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## Clarendon School District Two Academic Recovery Plan

### Goal #1

By June 2024, the percentage of students scoring Does Not Meet, in English Language Arts and Mathematics, will decrease by 50%, with at least 50% of those students moving to the Meets or Exceeds category, as measured by the 2024 SCREAY assessments results in the corresponding subject areas.

#### Strategies to Achieve Goal #1

##### *1. Strengthen Core Instruction*

- Strengthen Tier I instruction by utilizing research based best practices for instruction and assessment in all grade levels for English Language Arts. Specific action steps will include:
  - Conduct an ELA and Math curriculum review audits to identify strengths and weaknesses in curriculum resources and instructional practices in grades 3-8.
  - Solicit the support of the SREB and Cognia to conduct diagnostic reviews of all of the schools of CSD2.
    - Utilize the findings of the observations to enhance the core instructional practices of all of the teachers of CSD2.
  - Implement a systematic approach to teaching reading and math across grade levels- Balanced Literacy/Workshop Model.
  - Provide teachers with on-going professional development in the “science” of teaching reading across grade levels and content areas.
  - Provide teachers with on-going professional development in data analyses, specifically focused on identifying student performance by sub-groups as a means to decreasing the achievement gaps amongst varying sub-groups of students.
- Strengthen teaching pedagogy at all levels. Specific action steps will include:
  - Implement and evaluate the Workshop Model as the core instructional delivery model in Clarendon School District Two.
  - Provide on-going professional development on the components of the Workshop Model (i.e., Direct Teaching, Interactive Teaching, Independent/Guided Practice, etc.)

- Strengthen the instructional resources (to include instructional software programs), specifically in ELA and Math, in all classrooms. Specific action steps will include:
  - Evaluate classroom libraries, and respond to classroom library needs, as measured by the state department's classroom library assessment tool.
  - Ensure the integration of Mathematics, Science, and Social Studies reading materials that are aligned to objectives of the grade level standards, per each of the outlined core content areas, in all classrooms.
  - Identify and communicate a central location to place all of the district's instructional resources/materials- i.e. curriculum maps, pacing guides, support documents, and teaching resources based on state standards, specified per each grade-level.
- Strengthen the vertical articulation between grade levels to understand the progression of skills. Specific action steps will include:
  - Provide uninterrupted opportunities for teachers to meet across grade levels to analyze the progression of skills in ELA and Math.
  - Establish and communicate the Profile of the Early Learner, Profile of the Elementary Learner, and the Profile of the Middle School Learner so that all stakeholders are aware of the necessary skills students need to progress to the next level.
- Cultivate and Sustain Clarendon School District Two as a Professional Learning Community. Specific action steps will include:
  - Assess and communicate the district's expectations for PLCs and provide feedback to groups using the district's monitoring tool for PLCs.

## ***2. Strengthen Targeted Intervention (MTSS)***

- Strengthen Multi-Tiered Systems of Support (MTSS) processes to address identified gaps in achievement. Specific action steps will include:
  - Evaluate, revise and communicate the current MTSS framework to ensure a comprehensive system is in place for supporting student learning within each tier of our district's MTSS framework.
  - Provide MTSS teams with individual student information, identified through the Education Analytics Tool, so that students can be monitored through their school-based MTSS process.
  - Employ an MTSS Coordinator to ensure the MTSS practices are implemented with fidelity district-wide.
  - Define the interventions to be utilized at each tier within the MTSS framework and provide teachers and administrators with on-going professional development for supporting students in each tier.
  - Provide on-going professional development on the implementation of research based instructional practices to best support the varying needs of our students.

## ***3. Strengthen Instructional Support***

- Strengthen teachers' instructional practices through consistent, focused and purposeful coaching cycles. Specific action steps will include:
  - Establish and communicate an Instructional Coaching Framework for Clarendon School District Two.
  - Analyze classroom observation data to establish coaching cycles based on the individual needs of teachers.

- Provide opportunities for instructional coaches to collaborate with teachers, during their uninterrupted planning times, to support the work of the Coaching Cycles.
- Strengthen the collaboration between school and families. Specific action steps will include:
  - Support families with an understanding of individual student performance and the identification of learning loss or achievement gaps.
  - Create teams to support the whole child - teacher, interventionist, guidance counselor, parent and administrator.
  - Develop an individualized plan to provide support on meeting goals to close any achievement gap or learning loss.

#### ***4. Strengthen Data Review Processes Strategies***

- Strengthen the use of data to make instructional decisions. Specific action steps will include:
  - Review, revise, and communicate expectations for the administration and analysis of common, and interim assessments.
  - Review common and benchmark assessments to ensure alignment of assessments to student learning objectives.
  - Utilize USA TestPrep to identify the mastery of standards and achievement gaps within the PLC process to guide instructional decisions.

#### **Goal #1 Timeline**

- May 2021- June 2021- Conduct audits of our district’s instructional resources, and instructional expectations.
  - Communicate findings to applicable stakeholder groups.
- June 2021- Communicate CSD2’s instructional expectations/ Academic Recovery Plan (ARP) to varying stakeholder groups.
- June 2021- Share and communicate trend data with administrators.
  - Communicate plan for progress monitoring student performance.
- July 2021- Provide students with the opportunity to attend a 4-week summer program to “jump-start” our students’ academic progress for the 2021-2022 school-year.
- July 2021-June 2024- Provide on-going support to administrators and teachers to ensure that the instructional expectations of the district are being exemplified.
- June 2022, 2023, and 2024- Review and communicate progress towards meeting our district’s three year goals.

