



# Road to Recovery

## ESSER 2 Application

Name of LEA	Conecuh County Board of Education
Name of Superintendent	Dr. Tonya Dukes-Bozeman

## APPLICATION CONTENTS

- Assurances
- Budget and Plan Details Part 1 (State ESSER 2 Reserve)
- Budget and Plan Details Part 2 (LEAs ESSER 2 Funds)
- Certification and Signature

## ASSURANCES

Select each box within each category of assurances. *NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.*

### Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA Superintendent certifies to the best of his/her knowledge and belief that all of the information and data in this recovery plan are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this recovery plan, all relevant provisions and requirements of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act), Pub. L. No. 116-260 (December 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.
-------------------------------------	--

### CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA that receives ESSER 2 funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
<input checked="" type="checkbox"/>	The LEA will request technical assistance on the use of ESSER 2 funds for remote learning, which includes both distance learning as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
<input checked="" type="checkbox"/>	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
<input checked="" type="checkbox"/>	The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.
<input checked="" type="checkbox"/>	The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in public schools, the uses of funds and demonstration of their compliance with Section 313(d), such as any use of funds addressing

	the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
<input checked="" type="checkbox"/>	The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, examination, and authorized individuals for interview and examination, upon request.
<input checked="" type="checkbox"/>	The LEA will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.
<input checked="" type="checkbox"/>	The LEA will comply with General Education Provisions Act (GEPA) Sections 427 and 442.
<input checked="" type="checkbox"/>	The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ESSER 2 program. If any barrier arises that impedes equal access to, or participation, in the program, the LEA will quickly address and resolve those issues. (GEPA 427)
<input checked="" type="checkbox"/>	The LEA will provide services and assistance from ESSER 2 funds to students and staff during the period of performance. (LEAs will be allowed to expend funds until September 30, 2023. Pre-award costs will be allowed for allowable costs on or after March 13, 2020.)
<input checked="" type="checkbox"/>	The LEA will comply with the maintenance of effort provision in Section 317(a) of Division M of the CRRSA Act absent waiver by the Secretary pursuant to Section 317(b) thereof.

**Other General Assurances**

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will complete a comprehensive needs assessment outlining how the district will align resources for High-Quality Instructional Materials (HQIM), High-Quality Professional Development (HQPD), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
<input checked="" type="checkbox"/>	The LEA will submit a completed rubric identifying alignment to specific qualifiers for all selections that have not been previously vetted by the ALSDE through an initiative, program, connected group, and/or vetted list.
<input checked="" type="checkbox"/>	The LEA will plan using the comprehensive needs assessment as a tool for making decisions for students and staff (i.e., targeted student groups -- students who are behind or have skills/standards gap and planning High-Quality Professional Development making sure that there is adequate time to teach necessary content).
<input checked="" type="checkbox"/>	The LEA will embed opportunities for tutoring and extended learning time throughout the academic school day through alignment with the master schedule. The LEA will also consider times before and after school, on weekends, and during the summer for the 2021-2022/2022-2023 school years.

**ESSER 2 Allowable Use Assurance**

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will only provide the following allowable services and assistance from ESSER 2 funds to students and staff:
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input checked="" type="checkbox"/>	Activities authorized by Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input checked="" type="checkbox"/>	Coordination of preparedness and response efforts of local education agencies with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to the coronavirus.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
<input checked="" type="checkbox"/>	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

<input checked="" type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all federal, state, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input checked="" type="checkbox"/>	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
<input checked="" type="checkbox"/>	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:
<input checked="" type="checkbox"/>	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction.
<input checked="" type="checkbox"/>	Implementing evidence-based activities to meet the comprehensive needs of students.
<input checked="" type="checkbox"/>	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
<input checked="" type="checkbox"/>	Tracking student attendance and improving student engagement in distance education.
<input checked="" type="checkbox"/>	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
<input checked="" type="checkbox"/>	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
<input checked="" type="checkbox"/>	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

## BUDGET PART 1 – STATE ESSER 2 RESERVE

### STATE ESSER 2 Reserve

Each LEA has already received award letters indicating funds available through ESSER 1 and ESSER 2. Additionally, the ALSDE is making available a portion of its ESSER State Reserve Funds to every LEA funds for two purposes: (1) formative student assessment in Grades 4-8 for mathematics and reading at a rate of \$12 per student and (2) course of study professional development in Mathematics and English Language Arts.

Category	Total
<p><b>Course of Study ELA PD (pending adoption)*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i>. To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs .</p> <p>B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	<p>Elementary \$17,600.00</p> <p>Secondary \$16,800.00</p>
<p><b>Course of Study Math PD*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i>. To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs.</p> <p>B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	<p>Elementary \$17,600.00</p> <p>Secondary \$16,800.00</p>
<p><b>Assessment Award for Grades 4-8**:</b> This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.</p>	<p><b>\$7,077.00</b></p>

\*Various PD offerings have been designated as course of study professional development using an asterisk. If a district chooses to offer course of study PD not designated as approved in this plan, the district should complete and submit the PD rubric as evidence of high quality and aligned PD.

