



Road to Recovery

ESSER 2 Application

| | |
|-------------------------------|-----------------------|
| Name of LEA | Winfield City Schools |
| Name of Superintendent | Randy Thomley |

APPLICATION CONTENTS

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

ASSURANCES

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

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

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

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

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

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

ESSER 2 Allowable Use Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

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

BUDGET PART 1 – STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

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

| Category | Total |
|---|--------|
| <p>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> | 24,250 |
| <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> | 24,250 |
| <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> | 5,780 |

*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) | |
| K-2 | Scott Foresman - Reading Horizons |
| 3-5 | Scott Foresman - Reading Horizons |
| 6-8 | A+ College Ready |
| 9-12 | A+ College Ready |
| Other | |

English Language Arts – Funding

| Category | Description | Funding Source | | |
|---|----------------|-------------------|--|---------------|
| | | State/Local Funds | Other Federal Funds (including ESSER 1) | ESSER 2 Funds |
| Materials | Scott Foresman | | | 19,000 |
| PD (Registration, etc.) | N/A | | | |
| Subs and/or Stipends (if not on contract) | N/A | | | |
| Job-Embedded Coaching Days/Supports | N/A | | | |
| Other | N/A | | | |
| Total Need for HQIM ELA | | | | 19,000 |

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) | |
| K-2 | |
| 3-5 | |
| 6-8 | |
| 9-12 | |
| Other | |

Math – Funding

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

Total Budget for High-Quality Instructional Materials

| | |
|---|---------------|
| Total Estimated Budget Need for High-Quality Instructional Materials | \$0.00 |
|---|---------------|

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 | |
| Science of Reading | |
| LETRS | |
| Neuhaus | |
| MSLE | |
| Dyslexia Awareness | |
| K-5 ELA 2020 COS – pending (ARI)* | |
| 6-8 ELA E3 Training (A+ College Ready)* | |
| 9-12 ELA 2020 COS – (ALSDE)* | |

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

| |
|--|
| |
|--|

English Language Arts – HQPD Funding

| Category | Description | Funding Source | | |
|---|-------------|-------------------|---|---------------|
| | | State/Local Funds | Other Federal Funds (including ESSER 1) | ESSER 2 Funds |
| Registration | N/A | | | |
| Subs and/or Stipends (if not on contract) | N/A | | | |
| Travel | N/A | | | |
| Follow-Up PD Days | N/A | | | |
| Supplemental Materials for Implementation | N/A | | | |
| Job-Embedded Coaching Days | N/A | | | |
| Other | N/A | | | |
| Total Need for HQPD ELA | | | | \$0.00 |

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

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

| |
|--|
| |
|--|

Math– HQPD Funding

| Category | Description | Funding Source | | |
|---|-------------|-------------------|---|---------------|
| | | State/Local Funds | Other Federal Funds (including ESSER 1) | ESSER 2 Funds |
| Registration | N/A | | | |
| Subs and/or Stipends (if not on contract) | N/A | | | |
| Travel | N/A | | | |
| Follow-Up PD Days | N/A | | | |
| Supplemental Materials for Implementation | N/A | | | |
| Job-Embedded Coaching Days | N/A | | | |
| Other | N/A | | | |
| Total Need for HQPD Math | | | | \$0.00 |

Total Budget for High-Quality Professional Development

| | |
|--|---------------|
| Total Estimated Budget Need for High-Quality Professional Development | \$0.00 |
|--|---------------|

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 | | | |
| K-3 Vetted Reading Assessment- Additional components | N/A | | | |
| K-3 Vetted Math Assessment- Additional components | N/A | | | |
| Dyslexia | N/A | | | |
| Interim Assessments | N/A | | | |
| CTE CRI Pre-Assessments | N/A | | | |
| Health Wellness | N/A | | | |
| Social/Emotional/ Behavioral | N/A | | | |
| SEL | N/A | | | |
| Other | N/A | | | |
| Total Need for Assessments, Inclusive of Screeners | | | | \$0.00 |