#### **Funding Sources for Goal #1**

- ESSER II
- ESSER III
- State Funds

## Goal #2

By June 2024, the percentage of students in Clarendon School District Two scoring a letter grade of an 'F' on their English II, Algebra I, Biology I, and US History EOC exams will not exceed 25%, as measured by the EOC exams per each of the corresponding subject areas.

### Strategies to Achieve Goal #2

#### 1. *Strengthen Core Instruction*

- Strengthen Tier I instruction by utilizing research based best practices for instruction and assessment in all grade levels for ELA, Math, Science, and S.S. Specific action steps will include:
  - Conduct curriculum review audits, in all core content areas, to identify strengths and weaknesses in curriculum resources and instructional practices in grades 9-12.
  - Solicit the support of the SREB and Cognia to conduct diagnostic reviews of all of the schools of CSD2.
    - Utilize the findings of the observations to enhance the core instructional practices of all of the teachers of CSD2.
  - Implement a systematic approach to teaching and learning- Balanced Literacy/Workshop Model.
  - Provide teachers with on-going professional development in data analyses, specifically focused on identifying student performance by sub-groups as a means to decreasing the achievement gaps amongst varying sub-groups of students.
- Strengthen teaching pedagogy at all levels. Specific action steps will include:
  - Implement and evaluate the Workshop Model as the core instructional delivery model in Clarendon School District Two.
  - Provide on-going professional development on the components of the Workshop Model (i.e., Direct Teaching, Interactive Teaching, Independent/Guided Practice, etc.)
- Strengthen the instructional resources (to include instructional software programs), in all core content area classrooms. Specific action steps will include:
  - Evaluate classroom libraries, and respond to classroom library needs, as measured by the state department's classroom library assessment tool.
  - Identify and communicate a central location to place all of the district's instructional resources/materials- i.e. curriculum maps, pacing guides, support documents, and teaching resources based on state standards, specified per each grade-level.
- Strengthen the vertical articulation between grade levels to understand the progression of skills. Specific action steps will include:
  - Provide uninterrupted opportunities for teachers to meet across grade levels to analyze the progression of skills in ELA, Math, Science, and S.S.
  - Establish and communicate the Profile of the High School Learner so that all stakeholders are aware of the necessary skills students need to progress to the next level.
- Cultivate and Sustain Clarendon School District Two as a Professional Learning Community. Specific action steps will include:
  - Assess and communicate the district's expectations for PLCs and provide feedback to groups using the district's monitoring tool for PLCs.

## ***2. Strengthen Targeted Intervention (MTSS)***

- Strengthen Multi-Tiered Systems of Support (MTSS) processes to address identified gaps in achievement. Specific action steps will include:
  - Evaluate, revise and communicate the current MTSS framework to ensure a comprehensive system is in place for supporting student learning within each tier of our district's MTSS framework.
  - Provide MTSS teams with individual student information, identified through the Education Analytics Tool, so that students can be monitored through their school-based MTSS process.
  - Employ an MTSS Coordinator to ensure the MTSS practices are implemented with fidelity district-wide.
  - Define the interventions to be utilized at each tier within the MTSS framework and provide teachers and administrators with on-going professional development for supporting students in each tier.
  - Provide on-going professional development on the implementation of research based instructional practices to best support the varying needs of our students.

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  - Provide opportunities for instructional coaches to collaborate with teachers, during their uninterrupted planning times, to support the work of the Coaching Cycles.
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  - Support families with an understanding of individual student performance and the identification of learning loss or achievement gaps.
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  - Review common and benchmark assessments to ensure alignment of assessments to student learning objectives.
  - Utilize USA TestPrep to identify the mastery of standards and achievement gaps within the PLC process to guide instructional decisions.

### **Goal #2 Timeline**

- May 2021- June 2021- Conduct audits of our district’s instructional resources, and instructional expectations.
  - Communicate findings to applicable stakeholder groups.
- June 2021- Communicate CSD2’s instructional expectations/ Academic Recovery Plan (ARP) to varying stakeholder groups.
- June 2021- Share and communicate trend data with administrators.
  - Communicate plan for progress monitoring student performance.
- July 2021- Provide students with the opportunity to attend a 4-week summer program to “jump-start” our students’ academic progress for the 2021-2022 school-year.
- July 2021-June 2024- Provide on-going support to administrators and teachers to ensure that the instructional expectations of the district are being exemplified.
- June 2022, 2023, and 2024- Review and communicate progress towards meeting our district’s three year goals.

### **Funding Sources for Goal #2**

- ESSER II
- ESSER III
- State Funds

### **Goal #3**

By July 2021, on forward, 100% of Manning High School Students in need of Credit Recovery will have the opportunity to gain the necessary course credits as measured by their completion of all applicable coursework in Edmentum.

#### **Strategies to Achieve Goal #3**

- 1. *Ensure that time is provided for students to complete applicable Credit Recovery Courses***
  - Beginning July 12, 2021, all students, grades 9-12, will have the opportunity to complete all applicable coursework for Credit Recovery through the district's Edmentum software.
  - Operate on a 9-weeks for rotation for Credit Recovery Courses.
  - Utilize the MTSS process to monitor the progress of students within the Credit Recovery courses to ensure that students are on track to receive their course credit(s).
    - Hire an interventionist dedicated to monitoring students' academic progress and ensuring that students enrolled in Credit Recovery courses as needed.
    - The interventionist will also be responsible for monitoring students' progress while enrolled in their Credit Recovery courses.

#### **Goal #3 Timeline**

- May 2021- Identify students needing Credit Recovery/courses needed.
- July 2021-Ongoing- Identify students needing Credit Recovery, enroll students in Credit Recovery, monitoring students' academic progress to ensure on-time high school completion.

#### **Funding Sources for Goal #3**

- ESSER II
- ESSER III
- State Funds