



## Road to Recovery ESSER 2 Application

Name of LEA	Troy City Schools
Name of Superintendent	Cynthia Thomas

### 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 CSEA 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, 2020 (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 1805 and 31 U.S.C. § 3801, as appropriate, and other enforcement actions.
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#### CRRSA Act Assurances

The LEA Superintendent and CSEA 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 515 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 compensation increases 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 164(7) of the IDEA and distance learning as defined in ESSA Section 8101(14), so that students can continue learning during school closures.
<input checked="" type="checkbox"/>	The LEA will cooperate with any state or federal audits 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 allowable 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 use of funds and documentation of their compliance with Section 515(c), 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.

ALABAMA STATE DEPARTMENT of EDUCATION

<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.	\$34,050.00
<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.	\$34,050.00
<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.	\$7,422.00

\*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)	Currently Scott Foresman Reading Street--adoption 2021
K-2	Currently Scott Foresman Reading Street--adoption 2021
3-5	Currently Scott Foresman Reading Street--adoption 2021
6-8	A+ College Ready E3 and AP Curricula
9-12	A+ College Ready E3 and AP Curricula
Other	

### English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	*attachment A			\$109,314.77
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)	*attachment B			\$10,954.75
Job-Embedded Coaching Days/Supports				
Other				
<b>Total Need for HQIM ELA</b>				<b>\$120,269.52</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)	Scott Foresman Reading Street and Engage NY
K-2	My Math
3-5	My Math
6-8	Reveal Math and Big Ideas
9-12	A+ College Ready E3 and AP Curricula
Other	

**Math – Funding**

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

**Total Budget for High-Quality Instructional Materials**

<b>Total Estimated Budget Need for High-Quality Instructional Materials</b>	<b>\$120,269.52</b>
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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	ongoing through 2021-2022 and 2022-2023
Science of Reading	bi-monthly through 2021-2022 and 2022-2023
LETRS	All teachers in K-12 ELA who have not completed training in the last 3 years
Neuhaus	
MSLE	
Dyslexia Awareness	annual training
K-5 ELA 2020 COS – pending (ARI)*	as available
6-8 ELA E3 Training (A+ College Ready)*	all teachers in grades 7-12 are working on year 1 or year 2 for summer of 2021 and 2022
9-12 ELA 2020 COS – (ALSDE)*	as available

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	*attachment C		\$34,050.00 from ESSER 2 Reserve	\$26,496.90
Subs and/or Stipends (if not on contract)	*attachment D			\$32,120.00
Travel			Title II	
Follow-Up PD Days				
Supplemental Materials for Implementation			Title I	
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD ELA</b>				<b>\$58,616.90</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) *	scheduling for 2021-2022 and 2022-2023 with Sherrie Blackmon at AMSTI TROY
6-12 Math COS Foundational (AMSTI) *	scheduling for 2021-2022 and 2022-2023 with Sherrie Blackmon at AMSTI TROY
K-8 NUMBERS (AMSTI) *	scheduling for 2021-2022 and 2022-2023 with Sherrie Blackmon at AMSTI TROY
E3 Training (A+ College Ready) *	all teachers in grades 7-12 are working on year 1 or year 2 for summer of 2021 and 2022
K-8 OGAP (AMSTI)	scheduling for 2021-2022 and 2022-2023 with Sherrie Blackmon at AMSTI TROY
K-5 Math 2019 COS Overview (ALSDE)	scheduling for 2021-2022 and 2022-2023 with Sherrie Blackmon at AMSTI TROY
6-12 Math 2019 COS Overview (ALSDE)	scheduling for 2021-2022 and 2022-2023 with Sherrie Blackmon at AMSTI TROY
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.

