



# Road to Recovery

## ESSER 2 Application

Name of LEA	Gulf Shores City Schools Board of Education
Name of Superintendent	Dr. Matt Akin

## APPLICATION CONTENTS

- Assurances
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## ASSURANCES

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

### Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

The LEA Superintendent and CSFO assures or certifies the following:

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

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

## Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

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

## ESSER 2 Allowable Use Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

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

# BUDGET PART 1 – STATE ESSER 2 RESERVE

## STATE ESSER 2 Reserve

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

Category	Total
<b>Course of Study ELA PD (pending adoption)*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i> . To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$39,700
<b>Course of Study Math PD*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i> . To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$39,700
<b>Assessment Award for Grades 4-8**:</b> This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.	\$9,526

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

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

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

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



# Budget Part 2 – LEA ESSER 2 Funds

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

## BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

### English Language Arts – Curriculum

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

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	NA
K-2	NA
3-5	NA
6-8	NA
9-12	NA
Other	NA

### English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	NA			0
PD (Registration, etc.)	NA			0
Subs and/or Stipends (if not on contract)	NA			0
Job-Embedded Coaching Days/Supports	NA			0
Other	NA			0
<b>Total Need for HQIM ELA</b>				<b>0</b>

## BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

### Math – Curriculum

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

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	NA
K-2	NA
3-5	NA
6-8	NA
9-12	NA
Other	NA

### Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	NA			0
PD (Registration, etc.)	NA			0
Subs and/or Stipends (if not on contract)	NA			0
Job-Embedded Coaching Days/Supports	NA			0
Other	NA			0
Total Need for HQIM Math				0

### Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	0
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## BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

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

### English Language Arts – HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
ARI	Currently being provided
Science of Reading	Currently being provided
LETRS	Currently being provided
Neuhaus	NA
MSLE	Currently being provided
Dyslexia Awareness	Currently being provided
K-5 ELA 2020 COS – pending (ARI)*	Currently being provided
6-8 ELA E3 Training (A+ College Ready)*	Currently being provided
9-12 ELA 2020 COS – (ALSDE)*	Fall 2021

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

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### English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	NA			0
Subs and/or Stipends (if not on contract)	NA			0
Travel	NA			0
Follow-Up PD Days	NA			0
Supplemental Materials for Implementation	NA			0
Job-Embedded Coaching Days	NA			0
Other	NA			0
<b>Total Need for HQPD ELA</b>				<b>0</b>



## BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

### Math– HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
K-5 Math COS Foundational (AMSTI) *	Currently being provided
6-12 Math COS Foundational (AMSTI) *	Currently being provided
K-8 NUMBERS (AMSTI) *	NA
E3 Training (A+ College Ready) *	Currently being provided
K-8 OGAP (AMSTI)	Currently being provided
K-5 Math 2019 COS Overview (ALSDE)	Currently being provided
6-12 Math 2019 COS Overview (ALSDE)	Currently being provided
Administrator	NA

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

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### Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	NA			0
Subs and/or Stipends (if not on contract)	NA			0
Travel	NA			0
Follow-Up PD Days	NA			0
Supplemental Materials for Implementation	NA			0
Job-Embedded Coaching Days	NA			0
Other	NA			0
<b>Total Need for HQPD Math</b>				<b>0</b>

### Total Budget for High-Quality Professional Development

<b>Total Estimated Budget Need for High-Quality Professional Development</b>	<b>0</b>
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## BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

### Assessments, Inclusive of Screeners

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

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Readiness	Canvas (two years)	0	0	58,404
K-3 Vetted Reading Assessment- Additional components				
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre- Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL				
Other	iReady (two years) and Florida Virtual	5,894	31,001	108,253
<b>Total Need for Assessments, Inclusive of Screeners</b>				<b>166,657</b>

## BUDGET – UNFINISHED LEARNING SUPPORTS

### Transitions

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)	NA			0
Elementary to Middle	NA			0
Middle to High	NA			0
Beyond High School	NA			0
SPED Transitional Services	NA			0
Other	NA			0
Other	NA			0
<b>Total Need for Transitions</b>				0