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 | | | |
| Elementary to Middle | N/A | | | |
| Middle to High | N/A | | | |
| Beyond High School | N/A | | | |
| SPED Transitional Services | N/A | | | |
| Other | N/A | | | |
| Other | N/A | | | |
| Total Need for Transitions | | | | \$0.00 |

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 | | | |
| Bridge Courses (K/1, Algebra, other) | N/A | | | |
| Mini-Learning Blast | N/A | | | |
| Traditional Summer School | Middle School & High School Summer School | | | \$40,689 |
| Summer Reading Camps/ASAP | Elementary School - Summer Reading Camp | | | \$89,115 |
| Summer Math Camps | Elementary School - Summer Math Camp | | | \$16,204 |
| CTE Enrichment Camps | N/A | | | |
| ACCESS Virtual Learning | N/A | | | |
| Credit Recovery Options | Edmentum | | | \$3,000 |
| Extended School Year (ESY) | N/A | | | |
| School Nurses | N/A | | | |
| Other | Transportation for Summer Reading Camp | | | 9,750 |
| Total Need for Remediation/Intervention Programs | | | | \$158,758 |

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 | | | |
| Homework Hotline | N/A | | | |
| "On Call" Staff for Family Tech/other Issues | N/A | | | |
| Develop/Print Periodic Family Success Guides | N/A | | | |
| Other | N/A | | | |
| Other | N/A | | | |
| Total Need for Family Support Resources | | | | \$0.00 |

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 | Math Coach K-6 with benefits | | | \$167,253 |
| Other | Curriculum Coordinator with benefits | | | \$118,312 |
| Other | Asst. Reading Coach K-8 | | | 76,131 |
| Other | In-School Suspension Facilitator | | | \$154,897 |
| Other | N/A | | | |
| Other | N/A | | | |
| Total Need for Other Tools Supporting Unfinished Learning | | | | \$516,593 |

Total Budget for Unfinished Learning

| | |
|---|------------------|
| Total Estimated Budget Need for Supporting Unfinished Learning | \$675,351 |
|---|------------------|

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 | Air Filtration Units | | | 133,950 |
| Windows | N/A | | | |
| Air Quality | UV Classroom Lights | | | 26,000 |
| CTE Lab Ventilation/Air Quality | N/A | | | |
| PPE & Supplies | N/A | | | |
| Custodial | N/A | | | |
| Staffing | N/A | | | |
| Nurse's Station | N/A | | | |
| Other | Indirect Costs | | | 12,878 |
| Total estimated Budget Need for Facility Renovations | | | | \$172,828 |

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

| Category | Total |
|--|------------------|
| Budget – High-Quality Instructional Materials | \$19,000 |
| Budget – High-Quality Professional Development | \$0 |
| Budget – Unfinished Learning Supports | \$675,351 |
| Budget – Facilities | \$172,828 |
| Total ESSER 2 Funds* | \$867,179 |

*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.

Sonia Chism

LEA Chief School Financial Officer Name

205-487-4255

Telephone Number

Sonia Chism

LEA Chief School Financial Officer Signature

8-10-2021

Date

Randy Thomley

LEA Superintendent Name

205-487-4255

Telephone Number

Randy Thomley

LEA Superintendent Signature

08-10-2021

Date

Send completed application to 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 | | Date ALSDE Approved | |
| State Superintendent and/or Designee Signature | | Date Signed | |
| Date ESSER 2 Funds Released | | | |



Winfield City Schools

PO Box 70
Winfield, AL 35594

ESSER II Addendum

- Narrative with explanation regarding ESSER II Reserve Funds
- ESSER II Budget Spreadsheet
- Job Description for Math Coach
- Job Description for Curriculum Coordinator
- Job Description for Assistant Reading Coach
- Job Description for In-School Suspension Facilitator



Winfield City Schools

PO Box 70
Winfield, AL 35594

ESSER 2 RESERVE FUNDS

Assessment Award for Grades 4-8: Winfield City Schools has chosen a vetted program, iReady for Math and Reading assessments.