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### Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)	*attachment D		\$34,050.00 from ESSER 2 Reserve	\$45,000.00
Travel			Title II	
Follow-Up PD Days				
Supplemental Materials for Implementation			Title I	
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD Math</b>				<b>\$45,000.00</b>

### Total Budget for High-Quality Professional Development

<b>Total Estimated Budget Need for High-Quality Professional Development</b>	<b>\$103,616.90</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				
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	*attachment E			\$17,380.00
<b>Total Need for Assessments, Inclusive of Screeners</b>				<b>\$17,380.00</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	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School				
SPED Transitional Services				
Other				
Other				
<b>Total Need for Transitions</b>				<b>0</b>



**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	* attachments F & G			\$862,928.05
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
School Nurses				
Other	Locked filing cabinet for RTI data storage			\$200.00
<b>Total Need for Remediation/Intervention Programs</b>				<b>\$863,128.05</b>

## 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				
Homework Hotline				
*On Call* Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other	*attachment H			\$10,000.00
Other				
<b>Total Need for Family Support Resources</b>				<b>\$10,000.00</b>

### 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	*attachment I			\$411,409.85
Other	*attachment J			\$59,097.80
Other	*attachment K			\$35,248.92
Other				
Other	*attachment L, M, N, O, P			\$772,402.86
Other				
<b>Total Need for Other Tools Supporting Unfinished Learning</b>				<b>\$1,278,159.43</b>

### Total Budget for Unfinished Learning

<b>Total Estimated Budget Need for Supporting Unfinished Learning</b>	<b>\$2,168,667.48</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	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC	upgrade system wide			\$800,000.00
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality	*attachment Q			\$193,999.00
PPE & Supplies				
Custodial				
Staffing				
Nurse's Station	*attachment R			\$64,833.25
Other	*attachment S			\$708,996.85
<b>Total estimated Budget Need for Facility Renovations</b>				<b>\$1,767,829.10</b>

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

Category	Total
Budget - High-Quality Instructional Materials	\$120,269.52
Budget - High-Quality Professional Development	\$103,616.90
Budget - Unfinished Learning Supports	\$2,168,667.48
Budget - Facilities	\$1,767,829.10
<b>Total ESSER 2 Funds*</b>	<b>\$4,160,383.00</b>

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

**CERTIFICATION & SIGNATURE**

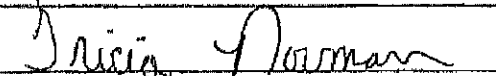
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result 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.

Tricia Norman

LEA Chief School Financial Officer Name

334-566-3741

Telephone Number



LEA Chief School Financial Officer Signature

6-30-21

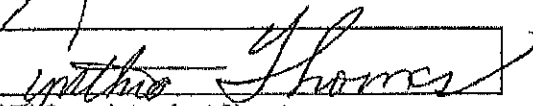
Date

Cynthia Thomas

LEA Superintendent Name

334-566-3741

Telephone Number



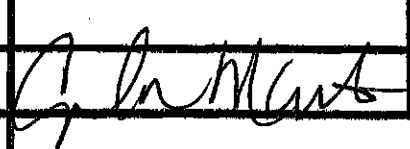
LEA Superintendent Signature

6-30-21

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		Date ALSDE Approved	
State Superintendent and/or Designee Signature		Date Signed	7/6/21
Date ESSER 2 Funds Released			



**TROY CITY BOARD OF EDUCATION**

Mrs. Cynthia G. Thomas, Superintendent

358 Elba Highway

**TROY, ALABAMA 36079**

TELEPHONE 334-566-3741

FAX 334-566-1425

"Trojans Committed to Success"

attachment A

1. Additional, differentiated reading materials for grades K-6 related to the ELA textbook adoption for the 2021-2022 school term. Adoption will be from the state approved list, and these materials will be directly related to the textbook adoption: leveled readers, tier 2 supplemental materials, EL supplemental materials, multi-sensory center materials that are adoption-specific, etc.
  - a. \$75,000.00
2. ELA differentiated, multi-sensory learning center materials for grades K-6 chosen from materials recommended by the ARI regional literacy coach and local reading specialist.
  - a. \$20,000.00
3. High Noon Books for teenage emergent readers in grades 9-12.
  - a. \$2,623.55
4. Materials from School Specialty for the self-contained special needs class grades 9-12 including: GoTalk recorders, Life Skills Behavior game, Community Success Software, Life Skills Readers, kitchen equipment for life skill training, and sensory area materials.
  - a. \$5,784.99
5. Renaissance Learning licenses for grades 7-8.
  - a. \$2,955.00
6. Evan Moor Reading and Math practice materials for grades 7-8.
  - a. \$2,951.23