\*\*If choosing an assessment system not on the vetted list (Amplify, Curriculum Associates, iStation, NWEA, Pearson, Renaissance), districts should complete and submit the assessment rubric as evidence of high quality.

*Refer to Road to Recovery Consolidated Plan and ESSER 2 Application Guide and additional Resource Guide for assessment and course of study professional development that is presumed to be approved or for rubrics. Please remember to have your teachers register for selected training as soon as possible. Professional development training costs will be invoiced through individual LEAs.*

**State ESSER 2 Reserve allocations are attached to this application.**

# Budget Part 2 – LEA ESSER 2 Funds

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The consolidated budget does not have to include state and local funds, but their availability and utilization should be considered the foundation for building academic recovery plans. Likewise, when considering facilities upgrades (e.g., improvements to nurses' stations), state and local funds including PSCA bond issue should be considered before utilizing limited federal resources.

## BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

### English Language Arts – Curriculum

List specific core instructional ELA curricula and materials that will be used in each grade band.

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	Alabama Standards for Early Learning and Development GOLD Objectives for Development and Learning Individual Program Curricula
K-2	Reading Street and School Specialty SPIRE/Sound Sensible (Tier 3) Textbook Adoption Review is scheduled for December 2021
3-5	Reading Street and School Specialty SPIRE/Sound Sensible (Tier 3) Textbook Adoption Review is scheduled for December 2021
6-8	Holt McDougal Textbook Adoption Review is scheduled for December 2021
9-12	Holt McDougal Textbook Adoption Review is scheduled for December 2021
Other	Dyslexic Characteristic: School Specialty SPIRE/iSPIRE

### English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Core Instructional Programs	10,000	271,018.00	
PD (Registration, etc.)	Professional Development Training		5,000	
Suhs and/or Stipends (if not on contract)	Professional Development Training	20,000	30,000	
Job-Embedded Coaching Days/Supports				
Other	Instructional Equipment, Software, & Supplies			530,752
<b>Total Need for HQIM ELA</b>				<b>530,752</b>

## BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

### Math – Curriculum

List specific core instructional math curricula and materials that will be used in each grade band.

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	Alabama Standards for Early Learning and Development GOLD Objectives for Development and Learning Individual Program Curricula
K-2	Curriculum Associates' Ready Classroom Math
3-5	Curriculum Associates' Ready Classroom Math
6-8	Curriculum Associates' Ready Classroom Math & EnVision by Savvas
9-12	EnVision by Savvas
Other	

### Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Core Instructional Programs	4,000	50,000	
PD (Registration, etc.)	Professional Development Training		5,000	
Subs and/or Stipends (if not on contract)	Professional Development Training	\$20,000	10,000	
Job-Embedded Coaching Days/Supports				
Other	Instructional Equipment, Software, & Supplies			530,752
<b>Total Need for HQIM Math</b>				<b>530,752</b>

### Total Budget for High-Quality Instructional Materials

<b>Total Estimated Budget Need for High-Quality Instructional Materials</b>	<b>1,061,504</b>
---	------------------

# BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

When completing this section, prioritize PD aligned to state course of study and the needs you identified based on the data you gathered in the Needs Assessment Worksheet. Any topic with an \* denotes PD that is considered course of study PD.

## English Language Arts – HQPD Timeline

List the high-quality ELA professional development your LEA will offer.

PD Topics & Partners	Timeline to Offer PD
ARI	Timeline Outlined on Professional Development Plan (See Supporting Documents)
Science of Reading	
LETRS	Timeline Outlined on Professional Development Plan (See Supporting Documents)
Neuhaus	
MSLE	
Dyslexia Awareness	Timeline Outlined on Professional Development Plan (See Supporting Documents)
K-5 ELA 2020 COS – pending (ARI)*	
6-8 ELA E3 Training (A+ College Ready)*	Timeline Outlined on Professional Development Plan (See Supporting Documents)
9-12 ELA 2020 COS – (ALSDE)*	Timeline Outlined on Professional Development Plan (See Supporting Documents)

If applicable, describe any additional high-quality ELA professional development needed to support your identified gaps. Provide alignment to the ALSDE rubrics to indicate effectiveness.

## English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	Elementary and Secondary PD			
Subs and/or Stipends (if not on contract)	Professional Development Training			15,419
Travel	Professional Development Training			
Follow-Up PD Days	Professional Development Training			23,602
Supplemental Materials for Implementation				
Job-Embedded Coaching Days	Professional Development Training		50,000	162,300
Other				
<b>Total Need for HQPD ELA</b>				<b>201,321</b>

# BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

## Math– HQPD Timeline

List the high-quality math professional development your LEA will offer.

