



**Huntsville 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**

April 2021

Introduction and Purpose

In conjunction with the Alabama State Department of Education's *Road to Recovery Plan*, Huntsville City Schools (HCS) 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 develop 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, HCS will utilize high-quality materials to ensure that all instruction is delivered using scientifically research and 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 require actions 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.

HCS developed an Academic Support Plan (ASP) to address the *ALSDE Road to Recovery Plan*. The ASP is designed around the 3 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 the Teacher Advisory Committee consisting of classroom teachers, school administrators, and district leadership to develop strategies to address impacts and challenges associated with COVID-19. The following information will provide stakeholders knowledge of how HCS will address student achievement over the next three years to assist in addressing learning loss due to COVID-19.

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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. Huntsville City Schools (HCS) will be awarded \$26 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.

A portion of the allocation may also be used to address certain facilities improvements that are directly aligned to improving the quality of the instructional environment such as indoor air quality, certain HVAC initiatives, and personal protective equipment to minimize exposure to illness. HCS 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 in support of instructional programs during regular school days, and to support programs beyond the regular school day. We maintain a cleanliness protocol in our buses that provides for sanitization between each wave of student riders. Instructional services, facilities services, and transportation services will all be part of Huntsville City Schools plan to address learning loss experienced over the last year. Upon receiving our approved plan and budget for our learning loss initiative from the State Department of Education, we will be free to 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.

Huntsville 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, Huntsville 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

Indicator Evidence:

- Other large population or subgroups gaps or other impact for recovery planning or transition efforts for early years

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 Early Grades (K-3), 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 first semester of the 2020-2021 school year

Factor 4: Human Resources Consideration

Indicator Evidence:

- The number of staff members who retired/resigned/deceased during the school year
- The number of staff quarantined (sick or exposed) for extended periods of time
- The number of paraprofessional/aide vacancies

Factor 5: Virtual/Remote Learning Disruption Considerations

Indicator Evidence:

- The number of students affected by consistent failure to access virtual/remote instruction, lack of academic/classroom engagement, or deficient connections with educators due to family work schedules or other limiting factors
- The number of students/courses/standards and/or skills deficits due to limited in-person 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 or weekend programs

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
 - C) Employability skills
 - D) Goal setting and benchmarking
 - E) Positive interaction with others
 - F) Coping skills with self-esteem; self-worth; identify challenges
 - G) Impulsivity
 - H) Stress management techniques
 - I) Building and sustaining resiliency
 - J) Character education curriculum
 - K) Bullying (cyber or in-person)

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

Indicator Evidence:

- Results of HCS Academic Support Taskforce needs assessment which included HCS Teacher Advisory Committee (TAC) collaboration and feedback

HCS Academic Support Plan – Three Pillars of Recovery

Using results from the HCS district-wide needs assessment, HCS developed an Academic Support Plan (ASP) to address the ALSDE Road to Recovery Plan. The ASP is designed around the three pillars: high quality instructional materials, high-quality professional development, and unfinished learning supports, based on results of the ALSDE Road to Recovery Plan needs assessment, district and school data, and input from the HCS Teacher Advisory Committee consisting of classroom teachers, school administrators, and district leadership. The three pillars were used to further identify and develop strategies to address impacts and challenges associated with COVID-19. The following information will provide stakeholders knowledge of how HCS will address student achievement over the next three years to assist in addressing learning loss due to COVID-19.

Pillar One: High Quality Instructional Materials

The *Alabama Road to Recovery Plan* requires Alabama school districts to provide high quality instructional materials as they address the academic needs of all students. HCS believes one of the best ways to dramatically improve student learning and engagement is to provide teachers with high-quality instructional materials and the support they need to use those resources effectively. The following lists of high-quality materials have been selected by HCS administrators, teachers and staff to utilize as they address students' learning needs.

Pre-K Instructional Materials

- Creative Curriculum Studies Materials and Supplies
- Summer Learning consumable materials
- Imagine Math services
- Lexia reading intervention
- Parent engagement and training for Conscious Discipline program
- *Transition to K* parent materials by Woodburn Press
- Pre-K classroom learning materials, manipulatives, and consumable supplies

Elementary Instructional Materials

- Supplies/Materials for elementary instructional programs: SIPPS Intervention: S.P.I.R.E., Sounds Sensible, Heggerty Phonemic Awareness, Intensive Letter Naming/ Handwriting lessons, Lexia Online + targeted: Being a Writer, Making Meaning Vocabulary, SAIL Active Vocab Zone
- ALSDE CCRS
- Collaborative Classroom consumables for grades K-5
- *S.P.I.R.E.* kits –Levels 1 ad 2 plus manipulatives
- *SIPPS Beginning* instructional kits
- *SIPPS Extension* instructional kits
- *SIPPS Plus* instructional kits (grades 3-5)
- New math consumable workbooks for grades K-5
- New math manipulative kits for grades K-5
- New math textbook adoption (grades K-12)

- *Hand2Mind* daily math fluency instructional kits
- *Number Talks: Whole Number Computation*
- *Number Talks: Fractions, Decimals, and Percentages*

Secondary Instructional Materials

- ALSDE CCRS
- Renaissance STAR Math and Reading (for students in grades 6-8 and 9-11)
- ISTATION Math and Reading (grades 6-8)
- STAR and ISATION Math
- Edgenuity
- Master Prep ACT materials, and supplies (grades 11-12)
- NewsELA
- *SOAR* -student study skills consumable books

Special Education Services and Gifted/Talented Education Instructional Materials

- Materials for math professional development book study: *Mathematical Mindsets, Making Thinking Visible, Teacher Guides for Gifted Classrooms, and Project A3: Awesome Advanced Activities for Mentoring Mathematical Minds Level 4-6* teacher guides
- Teacher guides for collaboration with PreK – 1st Grade Classrooms
- *Number Talks-Fractions, Decimals, Percentages*
- Extended School Year (ESY)– Special Education summer program instructional materials
- Project Search program (instructional program for students ages 18-21)
- Community-based instruction materials
- Materials and supplies for school-based entrepreneurship (SPE transition programming)
- Assessment of Functional Living Skills (AFLS) protocols for SPE and transition goal setting
- Intervention usage data notebooks for SPE teachers (grades Pre-K-12)

Student Wellness/Well-Being Instructional Materials

- *ABE* web-based lessons
- Guidance material to enhance SEL program, to include materials and PD
- *Rhythm* student self-assessment program
- Overcoming Obstacles curriculum
- S.A.I.L. Anti-Bullying Program
- No Place For Hate

Pillar Two: High-Quality Professional Development

The *Alabama Road to Recovery Plan* 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 lists of high-quality professional development training sessions have been selected by HCS district leaders, teachers, and staff to utilize as they address students' academic, social, and emotional needs.

Pre-K Programs (Office of School Readiness)

- *Creative Curriculum* studies materials Professional Development to support learning centers
- Teacher professional development for Pre-K Summer Learning Academy
- Teacher professional development for *Imagine Learning* and *Imagine Math*
- Teacher professional development focusing on high-quality early mathematics instruction
- *Conscious Discipline* parent engagement sessions - *Your Journey Together: Resilience Building Parenting Curriculum*

Elementary Level Programs

- Teacher professional learning and expectations for summer learning programs
- *SIPPS* follow up teacher professional development for elementary summer program teachers
- Fall teacher professional development to include follow-up onsite and online support focusing on core and small group instruction
- After-school professional development sessions- Literacy and Math
- Professional development provided by *Collaborative Classroom* to include book study PLCs, professional development throughout the school year to address differentiating instruction for K-5 teachers, reading specialists, principals.
- HCS Literacy Pathway Training
- Instructional Guide Training
- Culturally Responsive Training
- Tiered Instruction Training
- Effective Classroom Instructional Delivery and Student Performance Training

Secondary Level Programs

- Professional learning for all campus leaders and teachers for software, intervention plans, and assessments prior to Summer Learning Academies
- AP Summer Learning will provide the opportunity for teachers to design curriculum materials
- Career and Technical Education professional development will be provided for CTE teachers
- ASLDE approved professional development trainings for teachers for the new English, CTE and Math Course of Study
- Professional development training for teachers focusing on STAR, ISTATION, Master Prep ACT, and Edgenuity
- Instructional Guide Training
- HCS Secondary Pathway Training
- Culturally Responsive Training
- Tiered Instruction Training
- Effective Classroom Instructional Delivery and Student Performance Training