**TROY CITY BOARD OF EDUCATION**

Mrs. Cynthia G. Thomas, Superintendent

358 Elba Highway

**TROY, ALABAMA 36079**

TELEPHONE 334-566-3741

FAX 334-566-1425

"Trojans Committed to Success"

attachment B

**1. ARI Reading Coach Contract Extension**

- a. 1 Reading Coach personnel
- b. 1 FTE—but these days are in addition to the 187 contract days
- c. Annual Salary: \$68,194.00
- d. Benefits: Retirement-\$8,476.51; Social Security-\$4,228.03; Medicare-\$988.81; Unemployment-\$54.56
- e. Total: \$81,941.91
- f. 27 years experience with an Ed.S.
- g. Salary for 25 additional days: \$9,117.00
- h. Benefits for 25 additional days: Retirement-\$1,33.25; Social Security-\$565.26; Medicare-\$132.20; Unemployment-\$7.04
- i. 25 additional days paid to work beyond the 187 contract days during the summer of 2022 and 2023 will total \$10,954.75

**ARI LOCAL READING SPECIALIST JOB DESCRIPTION**

2020-2021

**EVALUATION AND SUPPORT:** Alabama Reading Initiative (ARI) local reading specialists will be evaluated according to quantitative and qualitative data measures. Summative and formative student assessment data, surveys, and site visit reports will be used in determining local reading specialists' effectiveness and that of overall program and process effectiveness. Support for local reading specialists will be provided by ARI regional literacy specialists according to specifications outlined in the Alabama Literacy Act 2019- 523.

**ROLE OF THE LOCAL READING SPECIALIST:** Per the Alabama Literacy Act, "An Alabama Reading Initiative local reading specialist shall be assigned to provide intensive, targeted professional development for elementary school teachers at one school. ARI Local reading specialists may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrators, full-time interventionist, or instructional coach above third grade. The state superintendent of education will certify that each local reading specialist has the qualifications to serve in this capacity based on verification by the local superintendent.

**MINIMUM QUALIFICATIONS:** An ARI local reading specialist shall have all of the following minimum qualifications:

- a. The required Alabama Professional Educator Certificate.



- b. A bachelor's degree and advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the Alabama State Board of Education.
- c. A minimum of two years of experience as a successful elementary or literacy teacher.
- d. A knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis.
- e. A strong knowledge base in the science of learning to read and the science of early childhood education.
- f. Excellent communication skills with outstanding presentation, interpersonal, and time management skills.

**DUTIES AND RESPONSIBILITIES:** In order to ensure that all students are reading on or above grade level by the end of third grade, the job of the ARI-funded local reading specialist(s) outlined in the Alabama Literacy Act will include the following as evidenced by student reading achievement and growth:

- a. Collaborating with the principal to create a strategic plan for coaching to support and measure the impact of reading instruction according to the science of reading, school baseline data, and data from approved early reading assessment systems.
- b. Facilitating schoolwide professional development and monitoring and measuring the impact of transfer to practice.
- c. Modeling effective science of reading instruction for teachers that is explicit, systematic, inclusive of detailed explanations and more extensive opportunities for guided practice, error correction, and feedback.
- d. Coaching and mentoring teachers daily via planned coaching cycles based on data and gradually releasing responsibility to teachers.
- e. Facilitating data analysis discussions and supporting teachers by using data to differentiate instruction according to the needs of students by adhering to the framework of tiered instruction.
- f. Fostering multiple areas of teacher professional learning, including exceptional student education and content area knowledge, and making adjustments based on data.
- g. Prioritizing time for those teachers, activities, and roles that will give the greatest impact on student reading achievement, such as coaching and mentoring in classrooms, as evidenced by coaching logs, student impact data, and site visit data.
- h. Monitoring the reading progress of all students a minimum of three times per year and making recommendations for the adjustment of instruction according to student specific needs identified from multiple data points and aligned with the science of reading as specified in the strategic plan for coaching.

