

BUDGET PART 1 - STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

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

Category	Total
<p>Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i>. To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs.</p> <p>B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	\$3,600
<p>Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i>. To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs.</p> <p>B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	\$3,600
<p>Assessment Award for Grades 4-8**: This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.</p>	\$0

*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)	N/A
K-2	
3-5	
6-8	N/A
9-12	N/A
Other	N/A

English Language Arts – Funding

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

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)	N/A
K-2	
3-5	
6-8	N/A
9-12	N/A
Other	N/A

Math - Funding

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

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	
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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	N/A
Science of Reading	N/A
LETRS	N/A
Neuhaus	N/A
MSLE	N/A
Dyslexia Awareness	N/A
K-5 ELA 2020 COS - pending (ARI)*	N/A
6-8 ELA E3 Training (A+ College Ready)*	N/A
9-12 ELA 2020 COS - (ALSDE)*	N/A

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.

N/A

English Language Arts - HQPD Funding

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

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) *	N/A
6-12 Math COS Foundational (AMSTI) *	N/A
K-8 NUMBERS (AMSTI) *	N/A
E3 Training (A+ College Ready) *	N/A
K-8 OGAP (AMSTI)	N/A
K-5 Math 2019 COS Overview (ALSDE)	N/A
6-12 Math 2019 COS Overview (ALSDE)	N/A
Administrator	N/A

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.

N/A

Math - HQPD Funding

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

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	0
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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	N/A	0	0	0
K-3 Vetted Reading Assessment Additional components	N/A	0	0	0
K-3 Vetted Math Assessment- Additional components	N/A	0	0	0
Dyslexia	N/A	0	0	0
Interim Assessments	N/A	0	0	0
CTE CRI Pre-Assessments	N/A	0	0	0
Health Wellness	N/A	0	0	0
Social/Emotional/Behavioral	N/A	0	0	0
SEL	N/A	0	0	0
Other	N/A	0	0	0
Total Need for Assessments, Inclusive of Screeners				0

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	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)	N/A	0	0	0
Elementary to Middle	N/A	0	0	0
Middle to High	N/A	0	0	0
Beyond High School	N/A	0	0	0
SPED Transitional Services	N/A	0	0	0
Other	N/A	0	0	0
Other	N/A	0	0	0
Total Need for Transitions				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	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	N/A	0	0	0
Bridge Courses (K/1, Algebra, other)	N/A	0	0	0
Mini Learning Blast	N/A	0	0	0
Traditional Summer School	N/A	0	0	0
Summer Reading Camps/ASAP	N/A	0	0	0
Summer Math Camps	N/A	0	0	0
CTE Enrichment Camps	N/A	0	0	0
ACCESS Virtual Learning	N/A	0	0	0
Credit Recovery Options	N/A	0	0	0
Extended School Year (ESY)	N/A	0	0	0
School Nurses	N/A	0	0	0
Other		\$0	\$0	\$378,663
Total Need for Remediation/Intervention Programs				\$378,663

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	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	N/A	0	0	0
Homework Hotline	N/A	0	0	0
"On Call" Staff for Family Tech/other Issues	N/A	0	0	0
Develop/Print Periodic Family Success Guides	N/A	0	0	0
Other	N/A	0	0	0
Other	N/A	0	0	0
Total Need for Family Support Resources				0

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	N/A	0	0	0
Other	N/A	0	0	0
Other	N/A	0	0	0
Other	N/A	0	0	0
Other	N/A	0	0	0
Other	N/A	0	0	0
Total Need for Other Tools Supporting Unfinished Learning				0

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	0
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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	Description	Funding Source		
		State or Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
HVAC	N/A	0	0	0
Windows	N/A	0	0	0
Air Quality	N/A	0	0	0
CTE Lab Ventilation/Air Quality	N/A	0	0	0
PPE & Supplies	N/A	0	0	0
Custodial	N/A	0	0	0
Staffing	N/A	0	0	0
Nurse's Station	N/A	0	0	0
Other	N/A	0	0	0
Total estimated Budget Need for Facility Renovations				0