Special Education Services and Gifted/Talented Education

- Math proficiency professional development provided by district staff to include teacher book study and using Project A3
- Professional learning for gifted/talented teachers related to understanding and using primary education thinking skills with early childhood classes
- Professional learning related to *Number Talks*, the instructional coaching cycle, collaborating with general education teachers, and collaborative/co-teaching practices in classrooms with gifted learners provided by district gifted/talented teachers and district staff
- Professional development provided by Huntsville Behavioral Associates for instructional assistants in order for them to receive certification as a Registered Behavior Technicians (RBT)
- Professional learning related to *Life Centered Education* (LCE) instructional transition program for high school SPE teachers
- Monthly professional development opportunities for SPE teachers targeting instructional intervention usage and implementation
- Virtual professional development fair (Summer 2021) that includes training on *Lexia*, *Unique Learning Systems* (AAS curriculum), *TouchMath*, instructional strategies, coteaching and collaborative teaching best practices, and behavior management strategies
- District-level training for school-based administrators and PST chairs related SPE referral process to ensure appropriate intervention and progress monitoring is completed prior to referral for special education services

- Professional development for all district SPE specialists on science of reading, reading intervention (Lexia, Spire), district reading programs (Collaborative classroom/Heggerty), and math interventions (Touch Math, Freckle, and Moby Max).
- Targeted professional development on district intervention programs/assessments and behavior management for SPE teachers and instructional assistants

Student Services Professional Development

- Professional development on student self-care and suicide awareness and prevention will be provided to employees.
- Professional development for coordinators and student peer helpers will be provided as part of the annual subscription
- Attend Regional Attendance/ Matters training by the ALSDE
- Provide Cultural Responsiveness training to district employees
- Provide DHR Child abuse and neglect professional development training
- Attend *Absenteeism & Truancy Summit* and provide turn-around training to district staff
- Peer Helping Training
- ABE Training

Federal Programs Professional Development

- Back to Basics: Family Engagement professional development will be provided by the Student Outreach Parent Liaison Specialist
- Provide *McKinney Vento: Serving Students in Transition* professional development focusing on Credentialing Program and Essential Staff Training

ESOL (English Speakers of Other Languages) Program Professional Development

- District book study with monthly action steps focusing on providing assistance to EL families
- Professional development training for schools to support EL parent outreach and provide information in a language parents understand
- Annual professional development training for district employees who work with students and families related to communicating to parents in a language they understand
- Professional development for ESOL teachers to support classroom and content teachers
- Multilingual Text Communication Tools Training
- Provide training on How to navigate Schoology, Lexia, and other commonly used digital tools
- Provide parent trainings on strategies that help parents to become actively involved in their children's school community.

Career and Technical Education Professional Development

- Project Lead The Way (PLTW) Certification Training
- CTE and Dual Enrollment Program Training

Annual District-Wide Professional Development Timeline

Year 1 (SY 2021-2022)

Purpose: To reboot and rebuild the PLC process across the district

Setting the Stage professional development

- Assessing each school's place on the continuum PD
- Mind the Gaps virtual event package
- Interactive Web Conferencing
- Onsite Coaching
- *Learning By Doing* resource book

Year 2 (SY 2022-2023)

Purpose: To delve deeper into the PLC at Work process to ensure sustainability

- Leadership Roles and Responsibilities (1 day)
- Leading teams through the four critical questions (2 day)
- Monitoring Progress and Sustaining Implementation (1 Day)
- Interactive Web Conferencing
- Onsite Coaching
- *Learning By Design* resource book

Year 3 (SY 2023-2024)

Purpose: To address challenges and concerns with sustainability of PLCs at work

- Addressing challenges and assessing progress.
- Interactive Web Conferencing
- Embedded Coaching

Pillar Three: Unfinished Learning Supports

Unfinished learning supports require 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. The following charts identify strategies, supports that will be provided, and steps to monitor the effectiveness of each strategy.

Pre-K Unfinished Learning Support

Strategy: Further enhance the curriculum by obtaining additional curriculum materials

Action Steps:

- The Pre-K department will requisition the purchase of additional *Creative Curriculum Studies*
- The Pre-K leadership will provide Office of School Readiness (OSR) teachers planning sessions during the summer to incorporate additional units of studies into their yearly lesson plans
- The Pre-K Leadership will provide OSR teachers *Creative Curriculum Studies on-going* professional development throughout the school year
- The additional curriculum materials will be implemented with integrity, “implementing the correct way”, throughout the school year

Assessment:

- OSR Pre-K teachers will administer the Teaching Strategies GOLD Assessment at the beginning, middle, and end of the school year to identify student proficiency and students who may need additional academic support in OSR Pre-K classrooms

Monitoring of Progress

- OSR Pre-K teachers will document student progress in daily lesson plans and instructional notes
- OSR Pre-K teachers will conduct a weekly data review to identify the level of student mastery
- OSR Pre-K teachers will administer the Teaching Strategies Gold assessment to identify student mastery and the need for additional academic support in (OSR) Pre-K classrooms
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Strategy: Obtain additional classroom materials to support learning centers and to enhance the additional Creative Curriculum Studies

Action Steps:

- The Pre-K department will develop a list of classroom materials using the ALSDE rubric as a guide in the selection process
- The Pre-K department will requisition the purchase of items that align with Creative Curriculum Studies
- The Pre-K leadership team will provide professional development to ensure the additional resources are implemented with integrity throughout the school year
- The OSR Pre-K teachers will design and implement learning activities to include student use of additional classroom materials

Assessment:

- OSR Pre-K teachers will administer the Teaching Strategies GOLD Assessment at the beginning, middle, and end of the school year to identify student proficiency and identify students who may need additional academic support in OSR classrooms

Monitoring of Progress

- OSR Pre-K teachers will document student progress in daily lesson plans and instructional notes
- OSR Pre-K teachers will conduct a weekly data review to identify the level of student mastery
- OSR Pre-K teachers will administer the Teaching Strategies Gold assessment to identify student mastery and the need for additional academic support in OSR classrooms

Strategy: Provide a Summer Learning Academy for Pre-K students**Action Steps:**

- The Pre-K department will establish goals, parent/guardian communication, curriculum, sites, and staffing for the summer learning academy
- The Pre-K department will identify qualifying students
- The Pre-K department will develop Summer Learning Academy Expectations and Procedures
- The Pre-K department will provide OSR teachers Summer Learning Academy Expectations and Procedures training
- The Summer Learning Academy will be implemented daily with integrity during the designated time

Assessments:

- OSR Pre-K teachers will administer the pre/post Teaching Strategies GOLD Assessment during the summer to identify level of mastery and additional support needed for the upcoming school year in OSR classrooms
- OSR Pre-K teachers will administer program formative assessments to monitor student progress and adjust instruction accordingly

Monitoring of Progress:

- OSR Pre-K teachers will document student progress in daily lesson plans and instructional notes
- OSR Pre-K teachers will conduct a weekly data review to identify the level of student mastery

- Pre-K teachers will administer the Teaching Strategies Gold assessment to identify student mastery and the need for additional support in OSR classrooms

Strategy: Provide Pre-K High Quality Classroom materials and supplies

Action Step:

- The Pre-K department will purchase instructional materials to further enhance student learning and experiences

Assessments:

- The Pre-K department will administer the OSR Classroom Materials assessment to ensure classroom materials align effectively with program performance standards

Monitoring of Progress:

- The OSR Classroom Materials assessment will be conducted annually or as needed during the school year to ensure classroom materials align effectively with program performance standards

Strategy: Incorporate Imagine Learning and Imagine Math software to support individualized learning

Action Steps:

- The Pre-K department will requisition the purchase of *Imagine Learning and Math software*
- The Pre-K department members will provide ongoing training to Pre-K teachers throughout the school year
- The Imagine Learning and Math will be implemented daily with integrity in all OSR Pre-K classrooms

Assessments:

- The OSR Pre-K teachers will administer the Imagine Learning and Math benchmarks at the beginning, middle, and end of school year to identify student proficiency and needs for additional academic support in OSR classrooms

Monitoring of Progress:

- The OSR Pre-K teachers will administer the Imagine Learning and Math benchmarks at the beginning, middle, and end of school year to identify student proficiency and if additional support is needed
- OSR Pre-K teachers will develop daily lessons for student engagement
- OSR Pre-K teachers will review the teacher dashboard weekly and adjust individual student plans as needed

Strategy: Facilitate a successful transition to Kindergarten to include Blended (inclusive) Pre-K students

Action Steps:

- The Pre-K department will requisition the purchase of Transition to K program bags for students, parents, and teachers
- The Pre-K department will provide training to Pre-K teachers to conduct scheduled parent/guardian sessions
- The Pre department will send parent/guardian communication to parents informing them of the training sessions' topics, dates, and times
- The OSR Pre-K teacher will distribute program materials to parents and students
- The OSR Pre-K teachers will conduct parent/guardian sessions during May 2021

Assessments:

- The OSR Pre-K teachers will request parental/guardian feedback at the end of each sessions and adjust future presentations to address parental questions or concerns

Monitoring of Progress:

- The OSR Pre-K teachers will request parental/guardian feedback after each session and adjust accordingly

Elementary Unfinished Learning Support

Strategy: Provide a Summer Learning Academy for K-3 elementary students.