#### **ALABAMA'S JOURNEY TO READING SUCCESS PROGRAM AND PROCESS OUTCOMES:**

##### **Year 1 Outcomes**

- Collaborative Leadership: Increased administrator, local reading Specialist, and teacher collaboration as evidenced by the facilitation of collaborative planning and reflection resulting in a more collaborative school culture.
- Assessment: Increased student proficiency according to state and district summative and formative measures with emphasis on closing achievement gaps and ensuring students are reading at or above grade level by the end of third grade.
- Professional Learning:
  - Increased job-embedded and collaborative professional learning opportunities for individual teachers, or groups of teachers, to create building-based learning communities such as grade-level and/or problem-solving teams (PSTs).

➤ Evidence of serving in multiple coaching roles-classroom support, instructional specialist, data coach, and adult learning facilitator-to support coaching throughout the school building.

- Instruction and Intervention: Implementing evidence-based instruction and intervention according to the science of reading, monitoring all tiers of instruction, and making recommendations for adjustments based on quantitative and qualitative data sources.
- Curriculum and Standards: Ensuring adopted core and intervention curricula are aligned to the science of reading as evidenced by scope and sequence of instruction and use of the Alabama Course of Study: English Language Arts standards to ensure teachers in Grades K-3 understand the rigorous instructional content based on the science of reading, evidenced by implementation of the Alabama Literacy Act.

#### Year 2 Outcomes

- Collaborative Leadership: Increased evidence of results-driven, collaborative planning time to impact student achievement and teacher growth.
- Assessment: Increased student performance on state and district summative and formative measures with emphasis on closing achievement gaps and ensuring students are reading at or above grade level by the end of third grade.
- Professional Learning: Increased instructional capacity among all educators as evidenced through coaching cycles and peer coaching at the building level and increased job-embedded professional learning in the science of reading for all student support staff (interventionists, auxiliary teachers, paraprofessionals, etc.).
- Instruction and Intervention: Increased instructional capacity of all educators in meeting the needs of students in all tiers of instruction.
- Curriculum and Standards: Increased evidence of alignment of curricular and instructional support to implement the Alabama Course of Study: English Language Arts standards.

#### Year 3 Outcomes

- Collaborative Leadership: Evidence of teacher growth and leadership in instructional capacity (planning, data-informed decision making).
- Assessment: Evidence of increased student learning and performance on state and district assessments, increased gap closures, and decreased student retentions.
- Professional Learning: Evidence of levels of implementation of the Coaching Cycle resulting in increased student achievement and teacher growth.
- Instruction and Intervention: Increased evidence in classroom transfer of instructional practice in the knowledge of the science of reading as evidenced by increased student proficiency and decreased intervention numbers.
- Curriculum and Standards: Increased evidence of alignment of curricular and instructional support to implement the Alabama Course of Study: English Language Arts standards.

**EMPLOYMENT TERMS:** A nine-month contract is required in order to fulfill these job responsibilities. It is also expected that local reading specialists support summer learning efforts, and it is recommended that any addition to a nine-month contract be supplemental and not an extended contract.

**SELECTION:** Districts must carefully consider selection of the ARI-funded local reading specialist(s) whose qualifications align with the Alabama Literacy Act 2019-523.

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Mrs. Cynthia G. Thomas, Superintendent

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attachment C

LETRS Science of Reading professional development and the Tools for Reading Kid  
Lips Training are professional development opportunities recommended by our ARI  
Regional Literacy Specialist to improve students' reading performance. \$26,496.90 will  
be paid out of ESSER 2 for registration fees.