PD Topics & Partners	Timeline to Offer PD
K-5 Math COS Foundational (AMSTI) *	Timeline Outlined on Professional Development Plan (See Supporting Documents)
6-12 Math COS Foundational (AMSTI) *	Timeline Outlined on Professional Development Plan (See Supporting Documents)
K-8 NUMBERS (AMSTI) *	Timeline Outlined on Professional Development Plan (See Supporting Documents)
E3 Training (A+ College Ready) *	Timeline Outlined on Professional Development Plan (See Supporting Documents)
K-8 OGAP (AMSTI)	Timeline Outlined on Professional Development Plan (See Supporting Documents)
K-5 Math 2019 COS Overview (ALSDE)	Timeline Outlined on Professional Development Plan (See Supporting Documents)
6-12 Math 2019 COS Overview (ALSDE)	Timeline Outlined on Professional Development Plan (See Supporting Documents)
Administrator	Timeline Outlined on Professional Development Plan (See Supporting Documents)

If applicable, describe any additional high-quality Math professional development needed to support your identified gaps. Provide alignment to the ALSDE rubrics to indicate effectiveness.

--

## Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	Professional Development Training			
Subs and/or Stipends (if not on contract)				675
Travel	Professional Development Training			400
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days	Professional Development Training		20,000	
Other				
<b>Total Need for HQPD Math</b>				<b>1,075</b>

## Total Budget for High-Quality Professional Development

<b>Total Estimated Budget Need for High-Quality Professional Development</b>	<b>202,396</b>
--	----------------



# BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

## Assessments, Inclusive of Screeners

Which assessments (formative, diagnostic, interim, etc.), inclusive of screeners will be used in each category?

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Readiness				
K-3 Vetted Reading Assessment- Additional components	Curriculum Associates K-3 iReady Diagnostic Assessments	70,000	5,000	5,000
K-3 Vetted Math Assessment- Additional components	Curriculum Associates K-3 iReady Diagnostic Assessments	30,000	25,000	20,000
Dyslexia				
Interim Assessments				
CTE CRI Pre-Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL	Rhithim Early Warning System			8,000
Other	IXL Diagnostic and Personalized Learning		10,000	10,000
<b>Total Need for Assessments, Inclusive of Screeners</b>				<b>43,000</b>

## BUDGET – UNFINISHED LEARNING SUPPORTS

### Transitions

Which transitions for subject and or skills readiness will be used for each? Refer to Road to Recovery Additional Resource Guide for specific descriptions.

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School	College Tours	1,000	1,000	2,700
SPED Transitional Services				
Other				
Other				
<b>Total Need for Transitions</b>				<b>2,700</b>

## BUDGET – UNFINISHED LEARNING SUPPORTS

### Remediation/Intervention Programs

Describe remediation/intervention strategies and/or programs that will be used. When calculating costs, consider salaries, supplies, transportation, and so on. Refer to Road to Recovery Additional Resource Guide for specific descriptions.

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	Personnel (i.e. Teachers, Specialists, etc.)			1,800,287
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP	Summer Camps K-12	66,000	80,000	167,927
Summer Math Camps	Summer Camps K-12	12,000	20,000	167,926
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
Other	After-School Enrichment (Personnel)			20,000
Other				
<b>Total Need for Remediation/Intervention Programs</b>				<b>2,156,140</b>

## BUDGET - UNFINISHED LEARNING SUPPORTS

### Family Support Resources

Describe resources/programs to engage families in supporting recovery. Refer to Road to Recovery Additional Resource Guide for specific descriptions.

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	School Status		65,130	
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other				
Other				
Other				
<b>Total Need for Family Support Resources</b>				<b>0</b>

### Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	After-School Programs (Nurse)			448
Other	Summer Programs (Nurse)			18,006
Other	Instructional Material & Supplies for Math Bowl			1,195
Other	Professional Development Stipends & Travel/Training			36,608
Other	Summer Programs (CNP)			34,005
Other	Summer Programs (Transportation)			21,942
<b>Total Need for Other Tools Supporting Unfinished Learning</b>				<b>112,204</b>

### Total Budget for Unfinished Learning

<b>Total Estimated Budget Need for Supporting Unfinished Learning</b>	<b>2,314,044</b>
---	------------------

# BUDGET - FACILITIES

## Facility Renovations

Describe facility needs that are directly aligned to improving the quality of your classroom environments impacted as a result of this pandemic.

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
IIVAC	Unit Repairs & Replacements			158,211
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE	Disinfectants & Supplies for Sanitizing			46,705
Custodial	Professional Cleaning Services			94,819
Staffing	After-School & Summer Programs (Custodians)			18,225
Other				
Other				
<b>Total estimated Budget Need for Facility Renovations</b>				<b>317,960</b>

**TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)**

Category	Total
Budget – High-Quality Instructional Materials	1,061,504
Budget – High-Quality Professional Development	202,396
Budget – Unfinished Learning Supports	2,314,044
Budget – Facilities	317,960
<b>Total ESSER 2 Funds*</b>	<b>3,895,904</b>

\*This application must be accompanied by a copy of rubrics used to vet materials or resources not already presumed approved.