Action Steps:

- The elementary department will establish goals, parent/guardian communication, curriculum, sites, and staffing for the summer learning academy
- The elementary department will assist schools in identifying qualifying students
- The elementary department will develop Summer Learning Academy Expectations and Procedures and share with school administrators
- The elementary department will provide teachers Summer Learning Academy Expectations and Procedures training
- The Summer Learning Academy will be implemented daily with integrity during the designated time

Assessments:

- Summer Learning Academy teachers will administer the pre/post DIBELS and STAR Reading and Math assessments to students during the summer to identify level of mastery and additional support needed for the upcoming school year
- Summer Learning Academy teachers will administer program formative assessments daily/ weekly to guide whole group and tiered instruction

Monitoring of Progress:

- The Summer Learning Academy program will be monitored following ALSDE state assessment guidelines for summer programs

Strategy: Provide a District-Wide BOY Acceleration Plan

Action Steps:

- Classroom teachers will begin core instruction Week 1/ Day 1
- Classroom teachers will provide daily tiered Instruction with targeted instruction in ELA and math
- Classroom teachers will align daily English Language Arts (ELA), math, and science instruction with the Alabama CCRS
- Classroom teachers will identify student academic needs using DIBELS, STAR, and classroom formative/summative assessments
- The elementary department will provide classroom teachers on-going training during the summer and school year. The following resources will serve as the training topics: Huntsville City Literacy Pathway, Effective Core Instruction, Collaborative Classroom resources, and AMSTI-UAH

Assessments:

- Classroom teachers will administer DIBELS and STAR Reading and Math assessments to students at the beginning, middle, and end of school year to identify student proficiency and any needed additional academic supports
- Classroom teachers will administer classroom formative/summative assessments daily/weekly to guide whole group and tiered instruction.

Monitoring of Progress:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and additional academic supports as needed
- Classroom teachers will administer dyslexia-specific screeners at the beginning, middle, and end of the school year to identify student proficiency and additional academic supports as needed

Strategy: Develop and implement a “Focused Learning Time” daily at each school for K-5 students

Action Steps:

- The elementary department will request that each school implement an additional daily focused learning time to address student learning gaps and other academic needs in ELA and Math. The focused learning time is in addition to the already required tiered instruction during the core
- Each school will identify and include a focused learning time in its master schedule for each grade level to provide interventions and enrichment for students during daily scheduled meeting times
- Each school administrator will consult with the Director of Elementary Instruction in developing the Focused Time protocols
- Each school administrator will develop “Focused Time” expectations, procedures, and guidelines and share with school staff
- Each school administrator will implement the Focused Time” week 1/day 1 of the school year
- Each school administrator will conduct data/grade-level meeting bi-weekly to identify student progress and adjust as needed
- Classroom teachers will communicate student progress every three and half weeks to parents/guardians

Assessment:

- Classroom teachers will administer DIBELS and STAR Reading and Math assessments to students at the beginning, middle, and end of school year to identify student proficiency and any needed additional academic supports

- Classroom teachers will administer classroom formative/summative assessments daily/weekly to guide instruction during the Focused Learning time

Monitoring of Progress:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic supports as needed

Strategy: Provide Before and After School Tutoring during the school year for K-3 students

Action Step:

- The elementary department will establish goals, parent/guardian communication, and ELA and math curriculum for the Before and After School Tutoring program.
- The elementary department will identify qualifying criteria for the program and share with school administrators
- The elementary department will develop Before and After School Tutoring Expectations and Procedures and share with school administrators
- The elementary department will request each school to implement before and after school tutoring to address student learning gaps and other academic needs in ELA and Math
- Each school will develop a before and after school tutoring schedule for each grade level to provide interventions and enrichment for students during daily scheduled meeting times
- Each school administrator will consult with the Director of Elementary Instruction in developing the Before and After School Tutoring protocols
- Each school administrator will develop “Before and After School Tutoring” expectations, procedures, and guidelines and share with school staff
- Each school administrator will implement the Before and After School Tutoring” week 1/day 1 of the school year
- Each school administrator will conduct data/grade-level meeting bi-weekly to identify student progress and adjust instruction as needed
- Classroom teacher (tutor) will communicate student progress every three and half weeks to parents/guardians

Assessments:

- Classroom teachers (tutors) will administer DIBELS and STAR Reading and Math assessments to students at the beginning, middle, and end of school year to identify student proficiency and additional academic supports as needed
- Classroom teachers will administer formative/summative assessments daily/weekly to guide instruction during Before and After School Tutoring

Monitoring of Progress:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and additional academic supports as needed

Strategy: Connect Social Studies and Science units with classroom libraries to enhance comprehension, vocabulary, and extend ELA learning

Action Steps:

- The elementary department will assist schools as they align and build classroom libraries with social studies and science units.
- The elementary department will provide on-going Content Literacy Strategies training for elementary teachers throughout the school year
- Classroom teachers will create social studies and science units for the purpose of building student knowledge and extending reading strategies in content literacy
- Classroom teacher will include content literacy strategies in social studies and science classes weekly
- Content literacy strategies will be implemented by classroom teachers beginning the 2021-2022 school year

Assessments:

- Classroom teachers will administer formative/summative assessments daily/weekly to guide whole-group and tiered instruction for social studies and science

Monitoring of Progress:

- Classroom teachers will administer formative/summative assessments daily/weekly to guide whole-group and tiered social studies and science instruction

Strategy: Provide additional instructional support for students in science courses

Action Steps:

- The elementary department will assist school principals in identifying grade-level science critical standards in grades K-5.
- The school principal will present grade level science critical standards to science teachers
- Science teachers will attend tiered/targeted instruction training provided by the school district
- Science teachers will plan and conduct tiered and targeted instruction for students daily in science courses
- Science teachers will administer daily formative assessments to identify student understanding and adjust instruction as needed
- The school principal will review student progress at scheduled grade-level/department data meetings

Assessments:

- The classroom teachers will administer daily classroom formative assessments to identify student comprehension and adjust instruction to provide additional support as needed.

Monitoring of Progress:

- The classroom teacher will administer classroom formative assessments to ensure students are understanding content presented
- The classroom teacher will discuss student mastery at scheduled grade-level data meetings with the school administration

Secondary Unfinished Learning Support

Strategy: Provide a Summer Learning Academy for 6th - 8th grade students focusing on Reading and Math with a STEAM enrichment

Action Steps:

- The secondary department will assist schools in establishing goals, parent/guardian communication, curriculum, sites, and staffing for the summer learning academy
- The secondary department will assist schools in identifying qualifying students
- The secondary department will develop Summer Learning Academy Expectations and Procedures and share with school administrators
- The secondary department will provide teachers Summer Learning Academy Expectations and Procedures training
- The secondary department will provide parent and student orientation sessions during May
- The Summer Learning Academy will be implemented daily with integrity during the designated time

Assessments:

- Summer Learning Academy teachers will administer the pre/post STAR, LEXIA Reading and Math assessments to students during the summer to identify level of mastery and additional support needed for the upcoming school year
- Summer Learning Academy teachers will administer program formative assessments daily/ weekly to guide whole group and tiered instruction

Monitoring of Progress:

- The Summer Learning Academy teachers will monitor student progress weekly by administering STAR, LEXIA Reading and Math assessments to identify student mastery and additional academic supports as needed

Strategy: Provide a Summer Learning Academy for grades 9th -11th grade focusing on Reading and Math with a College and Career component

Action Steps:

- The secondary department will assist schools in establishing goals, parent/guardian communication, curriculum, sites, and staffing for the summer learning academy.
- The secondary department will assist schools in identifying qualifying students
- The secondary department will develop Summer Learning Academy Expectations and Procedures and share with school administrators
- The secondary department will provide teachers Summer Learning Academy Expectations and Procedures training
- The secondary department will provide parent and student orientation sessions during May
- The Summer Learning Academy will be implemented daily with integrity during the designated time

Assessments:

- Summer Learning Academy teachers will administer the pre/post Mastery Prep Act, Edgenuity, ACT, and Scantron Reading and Math assessments to students during the summer to identify level of mastery and additional support needed for the upcoming school year
- Summer Learning Academy teachers will administer program formative assessments daily/ weekly to guide whole group and tiered instruction

Monitoring of Progress:

- The Summer Learning Academy teachers will monitor student progress daily/weekly by administering ACT, Edgenuity, Mastery Prep ACT, Scantron, and formative assessments to identify student mastery and any needed additional academic supports

Strategy: Provide Double Dose/Support Classes and Response to Instruction (RTI) for 6-12 students

Action Steps:

- The secondary department will request each school to implement a double dose/support class to address student learning gaps and other academic needs in ELA and Math.
- Each school will identify and include a double dose/support class (zero period) in its master schedule for each grade level/department to provide interventions and enrichment for students during daily scheduled meeting times
- The secondary department will assist schools in conducting a student data review to identify students based on ELA and math performance
- Each school administrator will develop “Zero Period” expectations, procedures, and guidelines and share with school staff
- Each school administrator will implement the “Zero Period” week 1/day 1 of the school year

- Each school administrator will conduct data/grade-level/department meeting bi-weekly to identify student progress and adjust instruction as needed
- Classroom teachers will communicate student progress every three and half weeks to parents/guardians

Assessments:

- Classroom teachers will administer ACT Practice, STAR Renaissance, and Scantron Performance Series Reading and Math assessments to students at the beginning, middle, and end of school year to identify student proficiency and additional academic supports
- Classroom teachers will administer classroom formative/summative assessments daily/weekly to guide instruction during the zero period

Monitoring of Progress:

- Classroom teachers will administer ACT Practice, STAR Renaissance, and Scantron Performance Series Reading and Math assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support if needed
- Classroom teachers will administer classroom formative/summative assessments daily/weekly to monitor student mastery and adjust instruction during the zero period

Strategy: Provide additional instructional support for students in science courses

Action Steps:

- The secondary department will assist school principals in identifying grade-level/subject critical standards for science
- The school principal will present grade level/subject critical standards to science teachers
- Science teachers will attend tiered/targeted instruction training provided by the school district
- Science teachers will plan and conduct tiered and targeted instruction for students daily in science courses
- Science teachers will administer daily formative assessments to identify student understanding and adjust instruction as needed
- The school principal will review student progress at scheduled grade-level/department data meetings

Assessments:

- The classroom teachers will administer daily classroom formative assessments to identify student comprehension and adjust instruction to provide additional support as needed

Monitoring of Progress:

- The classroom teacher will administer classroom formative assessments to ensure students are understanding content presented

- The classroom teacher will discuss student mastery at scheduled grade-level/department data meetings with the school administration

Strategy: Provide AP Summer Learning Academy to engage students in activities and experiences to encourage organization, study skills, critical reading, writing, and problem-solving

Action Step:

- The secondary department will assist schools in establishing goals, parent/guardian communication, curriculum, sites, and staffing for the summer learning academy.
- The secondary department will assist schools in identifying qualifying students
- The secondary department will develop Summer Learning Academy Expectations and Procedures and share with school administrators
- The secondary department will provide teachers Summer Learning Academy Expectations and Procedures training
- The Summer Learning Academy will be implemented daily with integrity during the designated time

Assessment:

- Summer Learning Academy teachers will provide students with Advanced Placement (AP) practice questions from previously released exams. Student mastery will be monitored and instruction adjusted as needed

Monitoring of Progress:

- Summer Learning Academy teachers will administer student program/course survey to evaluate the program and make suggestions for enhancements
- Summer Learning Academy Teachers will administer focused writing assessments to identify student progress and provide students additional academic support as needed

Strategy: Provide IB Summer Learning Academy to engage students in activities and experiences to encourage organization, study skills, critical reading, writing, and problem-solving

Action Step:

- The secondary department will assist schools in establishing goals, parent/guardian communication, curriculum, sites, and staffing for the summer learning academy.
- The secondary department will assist schools in identifying qualifying students
- The secondary department will develop Summer Learning Academy Expectations and Procedures and share with school administrators
- The secondary department will provide teachers Summer Learning Academy Expectations and Procedures training

- The Summer Learning Academy will be implemented daily with integrity during the designated time

Assessment:

- Summer Learning Academy teachers will complete the IB progress project completion checklist on student submissions

Monitoring of Progress:

- Summer Learning Academy Teachers will administer focused writing assessments to identify student progress and provide students additional academic support as needed

Strategy: Provide students College and Career Readiness Indicator (CCRI) advisement

Action Steps:

- The secondary teachers will provide students advisement on CCRI during the “zero period” one time per week using Advancement Via Individual Determination (AVID)
- The secondary teachers and counselors will collaborate to ensure that students are provided the appropriate advisement
- Classroom teachers will use AVID program materials to ensure equity, goal setting, and soft skill behaviors

Assessment:

- The school administration will monitor class schedules to ensure that students are enrolled in the AVID classes
- The school administration will identify the number of students enrolled in the AVID classes
- Students will complete surveys to measure the effectiveness of the support and what support is needed

Monitoring or Progress:

- The school administration will monitor class schedules to ensure that students are enrolled in the AVID classes
- The school administration will review survey results to ensure the appropriate support is provided to all students enrolled in the program

Special Education and Gifted/Talented Education

Unfinished Learning Support

Gifted/Talented Education Support

Strategy: Build Math Proficiency in gifted and advanced learners

Action Step:

- The gifted teachers will conduct a data review to identify students with learning losses

Assessments:

- Classroom teachers will administer STAR Math and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and any needed additional academic supports

Monitoring of Progress:

- Gifted teachers will monitor STAR Math and formative/summative assessments daily/weekly to monitor student mastery and adjust instruction

Strategy: Gifted Collaborative Services / Talent Development PreK– 1st grade

Action Steps:

- The gifted teacher will identify needs in collaboration with early elementary teachers
- The gifted teachers will conduct regular talent development sessions in PreK – 1st grade using Primary Education Thinking Skills (PETS). Primary Education Thinking Skills is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3

Assessments:

- Classroom teachers will administer STAR Math and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and additional academic supports as needed

Monitoring of Progress:

- Gifted teachers will review STAR Math and formative/summative assessments daily/weekly to monitor student mastery and adjust instruction as needed

Strategy: Gifted Collaborative Services / Talent Development PreK– 5th grade

Action Steps:

- The gifted department will provide Pre-K- 5th grade teachers Number Talks in the general education classroom training
- The gifted teacher will develop daily schedules to incorporate Number Talks in daily math instruction

Assessments:

- Classroom teachers will administer STAR Math and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and additional academic supports as needed

Monitoring of Progress:

- Gifted teachers will review STAR Math and formative/summative assessments daily/weekly to monitor student mastery and adjust instruction as needed

Strategy: Gifted Talent Development/Collaborative Services – 5th grade

Action Step:

- The gifted department will provide 5th grade general education classrooms with Embedding Mathematics in Computer Science instruction as needed

Assessments:

- Gifted teachers will monitor STAR Math and formative/summative assessments daily/weekly to monitor student mastery and adjust instruction as needed

Monitoring of Progress:

- Gifted teachers will review STAR Math and formative/summative assessments daily/weekly to monitor student mastery and adjust instruction as needed

Strategy: Gifted Services Academic Support Initiative

Action Steps:

- The gifted department will review student STAR data
- The gifted teacher will develop student and teacher schedules
- The gifted department will provide Compacting and Pacing training to classroom teachers

Assessments:

- Classroom teachers will administer STAR Reading and Math and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and additional academic supports as needed

Monitoring of Progress:

- Gifted teachers will review STAR Reading and Math and formative/summative assessments daily/weekly to monitor student mastery and adjust instruction as needed

Special Education

Strategy: Provide Extended School Year (ESY) Services to students

Action Steps:

- The IEP team will review data collection from 20-21 SY, including data that supports learning loss during periods of time that school was not in session or students were learning remotely, to determine if there is a demonstrated need for Extended School Year services.
- Teachers and district staff will collect and analyze data over the course of the school year to present to IEP team for conversation and decision determination
- The special education department will assist schools in establishing goals, parent/guardian communication, curriculum, sites, and staffing for Extended School Year services
- The special education department will assist schools in identifying qualifying students for Extended School Year services
- The special education department will develop Extended School Year expectations and procedures and share with school administrators
- The special education department will provide teachers Extended School Year expectations and procedures training
- Extended School Year services will be offered for twenty days, for up to four hours per day, for students with disabilities dependent on individualized goals and services with integrity during the designated time

Assessments:

- Lexia pre/post assessment (where appropriate) will be administered by classroom teachers
- Daily data collection related to IEP goals, to include work sample collection will be collected by classroom teachers
- Classroom teachers will administer reading/math pre/post assessment
- Therapy notes will be collected weekly to demonstrate skill progression or maintenance

Monitoring of Progress:

- Classroom teachers will collect weekly progress notes related to IEP goals to determine student mastery and adjust instruction as needed
- Classroom teachers will administer pre/post data for reading/math comparison to identify student proficiency
- Therapists will complete therapy notes to demonstrate maintenance or progression of skill (pre/post)

Strategy: Provide Transition Services for students

Action Steps:

- The special education department will identify areas for expansion of community-based instruction, including expansion of school-based entrepreneurship and community partnerships to address potential learning loss during periods of remote learning during the 21-22 school year
- Classroom teachers will conduct age-appropriate transition assessments for all students and use data to identify goals; involve students in IEP development and meeting to ensure plan is focused on the student and the student develops self-advocacy skills needed for college/career placement
- Each student will complete activities and assessment contained in the EngageAlabama transition app
- The special education department will provide parent education on related topics, to include disability wages and work hours, special needs trust planning, planning for post-secondary opportunities through Alabama Department of Rehabilitation Services (ADRS) and Vocational Rehabilitation
- The special education department will reinstate Project Search partnership with ADRS and Huntsville Hospital

Assessments:

- Classroom teachers will administer age-appropriate transition assessments, to include Life Centered Education (LCE) assessment and EngageAlabama app to measure student progress
- Classroom teachers will use community-based instruction and/or co-op observations, feedback, and progress monitoring checklist (ALSDE Transition materials) to identify student progress

Monitoring of Progress:

- Classroom teachers will provide weekly observation and feedback regarding student progress
- Classroom teachers will provide parents/guardians mid-nine weeks and nine weeks reports to identify current level of progress on goals
- Classroom teachers will examine Pre/Post assessment data and observation of employability skills weekly to ensure students are making an appropriate rate of improvement on established checklist

Strategy: Provide Frequent Intervention Progress Monitoring

Action Steps:

- District specialist, coordinator, or director will conduct bi-weekly check-in/progress monitoring to be followed with feedback and next steps
- Classroom teacher will monitor Pre/Post assessment data by unit in reading and math interventions
- District staff will provide special education teachers and instructional assistants professional development related to academic and behavior interventions and instructional practices
- Classroom teacher will conduct a weekly review of intervention usage for students
- The special education department (SPE) will create intervention usage and progress monitoring data notebooks for all SPE staff for 21-22 SY
- The SPE will identify training needs for administrators and schools related to PST to SPE referral protocols, including documentation of intervention and progress monitoring
- The SPE will utilize SPE fall placement forms to assist with scheduling at school level

Assessments:

- Classroom teachers will administer district program intervention assessments (Lexia, Moby Max, Touch Math, Unique Learning Systems) to identify usage and student progress data
- Classroom teachers will conduct community-based instruction and/or co-op observations, provide feedback, and complete progress monitoring checklist (ALSDE Transition materials) to identify student progress.

Monitoring of Progress:

- District specialist, coordinator, director will conduct bi-weekly check-in/progress monitoring to be followed with feedback and next steps
Classroom teacher will monitor pre/post assessment data by unit in reading and math interventions
- The special education department specialists will participate in district walkthroughs with instructional leaders and coordinators
- The special education department will review intervention usage and progress monitoring bi-weekly
- The special education department will conduct monthly reviews of student progress in grade level courses

Strategy: Increase Intensity of Instructional Delivery for Students with Disabilities

Action Steps:

- The classroom teachers will use student data to make informed decisions about learning targets and interventions
- The classroom teachers will increase access to grade level instruction in content areas with targeted individualized support through increase in SPE/General Education co-teaching model in content areas of reading/ELA, math, and science

Assessments:

- Classroom teachers will administer classroom formative/summative assessments daily/weekly to guide whole group and tiered instruction.

Monitoring of Progress

- Classroom teachers will administer classroom formative/summative assessments weekly or bi-weekly, to monitor student proficiency and provide additional academic support as needed

Student Wellness/Well-Being Unfinished Learning Support

Strategy: Implement a comprehensive system to monitor student well-being.

Action Steps:

- The counseling, behavioral learning, and student service departments will requisition the purchase of the Rhithm app for student and employee use
- The department will develop operating and maintenance procedures for use by students, employees, and other district staff
- School counselors will be provided self-harm/suicide awareness and prevention training from the National Center for Youth Issues
- School counselors will be provided training by the Crisis Services of North Alabama in responding to incidents and threats of self-harm; this training will include the Relay alerts
- School counselors will be provided training by WellStone Behavioral Health therapists on the referral process, data sharing and awareness of therapy services
- Counselors will use the *Overcoming Obstacles* curriculum as a basis for guidance lessons. Overcoming Obstacles is a research-based, evidence-based program that provides a solid base of life skills development to help students achieve social, emotional, and academic success. The department will provide a refresher BLOOM and PBIS training for district staff to support Social Emotional Learning
- The department will provide a refresher BLOOM and PBIS training for district staff too support Social Emotional Learning
- Counselors and administrators will receive a refresher training on the components of the S.A.I.L. Anti-Bullying program. Counselors will continue to meet individually with students who were bullied, as well as students who did the bullying to provide social and emotional support.
- All schools will complete the activities required for a “No Place For Hate” designation in order to promote a safe and inclusive learning environment for all students.
- Each school will designate a Cultural Responsiveness Team to coordinate efforts of Cultural Responsiveness at their school. Counselors will serve as members of the Cultural Responsiveness Team and will include guidance lessons addressing cultural responsiveness
- Truancy officers and social workers will support daily needs to include home visits, family engagement, housing, food, clothing, parenting workshops and enrollment

Assessments:

- Student will complete the Rhithm Self- Assessment so the schools can provide timely assistance when needed
- School counselors will utilize pre and post assessments to determine the effectiveness of guidance lesson

- Truancy Specialists will utilize PowerSchools to monitor student attendance
- School counselors will review training attendance records

Monitoring of Progress:

- The school administrations will review multiple data sources daily, weekly, monthly: Rhithm, Bloom, PowerSchool, and Attendance Reports to provide support to all students in a timely manner
- The counseling coordinator will monitor training attendance records to ensure that counselors are attending the requested training sessions
- The counseling coordinator will monitor the implementation of supportive resources and provide support as needed.

Strategy: Implement resources to measure students' social and emotional learning.

Action Steps:

- The behavioral Learning department will requisition the purchase of the Alternative Behavior Educator (ABE) to provide social and emotional learning supports for students. ABE is a behavior modification program that provides online support
- The behavioral Learning department will provide ABE refresher Training to district staff
- The school administrators will develop internal operating procedures to ensure that ABE interventions are provided in a timely and efficient manner for students
- The school facilities and staff will utilize Positive Behavioral Interventions, and Supports (PBIS) to encourage positive school climate
- School administrators will develop a schedule of monthly/bi-monthly data meetings to review PBIS, ABE, and discipline reports to identify trends, successes, and next steps
- The behavioral learning department will monitor the implementation of these supports

Assessments:

- The classroom teachers will utilize the Strengths and Difficulties Questionnaires to identify student needs
- Each school administrator will submit monthly reports to the Behavioral Learning Department to review, provide support if needed, and analyze data for progress and trends
- Schools will use the Tiered Fidelity Inventory (TFI) to assess their implementation of PBIS. The purpose of the Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports

Monitoring of Progress:

- The school administration will monitor weekly Problem-Solving Team (PST), Response to Intervention (Rt), and PBIS reports to measure progress and adjust instruction as needed

- The school administration will conduct data meetings (Monthly or Bi-Monthly) to review social and emotional learning supports and their effectiveness, trends, and successes
- The behavioral learning department monitor monthly ABE usage and in-school suspension (ISS) data to identify trends and the types of interventions provided for students

Strategy: Ensure services availability to meet students' needs

Action Steps:

- The counseling department will requisition the purchase of Peer Helper Services with ThriveWay. Peer Helpers is an evidence-based program which improves school climate and culture as well as meets the needs of individual students
- The department will provide Peer Helper refresher training for school administrators and counselors
- The department will provide support to school coordinators in developing and expanding the peer helping program
- The department will provide ongoing Peer Helper professional development training to school and district staff
- The department will coordinate with designated agencies to place therapists in schools to provide student support

Assessments:

- School counselors will administer the Peer Helping Survey to students and teachers to gather feedback to further improve the program
- School therapists will administer assessments and collaborate with counselors to identify student progress and provide additional student support