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attachment D

**ELA Substitutes**

Kelly's Services contracted substitutes will be utilized to allow teachers to participate in LETRS training as well as to cover teachers' classes for lengthier PLC meetings held to analyze data, make instructional decisions, and plan for differentiated instruction.

Kelly's Services substitutes will be paid at the rate of \$80.33 per day for 400 days during the 2021-2022 and 2022-2023 school terms for a total cost of \$32,132.00

**Math Substitutes**

Kelly's Services contracted substitutes will be utilized to allow teachers to participate in math course of study, AMSTI foundational, Numbers, and OGAP training as well as to cover teachers' classes for lengthier PLC meetings held to analyze data, make instructional decisions, and plan for differentiated instruction.

Kelly's Services substitutes will be paid at the rate of \$80.33 per day for 560.189219 days during the 2021-2022 and 2022-2023 school terms for a total cost of \$45,000.00

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attachment E

Charles Henderson High School will administer the ACT to 9th and 10th grade students in the Spring of each year to use as both a college readiness measure and for benchmark assessment comparisons with students' 11th grade Spring ACT scores. \$17,380.00 is the price quoted to administer 345 tests over two years.

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attachment F

**Elementary Intervention Teacher Job Description**

This position is for the 2021-2022 school term.

A valid Alabama Professional Educator Certificate in the area of elementary education is required.

Reports To: Principal

Salary Range: Salary and benefits shall be paid consistent with Troy City Schools' approved compensation plan as outlined in the Certified Staff Salary Matrix for nine month employees.

Additional Job Information: The role of the Elementary Intervention Teacher is to create measurable increases in student learning. The Elementary Intervention Teacher will provide tier 3 reading and mathematics intervention instruction as well as monitor progress towards intervention goals for elementary students. He/she will also collaborate with the school's Problem Solving Team to analyze student work samples and assessment data to inform instructional decisions based on the student evidence.



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**Secondary Math Teacher Job Description**

A valid Alabama Professional Educator Certificate for teaching mathematics in the secondary classroom is required.

Reports To: Principal

**Salary Range:** Salary and benefits shall be paid consistent with Troy City Schools' approved compensation plan as outlined in the Certified Staff Salary Matrix for nine month employees.

**Additional Job Information:** The role of the Secondary Math Teacher is to create measurable increases in student learning and apply effective mathematics teaching practices. The Secondary Math Teacher will monitor student progress towards mathematics goals for secondary students. He/she will also collaborate with other teachers in the math department to develop rigorous, differentiated tasks, lessons, and assessments aligned with the 2019 Alabama Course of Study: Mathematics as well as collaborate with administration to implement mathematics-specific goals, resources, and strategies to improve student achievement in mathematics.

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attachment G

1. Intervention Teachers

- a. \$691,369.40
- b. 6 intervention teachers to be paid for two school school years each
- c. 6 FTE
- d. 5 Annual Salaries: \$45,855.00
  - i. Benefits: Retirement-\$5,699.78; Social Security-\$2,843.01; Medicare-\$664.90; Unemployment-\$36.68
  - ii. Total for Each: \$55,099.37 for two years
  - iii. 3 years of experience with a bachelor's
- e. 1 Annual Salary: \$58,412.00
  - i. Benefits: Retirement-\$7,260.61; Social Security-\$3,621.54; Medicare-\$846.97; Unemployment-\$46.73
  - ii. Total: \$70,187.85 for two years
  - iii. 15 years of experience with a master's

2. After School Tutoring

- a. \$101,370.80

Students in need of tier 2 and tier 3 instruction during the school day will be provided additional support from certified teachers after school three days per week from 3:30 - 4:30 to close learning gaps. 15 teachers will be contracted district-wide to provide after school tutoring for grades K-12, paid at the rate of \$42.06/hour for 160,676,494 total hours per tutor during the 2021-2022 and 2022-2023 school terms.