**CERTIFICATION & SIGNATURE**

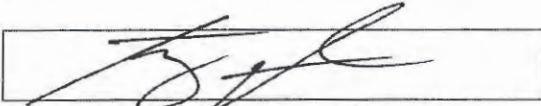
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Avery Ford

LEA Chief School Financial Officer Name

(251) 578-1752

Telephone Number



LEA Chief School Financial Officer Signature

07/31/23

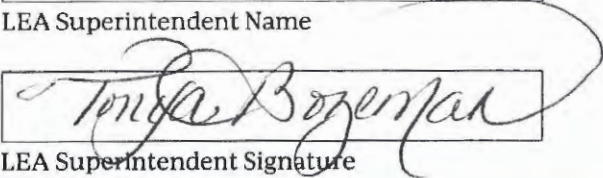
Date

Dr. Tonya Dukes-Bozeman

LEA Superintendent Name

(251) 578-1752

Telephone Number

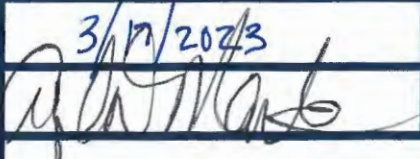


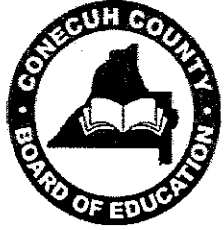
LEA Superintendent Signature

8/1/23

Date

Send completed application to [ESSERroundII@alsde.edu](mailto:ESSERroundII@alsde.edu) by June 1, 2021.  
Upon arrival of the application, funds will be made available to the LEA.

ALSDE INTERNAL USE ONLY			
Date Application Received	3/17/2023	Date ALSDE Approved	8/11/2023
State Superintendent and/or Designee Signature		Date Signed	
Date ESSER 2 Funds Released			

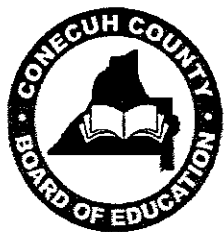


# Conecuh County Board of Education

Jan Hayes, President- District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

Tonya D. Bozeman, Ed. D.  
 Superintendent

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
<b>5</b>	<b>HQ Instructional Supplies</b>	<b>English Language Arts – Funding</b>	Instructional Equipment for Students and Teachers [ELA]	171,340.50
			Instructional Furniture for Students (To Reduce the Spread of Covid) [ELA]	30,000.00
			Instructional Materials and Supplies for Schools and Students [ELA]	303,655.50
			Instructional Software and Software for Schools and Students [ELA]	25,756.00
			<b>Total</b>	<b>530,752.00</b>



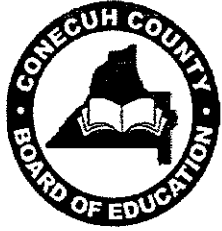
Tonya D. Bozeman, Ed. D.  
Superintendent

# Conecuh County Board of Education

Jan Hayes, President- District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
6	HQ Instructional Supplies	Math – Funding	Instructional Equipment for Students and Teachers [Math]	171,340.50
			Instructional Furniture for Students (To Reduce the Spread of Covid) [Math]	30,000.00
			Instructional Materials and Supplies for Schools and Students [Math]	303,655.50
			Instructional Software and Software for Schools and Students [Math]	25,756.00
			<b>Total</b>	<b>530,752.00</b>





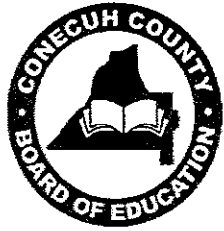
# Conecuh County Board of Education

Jan Hayes, President- District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

Tonya D. Bozeman, Ed. D.  
 Superintendent

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
7	HQ Professional Development	English Language Arts – HYPD Funding	Instructional Professional Development Services	23,602.00
			Job-Embedded Professional Development Services	162,300.00
			Professional Development Stipends	15,419.00
			<b>Total</b>	<b>201,321.00</b>

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
8	HQ Professional Development	Math— HYPD Funding	Professional Development Travel and Training	400.00
			Substitutes	675.00
			<b>Total</b>	<b>1,075.00</b>



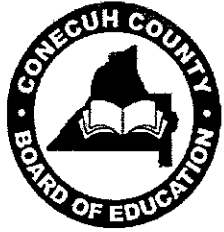
# Conecuh County Board of Education

Jan Hayes, President - District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

Tonya D. Bozeman, Ed. D.  
 Superintendent

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
9	Unfinished Learning	Assessments, Inclusive of Screeners	Instructional Software and Software for Schools and Students [iReady - ELA]	5,000.00
			Instructional Software and Software for Schools and Students [iReady - Math]	20,000.00
			Instructional Software and Software for Schools and Students [IXL & Others]	10,000.00
			Instructional Software and Software for Schools and Students [Rhithim]	8,000.00
			<b>Total</b>	<b>43,000.00</b>

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
10	Unfinished Learning	Transitions	College Tour Students	2,700.00
			<b>Total</b>	<b>2,700.00</b>

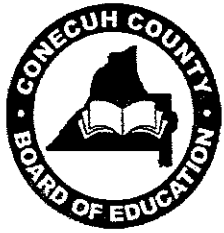


# Conecuh County Board of Education

Jan Hayes, President- District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