Monitoring of Progress:

- School counselors will review Peer Helping reports to collect data to further enhance the effectiveness of the program
- School based therapist will provide monthly data to the Counseling and Mental Health Coordinator to examine success, trends, and needs

English Learners of Other Languages (ESOL) Unfinished Learning Support

Strategy: Provide Culturally Relevant Family Communication

Action Step:

- The ESOL department will create Parent/Guardian Education series with interpretation services to engage parents as partners by addressing questions and providing guidance for supporting students at home and in school.
- The ESOL department will provide training for schools to support EL parent outreach and provide information in a language parents/guardian understand
- The ESOL Department will requisition additional translation services

Assessment:

- The ESOL department will administer pre/post evaluations with parents/guardians to measure the effectiveness of the Parent Education Series to enhance culturally relevant family communication
- The ESOLL department will survey teachers, EL families, and school offices to measure the effectiveness of the translation services

Monitoring of Progress:

- The ESOL department will provide Questions/Answers Sessions after each Parent/Guardian Education Series to answer parental questions and concerns
- The ESOL department will monitor translation requests from each school to ensure that communication being provided is in a language parents/guardian can understand

Strategy: Provide Home Language & Cultural Assets Leverage Support

Action Steps:

- The classroom teachers and ESOL staff will increase making home school-connections
- The ESOL department will provide Asset-based Approach to Working with ESOL Students and Families training to ESOL teachers
- The ESOL teachers will maintain information relating to home school connections and outcomes

Assessments:

- The ESOL teachers will administer Pre/Post training surveys to classroom teachers to identify additional strategies to create an environment that embraces ESOLL student's prior knowledge and experience.

Monitoring of Progress:

- The ESOL department will monitor monthly home school connections reports to identify successful strategies and share district wide with ESOL teachers

Homeless Education Unfinished Learning Support

Strategy: McKinney Vento Serving Students in Transition – Credentialing Program and Essential Staff Training

Action Steps:

- The HCS McKinney Vento liaison will attend Level 1 and 2 McKinney-Vento Liaison Credentialing Course based on ESSA
- District employees will attend McKinney Vento training in a timely manner The McKinney-Vento Essential Staff Training course aims to equip all school personnel with professional development and training to heighten their awareness of and capacity to respond to specific problems in the education of homeless children and youth
- The department will follow all McKinney Vento federal requirements

Assessment:

- Complete online assessment provided by web-based program

Monitoring of Progress:

- The District will identify those employees which have completed and passed the training assessment by examining the training completion verification page

Career and Technical Education Unfinished Learning Support

Strategy: Middle Grades Career and Technical Education (CTE) Expansion and Equipment Expansion

Action Steps:

- The CTE department will administer a Middle School Needs Assessment including course offerings to middle school students
- The CTE department will select courses and assign teachers to facilitate the courses
- The CTE department will provide middle school teachers CTE training
- The CTE department will assist middle school principals in purchasing required materials
- The CTE department will assist middle school principals in creating master schedule for students
- The CTE department will monitor and assess to provide support
- The CTE department will recruit community partners for each program

Assessments:

- The CTE department will review and examine CTE course rosters to identify the number of students registering for CTE courses
- The CTE department will review and examine the number of credentials and industry certifications

Monitoring of Progress:

- The CTE department will identify the number of College and Career Ready Indicators (CCRI) for each school and number of students receiving a credential and review enrollment numbers in CTE programs and dual enrollment courses

Elementary Transition Services

Strategy: Provide targeted kindergarten transition support to students with limited classroom experience.

Action Steps:

- The school principals and classroom teachers will review student data to identify students who may need extra support due to limited classroom experience
- The school principals and classroom teachers will develop an academic plan to identify areas needing targeted instruction
- The classroom teachers will develop daily schedules for students to provide additional targeted instruction time during the school day
- The classroom teacher will monitor student mastery and adjust instruction as needed

Assessments:

- Classroom teachers will administer DIBELS and STAR Reading and Math assessments to students at the beginning, middle, and end of school year to identify student proficiency and if additional academic support is needed
- Classroom teachers will administer classroom formative/summative assessments daily/weekly to guide instruction

Monitoring of Progress:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and if additional academic support is needed
- Classroom teachers will administer dyslexia-specific screeners at the beginning, middle, and end of school year to identify student proficiency and if additional academic support is needed
- The school principal will conduct grade-level data meetings bi-weekly to review grade level proficiency and adjust student academic plans as needed

Strategy: Increase the content and instructional rigor for all students.

Action Steps:

- The elementary department will assist the school principal in developing an Increased Content and Instructional Rigor Plan
- The school principal will meet with grade levels and develop an Increased Content and Instructional Rigor Plan
The plan will include instructional times when content will be added to existing lesson plans and specific classroom strategies and techniques that will increase rigor
- The school principal will conduct data meetings with grade levels to review lesson plans, pacing guides, and implemented classroom rigor strategies/techniques
- Classroom teachers will implement the plan week 1 day 1

Assessments:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to identify student proficiency and if additional academic support is needed
- The school principal will conduct classroom observations to identify implemented Increased Content and Instructional Rigor Plan components. Classroom teachers Classroom observation notes

Monitoring of Progress:

- The school principal will conduct classroom observations to identify implemented Increased Content and Instructional Rigor Plan components. Classroom teachers Classroom observation notes

Strategy: Design daily instructional lessons that ensure depth of instruction through engaging grade level content.

Action Steps:

- The elementary department will provide initial or refresher training to classroom teachers and school principals as needed on the Math and Literacy Pathways
- The school principal will meet with grade levels and review HCS Math and Literacy Pathways and identify strategies that will increase student mastery
- Classroom teachers will implement pathway strategies into their daily ELA instructional lessons beginning week1/day 1

Assessments:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed

Monitoring of Progress:

- The school principal will conduct classroom observations to identify the implementation of pathway strategies
- The school principal will review daily lesson plans to ensure that HCS pathway strategies incorporated into daily lessons
- The classroom teachers will review progress monitoring to identify level of student mastery

Strategy: Identify content and learning priorities to provide in-depth content instruction.

Action Steps:

- The elementary department will assist school principals in identifying critical grade level content and creating instructional guides
- The school principal and grade level teachers will identify critical grade level content
- The school principal will develop yearly instructional guides by subject/grade-level
- The school principal will provide teacher training on the use of the instructional guides
- Classroom teachers will develop lessons and monitor student growth and proficiency

Assessments:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed

Monitoring of Progress:

- The school principal will review daily lesson plans to ensure that critical grade level content is noted in daily lessons
- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed
- The classroom teachers will review progress monitoring of DIBELS, STAR, and classroom formative/summative to identify level of student mastery

Strategy: Provide students with opportunities to unite via common pandemic experiences through real-world and grade level appropriate instruction in all subject levels.

Action Steps:

- School counselors and social workers will collaborate with teachers to identify instructional and conversational methods to use while discussing COVID-19 related learning

- Classroom teachers will identify age-appropriate learning activities associated with COVID-19 such as comparisons, discussions, hook questions, and cross textual analysis

Assessments:

- School principal will review daily lesson plans to identify when classroom teachers will provide opportunities to unite via common pandemic experiences through real-world and grade level appropriate instruction in all subject levels

Monitoring of Progress:

- The school principal will review weekly lesson plans and adjust instruction as needed

Strategy: Prioritize grade level learning to include lesson progressions and identify critical standards for mastery in math and language arts.

Action Steps:

- The elementary department will assist school principals prioritizing grade level learning and identifying critical standards for mastery
- The school principal will provide teachers with grade level critical standards to ensure that additional emphasis is placed on these as daily lessons are planned in ELA and math
- Classroom teachers will identify level of student mastery via scheduled progress monitoring and adjust whole and tiered instruction as needed
- Classroom teachers will use the HCS Pathways lesson progressions

Assessments:

- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency on critical grade level standards in ELA and math

Monitoring of Progress:

- The school principal will review weekly lesson plans to ensure critical grade level standards are addressed in daily instructional lessons
- Classroom teachers will administer DIBELS, STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed
- The classroom teachers will review progress monitoring of DIBELS, STAR, and classroom formative/summative to identify level of student mastery

Secondary Transition Services

Strategy: Increase the content and instructional rigor for all students.

