* needs assessment, district and school data, and input from school leadership and district leadership to develop strategies to address impacts and challenges associated with COVID-19. The following information will provide stakeholders knowledge of how SCS will address student achievement over the next three years to assist in addressing learning loss due to COVID-19.

Federal CARES ACT and ESSER II Funding

The federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, including Elementary and Secondary Emergency Relief (ESSER II) funding will provide K-12 schools funding opportunities to “rethink the way students access education.” This funding will assist educational agencies with opportunities to make learning more accessible for all students, including students with disabilities, at-risk populations, language needs, and other challenges.

ESSER II funding will provide \$891 million dollars to the State of Alabama to assist local school districts in addressing educational impacts of the COVID-19 pandemic. Scottsboro City Schools (SCS) will be awarded \$2.213 million dollars to address these impacts through Summer 2023. Funding will be used to address learning loss experienced nationwide as a result of the effects of Covid-19 pandemic. These federal monies will be used to provide instructional supports in English Language Arts (ELA), mathematics, and science content areas in the form of instructional materials, provision of effective professional development for our teachers, and to provide reading and math intervention and remediation initiatives that specifically target student learning loss experienced over the past twelve months.

SCS will allocate a portion of these funds to our facilities department to ensure our custodian operations are well equipped to maintain cleanliness in our buildings. We will continue to maintain personal protective equipment such as masks, sanitizing solutions, gloves, and other protective supplies.

Transportation services will be funded to support programs beyond the regular school day. Instructional services and transportation services will all be part of Scottsboro City Schools’ plan to address learning loss due to COVID-19. Upon receiving our approved plan and budget for our learning loss initiative from the State Department of Education, we will begin the purchasing process for supplies and materials, software, and other services required to implement our learning loss plan.

These funds are available through September 30, 2023.

Scottsboro City Schools District-Wide Needs Assessment Results

As part of the Alabama State Department of Education's *Road to Recovery Plan* and in compliance with issuance of ESSER II funding, Scottsboro City Schools completed a District *Road to Recovery* needs assessment, identifying areas of potential learning loss and recovery factors to guide in developing academic recovery plans and facilities upgrades for the district. The following information highlights each factor and evidence that warrants the need for action plans/strategies.

Factor 1: Early Years Students "Lost" or Not Enrolled Impact for 2021-22 Scheduling and Potential Early Years Learning Loss

- Not addressed in the district plan.

Factor 2: Learning Environment Disruption Considerations

Indicator Evidence

- The number of days with limited substitutes to provide classroom instruction in every class

Factor 3: Grades, Standards, and Skills Progression Gaps & Scheduling Considerations

Indicator Evidence:

- Analysis of possible intensive learning losses in grades K-12, previously struggling students, and beginning, middle, and end-of-year diagnostic/screener data comparisons.
- Significant increase in the number of students qualifying for credit or standards recovery following the end of the 2020-2021 school year.

Factor 4: Human Resources Consideration

Indicator Evidence:

- The number of staff quarantined (sick or exposed) for extended periods of time.

Factor 5: Virtual/Remote Learning Disruption Considerations

Indicator Evidence:

- The number of students/courses/standards and/or skills deficits due to learning application activities (CTE labs, science labs, math lessons with manipulatives, partner work, peer editing, etc.)

Factor 6: Other Recovery Gap Considerations

Indicator Evidence:

- Loss of opportunities for after school tutoring due to COVID-19 restrictions for classroom capacity.

Factor 7: Student and Adult Wellness Impact Considerations

Indicator Evidence:

- Inability to maintain targeted instruction within in-person or remote learning environment constraints in the following skills:
 - A) Appropriate decision-making skills -
 - B) Organizational skills - lack of completion of e-learning assignments
 - C) Employability skills - could not participate in co-op or job shadowing activities for the majority of the academic year.

D) Goal setting and benchmarking - unable to meet traditional goals due to interruptions of COVID.

E) Positive interaction with others - limited access to cooperative learning opportunities due CDC distancing guidelines.

F) Coping skills with self-esteem; self-worth; identify challenges - unable to complete SEL lessons consistently across K-12.

G) Impulsivity -

H) Stress management techniques - workload increase and excessive requirements outside traditional job responsibilities.

I) Building and sustaining resiliency -

J) Character education curriculum - inability to implement training for newly adopted character education curriculum due to COVID guidelines.

K) Bullying (cyber or in-person) - reports of cyber bullying due to additional virtual exposure.

Factor 8: Other LEA or School-Specific Recovery Planning Consideration or Indicators

- Due to providing varied learning platforms, many teachers need assistance with the use of appropriate technology to meet individual needs of students.
- Need assistance in helping ensure that federal monies are being used to provide instructional supports due to learning loss from COVID-19.

SCS Academic Support Plan - Three Pillars of Recovery

Using results from the SCS district-wide needs assessment, SCS developed an academic support plan to address the *ALSDE Road To Recovery Plan*. The academic support plan is designed around three pillars: high quality instructional materials, high quality professional development, and unfinished learning supports. These pillars were used to further identify and develop strategies to address impacts and challenges associated with COVID-19. The following information will provide stakeholders with knowledge of how SCS will address student achievement over the next three years as a result of learning loss due to COVID-19.