Tonya D. Bozeman, Ed. D.  
 Superintendent

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
11	Unfinished Learning	Remediation/Intervention Programs	Personnel for After-School Programs	20,000.00
			Personnel for Instructional Services (Learning Loss Due to Covid)	1,800,287.00
			Personnel for Summer Learning Programs [Math]	167,926.00
			Personnel for Summer Learning Programs [Reading/ELA]	167,927.00
			<b>Total</b>	<b>2,156,140.00</b>

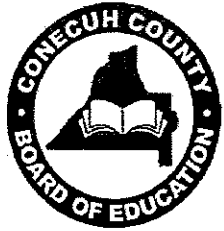


Tonya D. Bozeman, Ed. D.  
Superintendent

# Conecuh County Board of Education

Jan Hayes, President- District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
12	<b>Unfinished Learning</b>	Other Tools Supporting Unfinished Learning	Instructional Materials and Supplies for Schools and Students	1,195.00
			Personnel for After-School Programs	448.00
			Personnel for Summer Learning Programs	73,953.00
			Professional Development Stipends	24,581.00
			Professional Development Travel and Training	12,027.00
			<b>Total</b>	<b>112,204.00</b>



# Conecuh County Board of Education

Jan Hayes, President- District 2  
 Coretta Boykin, Ed. D. Vice President - District 4  
 Timothy Covin - District 1  
 JoAnn King - District 3  
 Barbara T. Locke - District 5

Tonya D. Bozeman, Ed. D.  
 Superintendent

<i>Page</i>	<i>Category</i>	<i>Details</i>	<i>Description for ESSER 2 Application</i>	<i>Total</i>
13	Facilities	Facility Renovations	Air Quality Improvement to Reduce the Spread of Covid	158,211.00
			Personnel for After-School Programs	4,715.00
			Personnel for Summer Learning Programs	13,510.00
			PPE and Nursing Supplies for Wellness Rooms	45,177.00
			Professional Custodial Services (To Reduce the Spread of Covid)	94,819.00
			Sanitizing Supplies and Services to Reduce the Spread of Covid	1,528.00
			<b>Total</b>	<b>317,960.00</b>
			<b>Grand Total</b>	<b>3,895,904.00</b>

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

**Strategic Plan for Addressing Unfinished Learning**

<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Specific Goal(s)</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Realistic/Relevant</b>	<b>Timeline</b>
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?
<b>Unfinished Learning Supports</b>				
<b>Targeted Dates: Summer 2021- SY 2024</b>				
<p><b>Commit to High-Quality Diagnostics in Formative Years and address learning deficits.</b></p> <p>Specific Activities Include:</p> <ul style="list-style-type: none"> <li>▪ Diagnostics Testing Fall, Winter, Spring</li> </ul>	<p>Current data indicate that many students are in need of opportunities for High-Quality Instruction to address unfinished learning.</p> <p><b>Reading/ELA</b> End-Of-Year Diagnostic Data <b>Above Grade Level: 23%</b></p> <ul style="list-style-type: none"> <li>• 198 Students</li> </ul> <p><b>On-Grade Level: 16%</b></p> <ul style="list-style-type: none"> <li>• 141 Students</li> </ul> <p><b>One Grade Level Behind: 27%</b></p> <ul style="list-style-type: none"> <li>• 241 Students</li> </ul> <p><b>Two Grade Levels Behind: 14%</b></p> <ul style="list-style-type: none"> <li>• 119 Students</li> </ul> <p><b>Three+ Grade Levels Behind: 20%</b></p> <ul style="list-style-type: none"> <li>• 180 Students</li> </ul> <p><b>Math</b> End-Of-Year Diagnostic Data <b>Above Grade Level: 14%</b></p>	<p><b>Items Needed:</b> Curriculum Associates iReady Diagnostic, Teacher Toolbox, and Professional Development Days</p> <ul style="list-style-type: none"> <li>• Purchase of Vetted Reading and Math Assessments</li> </ul> <p>Proficiency Scales for each subject (especially Math and ELA)</p> <ul style="list-style-type: none"> <li>▪ Support offered through AMSTI in May 2021</li> </ul> <p>Data Meetings</p> <p><b>Finding Time:</b> 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><b>Reading Goals:</b></p> <ul style="list-style-type: none"> <li>▪ Improve Teachers' Understanding of the Science of Reading (Years, 1, 2)</li> </ul>	<p><b>Target Dates:</b></p> <p style="text-align: center;">June 2021 to May 2024</p> <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Teachers Formative Assessment, Differentiated Instruction, Progress Monitoring, Standards-Based Instruction</li> <li>▪ Interventionists/ Specialists Data Meetings, Job-Embedded Professional Development, Coaching and Support</li> </ul>