Action Steps:

- School administration will observe classroom practices weekly and provide appropriate support to ensure success
- Teachers will use updated student performance data to develop daily, targeted lessons through tiered instruction in all core subjects
- Teachers will adjust instruction as needed to increase student mastery

Assessments:

- The school principal will conduct classroom observations to identify the implementation of increased content and instructional rigor
- Classroom teachers will administer STAR and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency on critical grade level standards in reading and math
-

Monitoring of Progress:

- Classroom teachers will administer STAR and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed
- The classroom teachers will review progress monitoring of STAR and classroom formative/summative to identify level of student mastery
- Daily classroom observations of instructional delivery and student performance will be conducted by school administrators

Strategy: Design daily instructional lessons to engage students in grade-level content with supports that increases depth of instruction.

Action Steps:

- The secondary department will provide initial or refresher training on HCS Secondary Pathways to school administrators
- School administrators will provide initial or refresher training on the HCS Secondary Pathways to classroom teachers
- Classroom teachers will utilize the lesson planning guide in the pathway to develop daily lessons that include academic supports

Assessments:

- The school principal will conduct classroom observations to identify the implementation of increased content and instructional rigor
- Classroom teachers will administer STAR and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency on critical grade level standards in reading and math

- The school principal will review daily lesson plans to identify how classroom teachers engage students in grade-level content with supports that increases depth of instruction

Monitoring of Progress:

- Classroom teachers will administer STAR and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed
- The classroom teachers will review progress monitoring of STAR and classroom formative/summative to identify level of student mastery
- Daily classroom observations of instructional delivery and student performance will be conducted by school administrators

Strategy: Identify content and learning priorities to provide in-depth content instruction and address learning gaps with daily targeted instruction.

Action Steps:

- The secondary department will assist school principals in identifying critical grade level content and creating instructional guides
- The school principal and grade level/subject level teachers will identify critical grade level content
- The school principal will develop yearly instructional guides by grade-level/subject
- The school principal will provide teacher training on the use of the instructional guides
- Classroom teachers will develop lessons and monitor student growth and proficiency

Assessments:

- Classroom teachers will administer STAR, and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed
- Schools will administer ACT, ACAP, Pre-ACT, and Edgenuity assessments to measure student growth and proficiency

Monitoring of Progress:

- The school principal will review daily lesson plans to ensure that critical grade/subject level content is noted in daily lessons
- Classroom teachers will administer STAR and/or classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed
- The classroom teachers will review progress monitoring of STAR, and classroom formative/summative to identify level of student mastery
- School principals will review ACT, ACAP, Pre-ACT, and Edgenuity assessment results to measure student growth and proficiency

Strategy: Provide a variety of CTE courses to enable students to complete course sequences for possible credentialing.

Action Steps:

- The CTE department will review all CTE and dual enrollment programs along with data for enrollment
- The CTE department will provide Project Lead the Way professional development for secondary teachers
- The CTE department will conduct goal setting meetings with school principals
- The school principals and counselors will audit student schedules to ensure students are enrolled in CTE courses
- The CTE department, school principals will conduct parent and community informational meetings

Assessments:

- The classroom teacher will administer credential assessments in each CTE course

Monitoring of Progress:

- The CTE department will identify College and Career Ready Indicators for each school
- The CTE department will identify the number of students earning credentials
- The CTE department will review the enrollment numbers in CTE program and dual enrollment

Strategy: Provide advising support for college bound students that include intensive coaching through the application and financial aid process.

Action Steps:

- The secondary department will provide rising seniors the opportunity to attend the College Crash Course (sessions on topics related to college planning)
- The secondary department will provide seniors who are undecided about post-secondary plans the opportunity to tour Calhoun Community College.
- The secondary department will offer parent outreach sessions on financial aid and scholarships
- The secondary department will provide information to students on school visits by college representatives

Assessments:

- The secondary department will administer a survey to students requesting feedback and suggestions on the coaching and financial aid process provided by the school district

Monitoring of Progress:

- The classroom teachers will conduct conferences with students/parents to assist them in the coaching and financial aid process
- The secondary department will review survey results and adjust as needed

Parent and Family Engagement Support

Strategy: Provide parents and families with supports and resources to establish effective study habits, routines, and create a positive home learning environment.

Action Steps:

- The counseling department will develop and implement standard guidance lessons in all schools
- The counseling department will share standard guidance lessons with all school counselors
- The counseling department will share resources with school administrators and counselors including emphasis on supporting the home learning environment
- The Mental Health Coordinator and social workers will develop a monthly parent/family outreach program to address mental health needs and identify local resources
- The counseling department will provide support through a homework hotline
- The counseling department will provide teachers and parents/guardians training detailing how to use the homework hotline
- The Mental Health Coordinators and social workers will develop a yearly agenda Informing stakeholders of parent and family engagement activities that will occur throughout the school year

Assessments:

- School counselors will administer pre/post assessments of guidance lessons to identify student understanding and need for additional support
- The Mental Health Coordinator and social workers will identify the number of parent outreach activities
- The counseling department will collect the number of calls made to the homework hotline to ensure student services are available
- Parent survey

Monitoring of Progress:

- The school principal will review guidance lesson plan to ensure that lessons taught address effective study habits, routines, and create a positive home learning environment
- The Mental Health Coordinator and social workers will conduct monthly parent outreach programs
- The counseling department will review weekly usage report from the homework hotline
- The school counselors will collect data from the pre/post guidance lesson assessment and adjust support as needed

Strategy: Offer parents and students recommendations to establish home learning stations and procedures.

Action Steps:

- School principals will provide parents/guardians study tips and information on routines and procedures in weekly newsletters
- The Mental Health Coordinator and social workers will provide training on various types of communications between school and home during the parent outreach activities

Assessments:

- The school principal will provide parent/guardians monthly communication via weekly newsletters
- The school principal will survey parents to identify what services are needed
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Monitoring of Progress:

- The counseling department will review weekly school newsletters to ensure parents are provided information relating to home learning stations and procedures
- The school principal will review parent/guardian feedback from training sessions and adjust support as needed

Strategy: Utilize a variety of methods to communicate with families to ensure a culture of trust.

Action Steps:

- Each school principal and teacher will send a weekly newsletter
- School correspondence will be sent in student friendly terms
- Classroom teachers will send parents/guardians positive Bloom reports and PBIS plans and events
- Classroom teachers will send simple text message alerts to parents with timely information about the student's academic progress
- The school district will provide Let's Talk! which is a cloud-based communications solution that empowers school district leaders to manage and respond to social media, identify risks, and build stronger, more productive relationships with parents, teachers, students, and staff

Assessments:

- The school principal will provide parent/guardians monthly communication via weekly newsletters
- The school principal will survey parents to identify the needed services

Monitoring of Progress:

- The school principal will provide parent/guardians monthly communication via weekly newsletters
- The school principal will survey parents to identify the needed services

Strategy: Collaborate with families and community partners to enhance partnerships.

Action Steps:

- The school principal will determine events and activities in which parents/guardians may support the school and communicate to the parents/guardians
- The district will create parent and community surveys to identify strengths and weaknesses and identify activities that match volunteers' support
- The school principal will send a weekly newsletter detailing community partnerships and areas needing assistance from community partners

Assessments:

- The school principal will provide parent/guardians monthly communication via weekly newsletters
- School principals will monitor community partnerships and update progress in the Department of Justice Self-Monitoring Plan
- The school principal will survey parents to identify needed services

Monitoring of Progress:

- School principals will monitor and update progress in the Department of Justice Self-Monitoring Plan
- The school principal will review survey data to identify needed services

Strategy: Provide supports to decrease delayed communication to families.

Action Steps:

- School faculty will use simple text messages to alert parents/guardians with timely information about their student's progress
- Classroom teachers will establish a text communication tool and update parent contacts regularly
- The school principal will provide training on using multilingual text communication tools to include Talking Points and Class Dojo
- The school administration will collect evidence that will identify the amount of communication that is sent to multilingual families in a language or method that parents understand

Assessments:

- Classroom teacher will record when he or she sends text using a communication tool.
- The school principal will review communication data at scheduled data meetings

Monitoring of Progress:

- The school principal will review communication data at scheduled data meetings

Strategy: Provide supports for parents as sole tutors of students.

Action Steps:

- The school principal will provide before and after school tutoring
- The school principal will provide a Saturday homework help schedule for students
- The school principal will provide training to teachers on how to provide academic support via phone or online

Assessments:

- Classroom teachers will administer classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency on critical grade level standards in ELA and math

Monitoring of Progress:

- Classroom teachers will administer classroom formative/summative assessments weekly, bi-weekly, monthly and/or quarterly to monitor student proficiency and provide additional academic support as needed

Strategy: Design parent tutorials to assist with learning how to navigate commonly used digital tools.