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	\$378,663
Budget - Facilities	\$0
Total ESSER 2 Funds*	\$378,663

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

CERTIFICATION & SIGNATURE

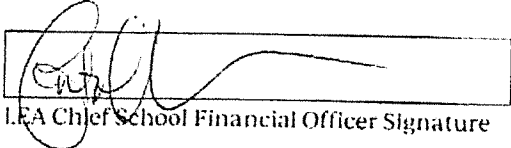
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Jonta Morris

LEA Chief School Financial Officer Name

205.573.0777

Telephone Number



LEA Chief School Financial Officer Signature

6/1/2021

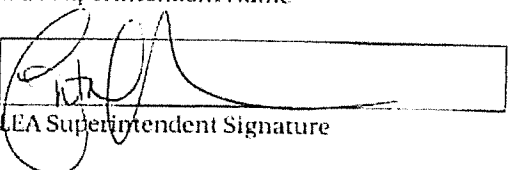
Date

Jonta Morris

LEA Superintendent Name

205.573.0777

Telephone Number




LEA Superintendent Signature

6/1/2021

Date

Send completed application to ESSERround1@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		Date ALSDE Approved	
State Superintendent and/or Designee Signature		Date Signed	6-18-21
Date ESSER 2 Funds Released			



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Page #	Part of Budget	Purpose	Detail
Page 11	Unfinished Learning Supports	<p>Implementing a co-teacher model to provide in-class remediation and intervention strategies fully integrated into the classroom setting is supported by research. In the report released by Hanover Research, the researchers highlighted four key benefits to a co-teaching model:</p> <ol style="list-style-type: none"> 1. Co-teaching has the potential to further a philosophy of inclusion by reducing the stigma (as well as increasing understanding and respect) of students with special needs and creating a 	<ul style="list-style-type: none"> • 8 co-teachers/teaching fellows, 4 for kindergarten and 4 for 1st Grade. Average salary of \$43,674 for \$349,392 total • Employer contributions of 6.2% of relevant wages to Social Security or \$21,662 • Employer contributions of 1.45% of relevant wages to Medicare or \$5,066 • Employer contributions to state unemployment insurance of \$317.70 per teacher or \$2,542 <p>(\$349,392+\$21,662+\$5,066+\$2,542 = \$378,663)</p>



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		<p>heterogenous classroom community;</p> <ol style="list-style-type: none">2. Improve instruction for all students of all abilities;3. Reduce the instructional fragmentation students with special needs might experience;4. Foster a sense of support among teachers. <p>An article written by Marisa Kaplan from Edutopia writes, "having two minds facilitate a classroom community allows students to connect with different personalities. Co-teaching allows more opportunities for small group and one-to-one learning, and stronger modeling during lessons. The co-planning process encourages two teachers to bounce ideas off each other</p>	
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		<p>In order to deliver the strongest, most creative lessons. Let's not forget the most important part: it is nice to have another adult in the room! Teaching is overwhelming, but co-teaching can provide a support system so that we can do our jobs, yet remember to have fun along the way."</p>	
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Additional Information Regarding Proposed Plan for ESSER II