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

	<ul style="list-style-type: none"> <li>• 124 Students</li> <li><b>On-Grade Level: 15%</b></li> <li>• 130 Students</li> <li><b>One Grade Level Behind: 43%</b></li> <li>• 374 Students</li> <li><b>Two Grade Levels Behind: 12%</b></li> <li>• 101 Students</li> <li><b>Three+ Grade Levels Behind: 17%</b></li> <li>• 145 Students</li> </ul> <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> <p><b>Support:</b> 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"> <li>▪ Focus on Vocabulary and Phonics with SPIRE/iSPIRE (Years 1, 2, 3)</li> <li>▪ Address Dyslexia Specific Characteristics (Years 1, 2, 3)</li> <li>▪ Ensure Quality Reading Intervention (Years 1, 2, 3)</li> <li>▪ Improve Students' Writing Skills (Years 1, 2, 3)</li> <li>▪ Engage teachers in Curriculum Mapping and Vertical Alignment PLCs (Years 1, 2, 3)</li> </ul> <p><b>Math Goals:</b></p> <ul style="list-style-type: none"> <li>▪ Improve Teachers' Understanding of the Geometry and Algebraic Thinking (Years, 1, 2)</li> <li>▪ Focus New Course of Study--Unpacking (Years 1, 2)</li> <li>▪ Address Dyslexia Specific Characteristics (Years 1, 2, 3)</li> <li>▪ Improve Student Discourse in Math Classrooms (Years 1, 2, 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals Data Meetings, Curriculum Mapping</li> <li>▪ Curriculum &amp; Instruction Curriculum Alignment PLCs Support</li> </ul>
--	---	---	---	--

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

			<ul style="list-style-type: none"> <li>Engage teachers in Curriculum Mapping and Vertical Alignment PLCs (Years 1, 2, 3)</li> </ul>	
<p><b>Improve Unfinished Learning through ongoing intervention and student support.</b></p> <p>Specific Activities Include:</p> <ul style="list-style-type: none"> <li><b>Hiring Personnel:</b> <ul style="list-style-type: none"> <li>--3 Math Coaches</li> <li>--3 Reading Interventionists</li> <li>--2 Interventionists</li> <li>--2 Special Education Teachers</li> </ul> </li> <li><b>Summer Enrichment and Afterschool Learning</b></li> <li><b>Data Management System</b> <ul style="list-style-type: none"> <li>--School Status (Opportunity to have "At-a-glance" Data on all students)</li> </ul> </li> </ul> <p><b>Hyperlink: <a href="#">Job Descriptions for Additional Personnel</a></b></p> <p>Summer Enrichment Plans 2021-2022</p> <p><b>Hyperlink: <a href="#">Elementary</a></b> <b>Hyperlink: <a href="#">Secondary</a></b></p>	<p><b>Current Data Indicate:</b> Significant Deficits were noted in our Kindergarten classrooms. (<a href="#">Hyperlink to Data</a>)</p> <p>Teacher workload increased with the virtual and traditional learning. (<a href="#">Hyperlink to Data</a>)</p> <ul style="list-style-type: none"> <li>40 Days were spent with 100% Virtual Instruction</li> <li>Schools Reopened on October 14, 2021 w/ Remote and Traditional Options</li> <li>36 Elementary Classrooms were impacted by the need to provide both virtual and traditional instruction.</li> <li>44 Secondary Classrooms were impacted by the need to provide both virtual and traditional instruction.</li> </ul> <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"> <li>Grade Recovery Efforts were implemented to address High Failure Rates.</li> <li>Over 100 students were identified to participate in the</li> </ul>	<p><b>Items Needed:</b> Personnel, Instructional Programs, Data Management System, Specialized Learning Path in Curriculum Associates' iReady (Grades K-8) and Renaissance (9-12); Professional Development</p> <p><b>Finding Time:</b></p> <ul style="list-style-type: none"> <li>Afterschool</li> <li>Summer Enrichment</li> <li>High Dosage Tutoring—During School Hours</li> <li>Family Engagement Nights</li> <li>Virtual Tutoring/ Help Center—After Hours</li> </ul> <p><b>Support:</b></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><b>Year 1: 2021-2022</b> Conecuh County Schools has the goal of improving unfinished learning by 70% in year 1, as demonstrated by growth on diagnostic assessments.</p> <p><b>Year 2: 2022-2023</b> 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><b>Year 3: 2023-2024</b> Conecuh County Schools has the goal of 55% of students being "on-grade level or above" in 2022-2023.</p> <p><b>Personnel [3-Year Contract]</b></p> <p><b>Specific Activities</b></p> <ul style="list-style-type: none"> <li>Provide high-quality Tier I and Tier II instruction</li> <li>Individualize Students Learning Plans (for all students Grades K-12)</li> <li>Frequently review the data to make appropriate decisions to move data.</li> </ul>	<p><b>Targeted Dates:</b></p> <p style="text-align: center;">June 2021 to May 2024</p> <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>Teachers Formative Assessment, Differentiated Instruction, Progress Monitoring, Standards-Based Instruction</li> <li>Interventionists/ Specialists Data Meetings, Job-Embedded Professional Development, Coaching and Support</li> <li>Principals Data Meetings, Curriculum Mapping</li> <li>Curriculum &amp; Instruction Curriculum Alignment PLCs Support</li> </ul>