Professional Development Funds:

ELA: Elementary – Our Elementary teachers will attend ELA COS trainings summer of 2022, so we have budgeted our PD money in stipends. Ashley Seals and Kay Carr will facilitate training to help teachers K-5 create curriculum guides for upcoming year.

Secondary – Our Middle School teachers will attend iReady trainings summer of 2022 so we have budgeted our PD money in stipends. In addition, High School teachers will be paid stipends to attend AP trainings summer of 2022. Grades 6-12 will be attending A+ College Ready Trainings, stipends will be used to cover travel and time. Ashley Seals and Kay Carr will facilitate training to help teachers 6-8 create curriculum guides for upcoming year, stipends will be paid to attending teachers and facilitators.

Math: Elementary – Our Elementary teachers will be trained in the implementation of Eureka Math in the summer of 2022 and again in the fall of 2022, stipends will be paid to attendees. Ashley Seals and Shelly Kleypas will facilitate training to help teachers in grade K-5 develop curriculum guides for the upcoming school year, stipends will be paid to attending teachers and facilitators.

Secondary – Ashley Seals and Shelley Kleypas will facilitate training to help teachers 6-8 create curriculum guides for upcoming year, stipends will be paid to the attendees and facilitators. Grades 6-12 will be attending A+ College Ready Trainings, stipends will be paid for travel and time. High School teachers will be paid stipends to attend AP trainings summer of 2022.



Winfield City Schools

PO Box 70
Winfield, AL 35594

ESSER II BUDGET ALLOCATION: \$867,179

| Description | FY 21 | FY 22 | FY 23 | |
|--|-----------------|------------------|------------------|-------------------|
| TOTAL ALLOCATION | | | | 867,179.00 |
| Math Coach (1) Salary FTE 1.0 | 4,903.25 | 58,839.00 | 58,839.00 | 122,581.25 |
| Benefits(Insurance, Retirement, Taxes) | 1,786.53 | 21,438.41 | 21,444.29 | 44,669.23 |
| Curriculum Coordinator (1) Salary FTE .75 | 3,440.19 | 41,282.25 | 41,282.25 | 86,004.69 |
| Benefits(Insurance, Retirement, Taxes) | 1,292.17 | 15,505.99 | 15,510.12 | 32,308.27 |
| Assistant Reading Coach (1) Salary FTE 1.0 | 4,209.42 | 50,513.00 | - | 54,722.42 |
| Benefits(Insurance, Retirement, Taxes) | 1,646.93 | 19,763.22 | | 21,410.15 |
| In-School Suspension Supervisor (1) Salary FTE 1.0 | 4,491.92 | 53,903.00 | 53,903.00 | 112,297.92 |
| Benefits(Insurance, Retirement, Taxes) | <u>1,703.77</u> | <u>20,445.28</u> | <u>20,450.67</u> | <u>42,599.73</u> |

| | | | | |
|--|------------------|-------------------|-------------------|-------------------|
| Total for Staff Positions | 23,474.18 | 281,690.14 | 211,429.33 | 516,593.65 |
| Summer Reading Camp - Elementary School 9 Teachers @ \$125 per day with benefits June 3rd - June 30th + 2 planning | | | | - |
| Salaries | 24,750.00 | 24,750.00 | 24,750.00 | 74,250.00 |