## BUDGET – UNFINISHED LEARNING SUPPORTS

### Remediation/Intervention Programs

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP	Reading camp salaries	10,000	0	5,481
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
Other	2 intervention teachers	16,070	0	103,957
Other				
Total Need for Remediation/Intervention Programs				109,438

## BUDGET - UNFINISHED LEARNING SUPPORTS

### Family Support Resources

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

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

### Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	2 Virtual teacher (Elementary)	0	80,757	110,389
Other		0	0	0
Other	Virtual School Furniture	0	0	18,445
Other	Devices for teachers	0	0	196,647
Other				
Other				
<b>Total Need for Other Tools Supporting Unfinished Learning</b>				<b>325,481</b>

### Total Budget for Unfinished Learning

<b>Total Estimated Budget Need for Supporting Unfinished Learning</b>	<b>601,576</b>
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## BUDGET – FACILITIES

### Facility Renovations

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

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC	Gulf Shores High School HVAC System Improvements	9,588,308		502,708
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE				
Custodial				
Staffing				
Other				
Other				
Total estimated Budget Need for Facility Renovations				502,708

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

Category	Total
Budget – High-Quality Instructional Materials	0
Budget – High-Quality Professional Development	0
Budget – Unfinished Learning Supports	601,576
Budget – Facilities	502,708
<b>Total ESSER 2 Funds*</b>	<b>1,104,284</b>

\*This application must be accompanied by the following documents: a copy of your district's needs assessment (found in the Road to Recovery ESSER 2 Worksheets) and copy of rubrics used to vet materials or resources not already presumed approved.

**CERTIFICATION & SIGNATURE**

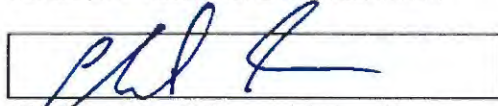
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Chad Green

LEA Chief School Financial Officer Name

251-968-9849

Telephone Number



LEA Chief School Financial Officer Signature

1/4/23

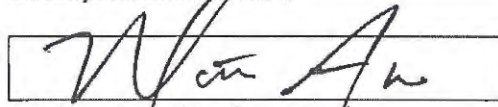
Date

Dr. Matt Akin

LEA Superintendent Name

251-968-9873

Telephone Number



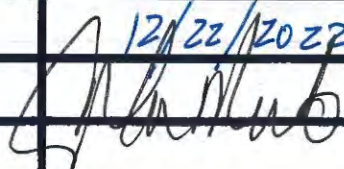
LEA Superintendent Signature

1/4/23

Date

Send completed application to [ESSERroundII@alsde.edu](mailto:ESSERroundII@alsde.edu) by June 1, 2021.

Upon arrival of the application, funds will be made available to the LEA.

ALSDE INTERNAL USE ONLY			
Date Application Received	12/22/2022	Date ALSDE Approved	1/11/2023
State Superintendent and/or Designee Signature		Date Signed	1/11/23
Date ESSER 2 Funds Released			

## **Virtual Teachers**

Due to COVID concerns, the number of students who have elected to learn in a virtual environment has increased. Therefore, we need to employ two additional teachers to provide instruction specifically for students who are learning in a virtual environment at the Elementary School for SY 2021-2022 and SY 2022-2023. These teachers will use online learning tools to provide students with both asynchronous and synchronous learning opportunities and monitor student progress to ensure that they remain on pace with course content and achieve, at a minimum, grade level standards.

Elementary School Virtual Teacher Salary Part Time- \$ 17,187

Benefits 6,260

Total \$23,447

SY 21-22Elementary School Virtual Teacher Salary Part time- \$29,299

Benefits 10,313

Total \$39,612

SY 22-23Elementary School Virtual Teacher Salary Part time- \$40,000

Benefits 7,330

Total \$47,330

Total Cost \$110,389

## **Virtual Furniture**

Due to COVID concerns, we have had to secure an offsite venue for our virtual students and teachers for SY 2021-2022. The students that are concerned with returning to the school environment need an offsite location for testing and any one-on-one teacher instruction needed. Currently, our offsite does not have any furniture for the students to use in the virtual setting. We are currently using the Gulf Shores Cultural Center for our virtual school location. See attached quote of \$18,445