Pillar One: High Quality Instructional Materials

SCS will provide the following high quality instructional materials to address students needs over a three year period to assist with learning loss as a result of COVID-19:

- **Elementary Instructional Materials**

- SPIRE Intervention Materials
- Orton Gillingham Materials
- Summer learning consumable materials
- Transition to Kindergarten parent materials by Woodburn Press
- Renaissance Learning (STAR, Freckle, MyON) digital access
- Newly adopted math materials - math manipulative kits, supplementary materials
- Newly adopted ELA materials
- Number Talks: Whole Number Computation
- Number Talks: Fractions, Decimals, and Percentages

- **Secondary Instructional Materials**

- Renaissance STAR Math and Reading
- Edgenuity
- Schoology
- Master Prep ACT Materials
- A+ College Ready Materials and Supplies
- Newly Adopted Math materials and supplies
- Newly Adopted ELA materials and supplies

- **Special Education Services and Gifted/Talented Education Instructional Materials**
 - Explode The Code Online
 - Dreambox Online
 - Benchmark Series
 - Extended School Year (ESY) - Special Education summer program instructional materials
 - Community-based instructional materials
 - Language! Live
 - Next Up! Transition
 - N2Y Life Skills Curriculum

- **English Learner Instructional Materials**
 - I-Lit for ELL's (Grades 6-12)
 - ELLEVATION Portal, including strategies (Grades K-12)
 - iSpire
 - Freckle by RenLearn
 - MyOn by Renlearn

- **Student Wellness/Well-Being Instructional Materials**
 - ABE web-based character education lessons
 - DESSA screener
 - Character Strong Curriculum
 -

Pillar Two: High-Quality Professional Development

The Alabama Road To Recovery requires Alabama school districts to provide high quality professional development training for faculty and staff to further enhance continued learning and increase instructional skill sets. The following list of high-quality professional development training sessions have been selected by SCS district leaders and school leadership teams to utilize as they address students' academic, social, and emotional needs.

- **Elementary Program**

- *Conscious Discipline* parent engagement sessions - Your Journey Together: Resilience Building Parenting Curriculum (OSR Pre-K)
- SPIRE Training (Summer Program and Newly Hired K-4 teachers)
- IMSE Orton Gillingham Training (Newly hired K-4 teachers)
- Dyslexia training
- A+ College Ready Training (6th Grade Teachers)
- Newly adopted Math Textbook Adoption training
- Newly adopted ELA textbook Adoption training
- Training relative to provisions of the *Alabama Literacy Act*
- Differentiated Instruction training to support tiered classroom instruction
- New ELA Course of Study Training

- **Secondary Program**

- SPIRE training (Intermediate - Tier 3 identified staff)
- AP Summer Training
- ALSDE approved training for teachers for the new ELA, CTE, and Math Courses of Study
- Tiered Instruction Training
- Differentiated Lessons Training

- **Special Education Services, including Gifted and Talented Education**

- PST training (district and school-wide)
- Science of Reading Training

- **Student Services Professional Development**

- Self-care and suicide prevention and awareness
- Absenteeism and Truancy Summit turn-around district-wide training
- Cultural Responsiveness
- DHR Mandatory Reporting

- **Technology**

- PowerSchool (classroom, reports, etc.)
- Using new technology to maximize student learning
- Google
- Freckle, MyOn, STAR
- Virtual Platforms

- **English Learners Program Professional Development**

- Ellevation Training
- iLIT training for teachers of grades 6-12
- iSpire training (select EL staff)
- WIDA Online Training Modules

- **Career and Technical Education Professional Development**

- Project Lead The Way (PLTW) Certification training
- CTE and Dual Enrollment Training
- Credentialing (CCR)

Pillar Three: Unfinished Learning Supports

Unfinished Learning Supports require action steps to address the following areas: remediation, Special Education, English Learners, Homeless, transition strategies for students moving between grade levels and into postsecondary, parent and family engagement, student wellness/well-being, and career-technical education. Information regarding the supports that will be provided as well as steps to monitor progress are included below:

Elementary Plan

Strategy1: Provide Summer Learning Academy for K-3 students

Action Steps:

- Establish goals, parent/guardian communication, curriculum, sites and staffing for the summer learning academy
- Identify qualifying students
- Develop expectations for the program - provide training to summer learning staff.
- Implement with fidelity and ongoing monitoring to ensure effectiveness.
- Provide transportation for students to attend.

Strategy 2: Provide after-school tutoring for K-6 students

Action Steps:

- Determine student eligibility.
- Develop program expectations.
- Determine materials and supplies needed for effective program implementation.
- Determine method to identify student gains of standard mastery.
- Recruit staff to provide tutoring to identified students.

Secondary Plan

Strategy 1: Provide a Summer Learning Academy for 9th - 12th grade students to assist with credit recovery and CCR credentialing.

Action steps:

- Secondary administrators, faculty and staff will establish goals, means of parent/guardian communication, curriculum, site and staffing for the academy.
- Assist SHS with identifying qualifying and prioritizing student selection.
- Develop expectations and procedures.
- Provide parent/student orientation in May.
- Develop means to assess program effectiveness.

Strategy 2: Provide school-wide RTI for 7th-12th grade students throughout the school day.

Action Steps

- An RTI period will be developed and implemented to address student learning gaps in the areas of ELA and Math.
- The secondary department will conduct a student data review to identify students.
- Each school administrator will facilitate data/content area/grade level meetings at minimum bi-weekly to identify student progress and make instructional adjustments as needed.