Job Title

Job Title:	Legacy Teaching Fellow		
Role Type:	Instructional	Start Date:	July 2020
Department/Subject	Elementary (all content areas)	Position Type:	Full Time
Grade:	K; 1; 2; 3		
Reports to:	Dean of Teaching & Learning		
Position Overview			
<p>Legacy Prep is seeking a diverse group of individuals who are looking to start a career in teaching and do not yet have a teaching certification or experience. If you are passionate about serving all students and have a fierce commitment to equity then consider launching your teaching career with Legacy Prep in this full time role. As a Fellow, also known as a co-teacher, you will be responsible for supporting lead teachers and ensuring that our students have the opportunity to learn in an environment of joyful, excellent teaching. The teachers we are looking for will have experience working with kids and are willing to work hard for them. They will have the passion and drive to work with students and put them on a path to college and any path of their choosing.</p>			
Why This is a Unique Opportunity			
<ul style="list-style-type: none"> • Teaching Fellows gain real experience in the classroom co-teaching with an experienced educator who has a track record of success • Teaching Fellows get individualized coaching and attend weekly professional development aimed at building key teaching skills • Teaching Fellows are encouraged to seek Alabama teaching certification • Experience being part of a high functioning team, and ongoing professional development and coaching to get you to be a lead teacher long-term • After one year of experience, Fellows enrolled in certification programs can apply for higher level positions in Legacy Prep 			
Primary Roles and Responsibilities include, but are not limited to:			
<ul style="list-style-type: none"> • Support lead teacher in implementing high quality classroom instruction • Collaborate with lead teacher to build an empowering learning environment that excites and invests students in their learning • Work with lead teacher in delivery of daily instructional program, including literacy, math, and social emotional learning lessons • Exemplify Legacy Prep's core values in all interactions with students, families, and colleagues • Implement academic interventions and acceleration for students based on data • Lead guided reading groups throughout the year 			
Additional Requirements			
<ul style="list-style-type: none"> • Be a good teammate – work closely with other teachers and team members to create a cohesive school culture of success and family 			

- Participate in daily operational duties (i.e. breakfast, lunch, dismissal) to support school operations
- Support lead teacher with maintaining accurate records, grade book, and data tracking systems
- Perform daily teaching tasks such as: conducting morning meetings, monitoring lunch, substituting, and any of the other things that make you awesome at your job
- Update student performance trackers and rely on data to make decisions

Commit to professional learning, development, and growth

- Receive individual coaching from a lead teacher and the instructional coach
- Actively engage in instructional coaching and professional development aimed at improving your practice

Employment Qualifications:

Education:	<ul style="list-style-type: none"> • Current undergraduate seniors must have a minimum GPA of 3.5 • Post graduates must have a bachelor's degree from an accredited four-year educational institution
Experience:	<ul style="list-style-type: none"> • Experience working in an educationally and/or economically disadvantaged community (highly preferred) • Candidates who have 0-2 years of experience are eligible to apply • Experience working with students from educationally under-resourced communities (highly preferred) • A record leadership in or outside of school • Willingness to be on track for teacher certification
Skillsset:	<ul style="list-style-type: none"> • Experience teaching via an innovative instructional model such as project-based learning (preferred) • A track record of success in the classroom, with data that you can explain • Execute our core instructional model, leading high quality literacy, problem solving, and social emotional lessons from the Legacy Prep curriculum • Gap closing teaching experience with proven record of student growth • Expertise and a passion for teaching at an elementary level and possess a strong desire to grow as a teacher • Utilize data to inform instruction, intervention, and acceleration (personalize the learning experience for all kids)
Mindset:	<ul style="list-style-type: none"> • Value the importance of working in a diverse, inclusive, and equitable environment • Exhibit a growth mindset as an educator and lifelong learner • Effectively collaborate with others • A collaborative attitude towards teaching and learning • Capability to effectively build, develop and maintain strong relationships with a variety of stakeholders (e.g., students, teachers, administration, clinical team, families, outside agencies) • Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment • The ability to be flexible in a new school environment where things

	<p>change all the time</p> <ul style="list-style-type: none">• Adept at thinking strategically/analytically, translating plans into action, and exhibiting excellent judgment• Excellent written and oral communication skills, and presentation skills with keen attention to detail; ability to invest stakeholders in student goals• A solution-oriented mindset and ability to bring a new lens to challenging problems• Be present and willing to do whatever it takes to ensure that all students are on track lives of choice and opportunity• Be willing to work an extended school day and year• A collaborative attitude towards teaching and learning, and receiving feedback• Zest, grit, hope, curiosity, social and emotional intelligence, gratitude, self-control, and a sense of humor
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