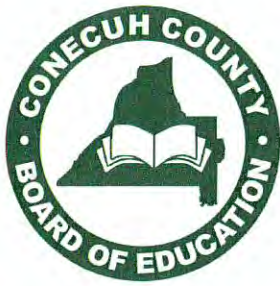


CONECUH COUNTY SCHOOLS'  
Road to Recovery ESSER II Application  
[Supporting Documents]

	<p>Literacy Camps—(Alabama Literacy Act).</p> <ul style="list-style-type: none"> <li>▪ Over 65 secondary students were invited to participate in Summer Remediation Program—total in 2019-2020: 23.</li> </ul> <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"> <li>▪ decreases in student retention rates</li> <li>▪ increases in student attendance</li> <li>▪ 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)</li> <li>▪ improvements in the Growth, as demonstrated by the Diagnostic Assessments—goal for every student to reach the stretch goal</li> </ul>	<p>Mrs. Maegan Ford, Secondary Coordinator</p>	<ul style="list-style-type: none"> <li>▪ Offer job-embedded professional development to general education teachers</li> </ul> <p><b>Afterschool and Summer Enrichment</b> 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"> <li>▪ 30 or fewer days= 1-3%</li> <li>▪ 30 more days= 5%</li> </ul>	
<p><b>Improve Social Emotional Behavioral Learning for Students and Staff.</b></p> <p>Specific Activities Include:</p> <ul style="list-style-type: none"> <li>▪ Implement Rhithim</li> </ul>	<p>No current data are available for students' Social Emotional Behavioral Learning.</p> <p><b><u>Questions to Guide Data Collection:</u></b></p>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>▪ Student Incident Report (SIR) provided to Mrs. Gregory quarterly</li> <li>▪ Attendance Reports provided to Mrs. Lett quarterly</li> </ul>	<p><b>Implementation of Rhithim</b></p> <ul style="list-style-type: none"> <li>▪ Rhithim will assist with the referral process for students and teachers.</li> <li>▪ Rhithim has an Early Warning System for at-risk students. Identification will</li> </ul>	<p><b>Targeted Date:</b></p> <p style="text-align: center;">June 2021 to May 2024</p> <p>Responsible:</p>

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

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



# Conecuh County Board of Education

Coretta Boykin, Ed.D, President- District 4  
 Jan Hayes, Vice President- District 2  
 Willene J. Whatley- District 1  
 Janice Downing- District 3  
 Mary Bradley-Ray- District 5

Tonya Dukes- Bozeman, EdD, Superintendent

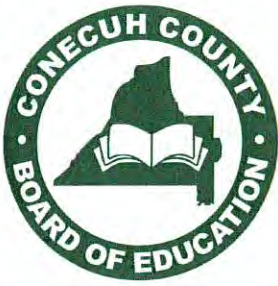
## PROFESSIONAL DEVELOPMENT PLAN

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**

<b>Summer 2021</b>	<b>SY: 2021-2022</b>	<b>SY: 2022-2023</b>	<b>SY: 2023-2024</b>
	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]
	<i>TBA</i> : Professional Development for the identified ELA Adoption Tests	USATest Prep (ACT Preparation) BOY-MOY-EOY Data Meetings [Grades 9-12]	



# Conecuh County Board of Education

Coretta Boykin, Ed.D, President- District 4  
 Jan Hayes, Vice President- District 2  
 Willene J. Whatley- District 1  
 Janice Downing- District 3  
 Mary Bradley-Ray- District 5

Tonya Dukes- Bozeman, EdD, Superintendent

## PROFESSIONAL DEVELOPMENT PLAN

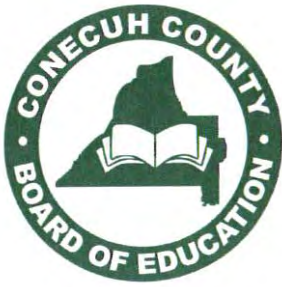
2021-2024

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"> <li>Elementary Sessions: Numbers (Fractions and Decimals) [Grades K-5]</li> <li>Elementary Sessions: Addition and Subtraction [Grades K-2]</li> <li>Elementary Sessions: Multiplication and Division [Grades 3-5]</li> <li>Secondary Sessions: AMSTI Foundations Training--ACT [Grades 9-12]</li> <li>Secondary Sessions: AMSTI Foundations Training--Ratios and Proportions [Grades 9-12]</li> </ul>	Alabama Math, Science, and Technology Initiative (AMSTI) <ul style="list-style-type: none"> <li>Elementary Sessions: Numbers (Geometry and Measurement) [Grades K-5]</li> <li>Secondary Sessions: Number Sense, Expressions, and Equations [Grades 6-12]</li> </ul>	Alabama Math, Science, and Technology Initiative (AMSTI) <ul style="list-style-type: none"> <li>Elementary Sessions: Numbers (Geometry and Measurement) [Grades K-2]</li> <li>Elementary Sessions: Fractions [Grades 3-5]</li> <li>Secondary Sessions: Number Systems, Expressions, and Equations, Congruence [Grades 6-12]</li> </ul>
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]**

<b>Summer 2021</b>	<b>SY: 2021-2022</b>	<b>SY: 2022-2023</b>	<b>SY: 2023-2024</b>
	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