| | | | | |
|---|------------------|------------------|------------------|--------------------------|
| Benefits | 4,954.95 | 4,954.95 | 4,954.95 | 14,864.85 |
| Middle School Summer School | | | | |
| 2 Teachers @ \$125 per day with benefits | | | | |
| June 3rd - June 30th + 2 planning | | | | - |
| Salaries | 5,500.00 | 5,500.00 | 5,500.00 | 16,500.00 |
| Benefits | 1,101.10 | 1,101.10 | 1,101.10 | 3,303.30 |
| High School Summer School | | | | |
| 2 Teachers @ \$100 per day with benefits | | | | |
| 29 days | | | | - |
| Salaries | 5,800.00 | 5,800.00 | 5,800.00 | 17,400.00 |
| Benefits | 1,161.16 | 1,162.32 | 1,162.32 | 3,485.80 |
| Math Camp - Elementary School | | | | |
| 6 Teachers @ \$125 per day with benefits | | | | |
| July 12th - July 16th + 1 day planning | | | | - |
| Salaries | 4,500.00 | 4,500.00 | 4,500.00 | 13,500.00 |
| Benefits | 900.90 | 900.90 | 901.80 | 2,703.60 |
| Transportation for Summer School | - | - | - | |
| Salaries for 3 Drivers for 20 days | 2,750.00 | 2,750.00 | 2,750.00 | |
| Benefits | 500.00 | 500.00 | 500.00 | |
| Total for Summer School/Reading Camp | 51,918.11 | 51,919.27 | 51,920.17 | <u>155,757.55</u> |
| Budgeted Expenditures Staff/Summer School | | | | 672,351.20 |
| Edmentum (credit recovery virtual learning) | | | | 3,000.00 |
| Reading Horizons Curriculum (K-5) | | | | 19,000.00 |
| Indirect Cost | | | | <u>12,877.80</u> |
| TOTAL | | | | 707,229.00 |

| | | | | |
|--|-----------|--|--|-------------------|
| | | | | |
| Remaining Budget | | | | 159,950.00 |
| Fresh Air Filtration Units and UV Lighting | | | | |
| - Replace High School Gym Units | | | | |
| Equipment | 55,710.00 | | | |
| Installation and Parts | 10,000.00 | | | |
| - Replace 6 High School Classroom Units | | | | |
| Equipment | 56,240.00 | | | |
| Installation and Parts | 12,000.00 | | | |
| | | | | |
| UV Classroom Lights (4th Grade - 7 Rooms) | 14,000.00 | | | |
| Middle School Library - | 12,000.00 | | | |
| | | | | |
| | | | | <u>159,950.00</u> |
| REMAINING | | | | <u>(0.00)</u> |



Winfield City Schools

PO Box 70
Winfield, AL 35594

Job Title: BUILDING BASED MATH COACH

Supervised by/Reports to: Principal and Curriculum Director

FLSA Status: Exempt

Job Goals:

- To improve outcomes for students by providing evidence-based professional learning for educators
- To provide equitable education to all students
- To positively impact student learning and growth
- To create measurable increases in student learning and in teacher application of effective mathematics teaching practices
- To provide job-embedded learning experiences for teachers
- To improve the teachers' content knowledge, skill, and delivery of instruction
- To work closely with the building-level administrators and the Mathematics School Improvement Team
- To monitor progress toward mathematics goals for the school
- To serve as a student advocate, role model, and professional resource for parents, the community, and the school system

Qualifications:

1. The required Alabama Professional Educator Certificate for teaching in the Elementary classroom
2. A bachelor's degree (Master's degree preferred) with five years of successful full-time Grades K-6 classroom practice demonstrated by student performance on state/district assessments
3. Effective Tier II intervention experience
4. Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners
5. Ability to develop and implement curriculum and programming specific to the needs of students at the designated grade level(s) and in the designated content area(s)/subject(s)
6. Ability to identify and solve problems as a productive team member
7. Ability to use technology to communicate, to plan and provide instruction, to facilitate student learning, to manage data, and to produce/submit required reports, correspondence, and/or financial information
8. Ability to be punctual and in regular attendance
9. Such alternatives to the above qualifications as the Board may require