Action Steps:

- Educational Tech Coaches and expert teachers will record tutorials
- Educational Tech Coaches and expert teachers will provide Facebook Live stream to teach various aspects of educational software and laptop use basics
- Bilingual support will participate in all trainings

Assessments:

- Surveys will be administered to parents who attend workshops to identify success and areas needing additional support

Monitoring of Progress:

- Survey results will be reviewed at data meetings to determine the level of support or if additional support is needed.

Strategy: Assess the basic barriers that prevent effective parental involvement and create new approaches to promote participation.

Action Steps:

- Student Outreach Parent Liaison Specialist and Title I Coordinator will survey parents to identify barriers that impact parental involvement
- The Student Outreach Parent Liaison Specialist and Title I Coordinator will provide training to parents based on identified needs from the survey

Assessments:

- The Student Outreach Parent Liaison Specialist and Title I Coordinator will survey parents/guardians to identify needs
- The Student Outreach Parent Liaison Specialist and Title I Coordinator will develop parent/guardian workshops to address needs

Monitoring of Progress:

- The Student Outreach Parent Liaison Specialist and Title I Coordinator will monitor survey results and workshop feedback and adjust as needed.

Strategy: Provide monthly Pre-K parent engagement sessions that focus on social emotional learning and school readiness skills needed to be successful in the classroom.

Action Steps:

- The Pre-K department will purchase Conscious Discipline materials
- The Pre-K department will plan and schedule parent sessions using the Conscious Discipline parent Education Kits
- The Pre-K department will provide Your Journey Together: Resilience Building Parent Sessions
- The Pre-K department will share Ready Rosie parenting resources including a video library that models high quality interactions between parents and children
- The Pre-K department will free resources with parents: Share Born Ready, Provide Help Me Grow Alabama

- The Pre-K department will provide teaching strategies resources books for parent's book study sessions (Families Guide to Preschool and Math Right from the Start)
- The Pre-K department will advertise and communicate parent sessions in the community
- The Pre-K department will Implement scheduled parentings sessions

Assessments:

- The Pre-K teachers will request parental/guardian feedback at the end of each sessions and adjust future presentations to address parental questions or concerns

Monitoring of Progress:

- The Pre-K teachers will request parental/guardian feedback after each session and adjust accordingly

Operations Support

Strategy: Provide Student Transportation

Action Steps:

- The transportation department will provide student transportation
- The transportation department will align morning and afternoon routes for students attending
- The transportation department will hire drivers and supervisors to be ready for summer and fall routes
- The transportation department will provide route training for bus drivers
- The transportation department will share routes with parents/guardians via district website

Assessments:

- Transportation supervisors will review the student pick up and drop off timeliness reports daily to adjust as needed

Monitoring of Progress:

- Transportation supervisors will monitor routes for timeliness and efficiency daily

Strategy: Provide Child Nutrition Services

Actions Steps:

- The CNP department will provide meals under the Summer Food Service Program (SFSP) under USDA guidelines for summer learning loss programs
- The CNP department will determine summer feeding sites
- The CNP department will determine number of students in each school to determine meals to be provided at each location
- The CNP department will determine number of meals to be provided to non-school sites (contracted services)
- The CNP department will determine the best method of providing meals to students in order to be as efficient as possible (including delivery methods and curbside pickup options)
- The CNP department will source the appropriate inventories of nutritious food items for preparation
- The CNP department will utilize delivery vehicles as needed to deliver food to school and non-school sites as needed
- The CNP department will provide CNP staff a refresher training for summer operations of food service processes and procedures

Assessments:

- The CNP department will request parent and faculty feedback via survey. The feedback will be used to adjust meals and operating procedures

Monitoring of Progress:

- THE CNP department will monitor daily reports to identify the number of meals provided, timeliness of food delivery to students, and daily feedback from CNP supervisors

Strategy: Provide HVAC & Air Quality**Action Steps:**

- The maintenance department will provide the best method for air quality improvement in HCS buildings
- The maintenance department will research options for each type of HVAC system needed for each building
- The maintenance department will source appropriate materials suitable for HCS installation and servicing

Assessments:

- The maintenance department will use manufacturer specifications and guidance as a checklist when installing and maintaining units

Monitoring of Progress:

- HCS technicians will check working condition of supplies and equipment, and/or effectiveness of services provided following department maintenance schedule

Provide Personal Protective Equipment and Facility Cleanliness (PPE)**Action Steps:**

- The health services department will purchase appropriate supplies and materials, equipment, and services for each facility
- Custodial department will provide each facility the appropriate supplies and materials to clean all areas of the facility
- The school custodian will provide classroom teachers with cleaning supplies and safety materials
- The health services and custodial departments will train users of products and equipment on proper procedures

Assessment:

- Building administrators will assess building cleanliness and work with district facilities staff to address issues daily

Progress of Monitoring:

- Facilities Supervisors will monitor quality and effectiveness and work with school administrators daily

Strategy: Provide campus security at summer learning academy sites

Action Steps:

The security department will provide campus security at summer learning academy sites

The security department will determine the necessary staff for each building based on the number of students present

The security department will hire/assign appropriate number of staff to each summer learning site

The security department will provide refresher training to existing and new security personnel on the protocols being a HCS security campus officer

Assessment:

The security department will conduct campus walk-throughs to ensure best practices are fully implemented

Monitoring of Progress:

School administrators work with district security administrators to address issues daily

Strategy: Provide IT services to students and district employees

Action Steps:

The IT department will provide network, support, and technology services

The IT department will ensure network is active and provides necessary safeguards for student access

The IT department will monitor system domains to determine access needed by each user

The IT department will provide an IT helpdesk for users to access

Assessments:

The IT department will use monitoring systems to ensure that network, support, and technology services are provided to network users

Monitoring of Progress:

School administrators will work with IT administrators on issues with service

Strategy: Provide audio enhancements to help instructional delivery

Action Steps:

- The district will install Audio (and eventually video) hardware in each classroom to enhance instruction provided by teacher
- The operations department will assess which classrooms will be able to accommodate the hardware, and which classrooms will actually need the hardware
- The district will provide video capabilities for teacher instruction recording and later playback, or online delivery
- The district will provide each teacher with lanyard microphone
- The district will provide school administrators and classroom teachers Functions of the Lanyard Microphone training
- The district will provide school administrators and classroom teachers Function for providing Video Recording of Instruction to provide to Students via Remote (online) Accessibility Training

Assessment:

- The school principal review and monitor participation by students
- The school principal will review data and identify if student grades are increasing as a result of increased comprehension of instructional delivery
- The school principal will review data and identify if an increased occurred in student accessibility of previously recorded lessons

Monitoring of Progress:

- School teachers and administrators will monitor grades, assessments, teacher delivery of instructional materials to remote platforms, and student accessing pre-recorded instruction via assigned instructional platform

Strategy: Provide Wi-Fi Enabled Buses for student access

Action Steps:

The district will equip/repair buses with Wi-Fi capability

The district will identify buses that need a Wi-Fi equipment replacement

The district will install/repair equipment on buses to continue services already provided

The district will ensure wi-Fi signal broadcast occurs from each bus

Assessments:

Bus Wi-Fi equipment and signal broadcast will be monitored weekly

Monitoring of Progress:

The bus Wi-Fi equipment and signal broadcast will be examined weekly to ensure a strong signal broadcast

Progress Monitoring

The HCS *Academic Support Plan* will be continuously monitored at three levels: *school level, district level, and through finance.*

School-Level

- Each school will be required to collect data and to review that status of each strategy, implementation, data, and next steps. The schools will conduct data/grade level meetings to review student progress using assessment results, examine improvement plans, and develop teacher and student action steps and plans.
- Each school will develop PST plans to address additional academic needs of students based on progress monitoring data.
- K-3 Student Improvement Reading Plans will be provided for K-3 students with reading deficits based on state vetted assessment
- Reading and math goals will become goals located in the school's strategic and Department of Justice Self-Monitoring plans
- Each school will be required to conduct an Instructional Data Conversation Presentation to the district leadership identifying status of goals and next steps based on data and district guidance.

District Level

- Each school will be required to conduct an Instructional Data Conversation Presentation to the district leadership identifying status of goals and next steps based on data and district guidance. The presentation will occur quarterly
- Each school principal will develop Indicators of Future Success based on data. These indicators will become goals located in the strategic and self-monitoring plans. Each goal is reviewed, and the level of status provided 4 times per year
- School principals will meet monthly with supervisor to review status of plans and goals

Finance

HCS district Finance personnel will meet with each department monthly to ensure purchases and services are funded by ESSER II accordingly, follow all finance assurances, and meet with each department to provide an updated budget.