			[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]	



# Conecuh County Board of Education

Coretta Boykin, Ed.D, President- District 4  
Jan Hayes, Vice President- District 2  
Willene J. Whatley- District 1  
Janice Downing- District 3  
Mary Bradley-Ray- District 5

Tonya Dukes- Bozeman, EdD, Superintendent

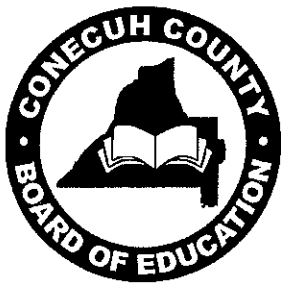
## Justification Document for 4th-8th Grade Assessments

- 1) Curriculum Associates quoted a price of \$6.00 per assessment, per student.
- 2) Costs were estimated using the number of students currently enrolled in Grades 3-7 (see below)

	3rd	4th	5th	6th	7th	Total
CCJHS	7	8	8	9	15	47
EES	61	48	56	-	-	165
GIS	6	10	25	17	21	69
LJHS	10	8	13	18	7	56
RJHS	11	11	13	6	10	51
SPMA	-	-	-	19	33	52
TMMS	-	-	-	44	37	81
<b>Total 521 Students</b>						

- 3) At a cost of \$6.00 per student for Reading Assessments, Conecuh County Schools must allocate at least \$3,126.00.
- 4) At a cost of \$6.00 per student for Math Assessments, Conecuh County Schools must allocate at least \$3,126.00.
- 5) Total: **\$6,252.00** for Reading and Math Assessments in Grades 4-8 in SY 2021-2022





# Conecuh County Board of Education

Coretta Boykin, Ed.D, President- District 4  
 Jan Hayes, Vice President- District 2  
 Willene J. Whatley- District 1  
 Janice Downing- District 3  
 Mary Bradley-Ray- District 5

Tonya Dukes- Bozeman, EdD, Superintendent

## High Quality Instructional Materials

### [English Language Arts]

Grade Band	ELA Selection(s)
Pre-K	Alabama Standards for Early Learning and Development GOLD Objectives for Development and Learning Individual Program Curricula
K-2	<p><b>Current Core:</b> Reading Street and School Specialty SPIRE/ Sound Sensible (Tier 3)            Anticipated Textbook Adoption SY 2021-2022 --- Resources Unknown</p> <p><b>Supplements:</b>            Heggerty, Tools 4 Reading (Sound Walls)</p> <ul style="list-style-type: none"> <li>● Curriculum Associates iReady-- with Teacher Toolkit (Resources available electronically and print)               <ul style="list-style-type: none"> <li>○ Also offers Dyslexia Screeners</li> </ul> </li> <li>● Renaissance (with MyOn)</li> <li>● iReady Reading and Math Early Literacy Assessments</li> </ul>
3-5	<p><b>Current Core:</b> Reading Street and School Specialty SPIRE/ iSPIRE (Tier 3)            Anticipated Textbook Adoption SY 2021-2022 --- Resources Unknown</p> <p><b>Supplements:</b>            Heggerty, Tools 4 Reading (Sound Walls)</p> <ul style="list-style-type: none"> <li>● Curriculum Associates iReady-- with Teacher Toolkit (Resources available electronically and print)               <ul style="list-style-type: none"> <li>○ Also offers Phonics and Dyslexia Screeners</li> </ul> </li> <li>● Renaissance (with MyOn)</li> <li>● iReady Reading and Math Early Literacy Assessments (Grade 3)</li> </ul>
6-8	<p><b>Current Core:</b> Holt McDougal            Anticipated Textbook Adoption SY 2021-2022--Resources Unknown</p>

	<p><b>Supplements:</b></p> <ul style="list-style-type: none"> <li>● Curriculum Associates iReady-- with Teacher Toolkit (Resources available electronically and print)</li> <li>● School Speciality- SPIRE/iSPIRE</li> <li>● Renaissance (with MyOn)</li> <li>● NewsELA</li> <li>● Readworks.org</li> </ul>
9-12	<p><b>Current Core:</b> Holt McDougal  Anticipated Textbook Adoption SY 2021-2022--Resources Unknown</p> <p><b>Supplements:</b></p> <ul style="list-style-type: none"> <li>● Renaissance (with MyOn)</li> <li>● Scantron Performance Series and Associated Quizzes</li> <li>● USA Test Prep --(ACT subtest English Language Arts) <ul style="list-style-type: none"> <li>○ Purchase USATest Prep for English Language Arts Subtest (Grades 11 and 12)</li> <li>○ Purchase USATest Prep for Pre-ACT Subtests (Grades 9-10)</li> <li>○ Purchase PreACT 8/9 Tests for every 8th and 9th Grade student <ul style="list-style-type: none"> <li>■ Allocation included in ESSER 2 Reserve</li> </ul> </li> </ul> </li> <li>● NewsELA</li> <li>● Readworks.org</li> <li>● Flocabulary.com</li> </ul>
Other	Dyslexic Characteristic: School Speciality SPIRE/iSPIRE