Performance Responsibilities and Essential Functions:

1. Collaborative Leadership Duties

- a. Collaborate with building-level administrators, Mathematics School Improvement Team (MSIT), building-level staff, and district-level personnel to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics
- b. Collaborate with grade-level teachers and grade-level teams of teachers to better understand and implement resources (mathematics curriculum maps, pacing guides, curricula, assessment, etc.) and instructional plans to improve the success of their students
- c. Collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the 2019 Alabama Course of Study: Mathematics; to facilitate the analysis of student work samples and assessment data; and to work in partnership with teachers to provide real-time feedback and make next-step instructional decisions based on the student evidence
- d. Plan regularly with school, district, and AMSTI staff in order to reach the goal of moving all students along a trajectory towards demonstration of grade-level mastery of content which is competitive with similar age and grade-level students around the world
- e. Advocate, plan, and coordinate opportunities for school-based parent, guardian, and/or community engagement in mathematics
- f. Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor

2. Professional Learning Duties

- a. Develop and facilitate job-embedded and other ongoing professional learning opportunities for teachers, using coaching strategies such as joint pre-planning, modeling lessons, co-teaching lessons, targeted observation to collect data, and debriefing
- b. Participate actively and cooperatively in all AMSTI support visits and professional learning in order to meet agreed-upon personal outcomes and all school, state, and district-established math goals. Actively seek help and support to grow in knowledge, skills and expertise in mathematics
- c. Supports/Co-Facilitates with school administrators and teachers to analyze and utilize assessment data in all tiers of mathematics instruction to make decisions that will move students to higher levels of performance in mathematics
- d. Plan and/or facilitate professional learning opportunities that will assist teachers in targeting student deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; and identifying next learning steps in order to achieve state, district, and school goals in mathematics
- e. Reflect on personal coaching practices to evaluate personal impact on equipping K-5 students to master grade-level content and consistently perform at or above grade-level proficiency

3. Mathematics Coaching Duties

- a. Promote enhanced mathematics instruction and student mathematical practices by coaching and partnering with teachers to consistently implement effective mathematics teaching practices, formative assessment cycles focusing on student outcomes, evidence, and thinking; and adjusting instruction and providing feedback accordingly

- b. Support the professional growth of elementary mathematics teachers by strengthening classroom teachers' understanding of mathematics content
- c. Receive Coaching Academy and Coaching Community Professional Learning from AMSTI regional math specialists, as well as job-embedded support and feedback
- d. Coach teachers in instruction of students for all tiers of mathematics in order to reach the goal of continually increasing the number of students performing at or above grade-level proficiency
- e. Adhere consistently to an LEA/AMSTI approved schedule that includes time in preplanned, daily coaching cycles with teachers, professional learning opportunities, and for flexible job-embedded connections with teachers who are not currently in a coaching cycle
- f. Partners with teachers to achieve the goal of raising the mathematical performance of all students, and to continually sharpen their skill and efficacy in producing growth in student outcomes
- g. Model an exemplary work ethic by actively coaching teachers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built, and efficacy is achieved

Terms of Employment: Nine month position (187 days) in accordance with the Winfield City Board of Education's salary schedule

Evaluation: Performance of this job will be evaluated in accordance with provisions of the State Department of Education and/or Winfield City Board of Education policy on evaluation of certified personnel

The statements above are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities as needed.