Due to COVID related school closures and the challenges of online learning in lieu of face-to-face learning, we have an increased number of students who are not performing at their potential. Therefore, in order to provide these students with more personalized standards-based instruction in a one-to-one or small group setting, we plan to employ 1 full time and 1 part time intervention teachers to work with these students for the SY2021-2022. These teachers will use student performance data to provide personalized instruction to meet students' needs. Progress monitoring data will be collected and utilized to continue to guide instruction for these students so that we can close the achievement gap and help them reach their potential.

English Remediation Teacher- Salary \$65,280

Benefits \$22,921

Total \$88,201

Math Intervention Teacher (part-time)- Salary \$14,436

Benefits \$1,320

Total \$15,756

Total Cost \$103,957



iReady is an online assessment and instructional program that provides teachers and students with regular and accurate performance data based on course of study standards as well as personalized instruction to help meet students' needs. iReady is a valuable tool for closing the learning gap due to COVID related school closures and for providing enrichment for students who have already mastered grade-level standards.

ESSER II will pay for iReady in summer of 2021 and 2022. The cost will be \$12,894 (Elementary) and \$4,385 (middle school) in SY 20-21. The cost will be \$34,042 (Elementary) and \$30,990 (middle school) in SY 21-22.

Canvas is an online learning management system that is critical for organizing and housing online instructional content. With Canvas, teachers can personalize online learning to help students master grade-level content and close learning gaps due to COVID related school closures.

ESSER II will pay for Canvas in summer of 2021 and 2022. The cost for the district will be \$28,102 (SY20-21) and \$30,302 (SY 21-22)

Florida Virtual is a platform for our K-6 virtual teachers and students. It is being provided to all students who would like to take classes in the virtual format due to covid. The cost for school year 21-22 is \$25,942.

## HVAC Explanation

See explanation from Schneider Electric.

*The Gulf Shores High School chiller system is currently failing and in desperate need of replacement. One of the two chillers has already failed, and the second chiller is operating at a reduced capacity due to a failed compressor. Without both chillers operating, the HVAC system cannot provide comfortable space temperatures nor dehumidify for space comfort during the warmer months. In addition, one of the three chilled water pumps has failed, and a second pump has required numerous repairs to keep operational. The ESSER funds will procure two new 180-ton chillers, three new variable volume pumps, and associated materials. We will redesign and replace the system to improve indoor air quality, increase building occupant comfort, and increase reliability to address this critical infrastructure need. The new air-cooled chillers have variable volume-ratio compressors, permanent magnet motors, and premium efficiency drives to maximize efficiency under all operation conditions, help achieve low sound levels, and lower utility bills and maintenance costs. The new chilled water system will address indoor air quality and support student health needs by meeting the latest **codes adopted by the Alabama Division of Construction Management**, allowing for the proper amount of outside air, and maintaining safe and comfortable space temperature and humidity levels for reliable future operation.*

## READING CAMP

GSCS Summer Reading Camp goal is for students in K-4 to gain substantial growth in reading through direct, explicit, systematic, and targeted instruction from high quality teachers during the 5-week program. We will provide Reading activities through high-quality whole group, small group, intervention, and enrichment to students in Grades K-4. LETRS Science of Reading and SPIRE programs will be utilized to provide instruction to these students. Students have been selected to attend the Summer Reading Camp program based on Renaissance STAR Reading and Early Literacy assessments as well as teacher input that indicate reading deficiencies. Students will be progress monitored three times during the Summer Reading Camp Program to determine growth and needs.

### Budget for Reading Camp

Salaries:

4 teachers at \$125 a day times 24 days=\$12,000.00

1. Paula Stevens
2. Kim Pennington
3. Kim Kalinaskous
4. Liz Corcoran

1 Teach at \$125 a day for 6 days - \$750.00- oversee program- test kids- do all data and state accountability.

Total = 12,750.00

(Benefits-)- \$3250

Total - \$16,000