Winfield City Schools

PO Box 70
Winfield, AL 35594

Title: K-8 Curriculum Coordinator
Department: Division of Teaching and Learning

- I. A K-8 curriculum coordinator is responsible for providing instructional leadership across subject areas. Position objectives include studying, evaluating, and implementing research-based curriculum and instruction; providing leadership in the development, articulation, and implementation of an instructional program; improving the instructional program by assisting with program evaluation; and assisting in the coordination of relevant staff development.
- II. Position Characteristics:
 - Salary: On Schedule
 - Length of Contract: 187 Days
 - Reports to: Superintendent
 - Coordinates with: District office administrators, principals, math coach, reading coach
- III. Position Responsibilities:
 - a. Serve as a resource person in curriculum and instruction across subject areas.
 - b. Provide leadership to assure correlation between district curriculum and state standards
 - c. Develop, coordinate, and monitor the program of instruction for academic programs and oversee updates of the curriculum.
 - d. Study and evaluate new instruction techniques and programs for possible use by classroom teachers.
 - e. Assist in the evaluation of academic programs, grading and assessment, and their effect on student achievement.
 - f. Lead and coordinate staff development – Vertical and horizontal meetings
 - g. Assist teaching staff with the implementation of curriculum and instructional materials.
 - h. Develop and implement follow-up plans for curriculum revisions and instructional materials adoptions.
 - i. Assists in the selection of K-8 instructional materials.
 - j. Stay current in the particular field through professional readings, seminars, workshops, and conventions.

- k. Work with administrative teams to develop and implement the school improvement process (data analysis, goal setting, action plans, etc.).
- l. Assist with coordination of instructional support for new teachers.
- m. Performs other duties as assigned.



Winfield City Schools

PO Box 70
Winfield, AL 35594

Assistant Literacy Instructional Coach

Per direction and guidance from the Literacy Instructional Coach, the Assistant Literacy Instructional Coach will provide instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The Assistant Literacy Instructional Coach's primary role is to work with alongside the Literacy Assistant Coach to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.

Duties and Responsibilities:

- The Assistant Literacy Instructional Coach will work closely with the Literacy Instructional Coach to strategically create and implement a plan to increase student achievement in ELA.
- S/he will play an integral role in the efforts to horizontally and vertically align Winfield Elementary's literacy curriculum and oversee ELA progress monitoring.
- S/he will work collaboratively with the Literacy Instructional Coach to advise the building principal and teachers on developing instructional strategies and intervention programs for struggling students.
- Monitor the progress of LETRS training for all participating teachers.
- Gather i-Ready data after each benchmark test.
- Assist STEM committee with planning and executing ELA related STEM activities for the 2021-2022 school year.
- Assist Literacy Coach with the completion and distribution of SRIPs for each student with a 25% or below deficit in reading.
- Participate in coaching cycles with the Literacy Coaches guidance.
- Attend meetings with local and state reading leaders during school visits.

- Work with the Literacy Coach and teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.



Winfield City Schools

PO Box 70
Winfield, AL 35594

In-School Suspension Facilitator

The In-School Suspension Coordinator will serve as a liaison between students who are serving in-school suspension and teachers. This person will be a facilitator to these students so that there is no learning loss during the time served for in-school suspension.

Reports To: Building Principals and Assistant Principals

Knowledge and Abilities:

- Applicant should have knowledge of school and classroom rules, procedures and practices.
- Applicant must have the ability to interpret and establish appropriate rules, methods and techniques in maintaining a disciplined academic environment.
- Applicant must have strong interpersonal skills and patience.
- Applicant must have experience working with students and knowledge of conflict resolution techniques is strongly encouraged.

Duties and Responsibilities:

1. Provide supervision for students who are assigned to the In-School Suspension classroom.
2. Take daily attendance.
3. Review in-school suspension policies, procedures and student expectations with students daily.
4. Monitor all ISS assignments; provide encouragement and feedback to students, monitor tests, computer work and provide instructional assistance as appropriate.
5. Email teachers 24 hours in advance for work requests and complete student Work Completion Logs for all students assigned to the room.
6. Facilitate and arrange delivery of student lunches when necessary.
7. Refer behavior problems to Building Principals.
8. Other duties as assigned

Education and Experience:

- Bachelor's degree
- Operating knowledge of computers
- Experience in working with middle school age and high school age children.
- Must be able to handle and react to potential volatile situations and take appropriate action.