- a. Salary for each tutor: \$35/hour
- b. Benefits for each tutor/hour: Retirement-\$4.35; Social Security-\$2.17; Medicare-\$0.51; Unemployment-\$0.03

3. Math Teacher

- a. \$70,187.85
- b. 1 teacher to be paid for 1 school year
- c. 1 FTE
- d. Annual Salary: \$58,412.00
  - i. Benefits: Retirement-\$7,260.61; Social Security-\$3,621.54; Medicare-\$846.97; Unemployment-\$46.73
  - ii. Total: \$70,187.85
  - iii. 15 years of experience with a master's

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attachment H

Charles Henderson High School will spend \$10,000 on supplies for Family Academic Planning Nights to include print materials and academic, organizational supplies for students and families as they prepare for the transition from high school to college.



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attachment I

**STEM Materials/Supplies**

1. 450 ACER Chromebook Spin 311 convertible  
a. \$117,864.00
2. 18 Viewsonic Interactive Tables  
a. \$99,484.38
3. Game consoles used to introduce students to coding through gaming  
a. \$10,860.74
4. Headphones  
a. \$1,470.00
5. Class set of iPads with charging station  
a. \$22,990.00
6. 3-D Printers  
a. \$6,297.00
7. Texas Instruments TI 30x Calculators  
a. \$1,297.00
8. Texas Instruments Ti84 plus CE Graphing Calculators  
a. \$3,270.00
9. Phantom Drones  
a. \$5,198.00
10. Digital cameras with tripods and lenses  
a. \$5,639.00
11. Mac Desktops  
a. \$9,995.00
12. Portable computer monitors to be used for versatile, dual monitors in STEM lab  
a. \$1,503.00
13. iPads  
a. \$6,000.00
14. microscopes

- a. \$1,800.00
- 15. Z-Space Units - 28 laptop Z-Space units with the pens, glasses, and apps needed for elementary students to use the virtual reality STEM learning tool
  - a. \$71,022.00
- 16. iPad Pros
  - a. \$14,799.60
- 17. Green Screen
  - a. \$159.99
- 18. Sony Camera Kit
  - a. \$5,529.95
- 19. Camera Lenses
  - a. \$3,393.27
- 20. Drones
  - a. \$2,598.00
- 21. Drone Programming
  - a. \$3,097.60
- 22. 3-D Printing filament
  - a. \$190.99
- 23. Digital Hula Hoops used for students to collect and track movement data electronically
  - a. \$68.58
- 24. Competition Chess Sets used in the STEM lab to foster student critical thinking
  - a. \$429.90
- 25. Vex Robotics
  - a. \$4,634.98
- 26. Lego Robotics
  - a. \$1,339.87
- 27. Viewsonic Panel
  - a. \$5,500.00
- 28. ACER PCU
  - a. \$5,037.00

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attachment J

Professional Development

1. Troy Elementary School will have 3 administrators participate in the Powerful Connections Network professional development with the Marzano Center recommended by AMSTI Troy. The \$975 will cover the cost of their registration fees.
2. Counseling Professional Development
  - a. 6 counselors will attend ALCA Conference for two years at a cost of \$12,878
    - i. registration-\$120 x 6 = \$720 x 2 years
    - ii. membership-\$75 x 6 = \$450 x 2 years
    - iii. hotel with tax \$750 x 5 = \$3,750 x 2 years
    - iv. meals- \$143.17 x 6 = \$859 x 2 years
    - v. travel- 300 miles @ \$0.55 x 4 = \$660 x 2 years
  - b. 4 counselors will attend PowerSchool University for two years at a cost of \$27,122.00
    - i. registration-\$2200 x 4 = \$8800 x 2 years
    - ii. hotel with tax-\$1000 x 3 = \$3000 x 2 years
    - iii. meals-\$300 x 4 = \$1200 x 2 years
    - iv. travel-340 miles @ \$0.55 x 3 = \$561 x 2 years
  - c. 4 counselors will attend the 504 conference for two years at a cost of \$4,521.00
    - i. registration-\$100 x 4 = \$400 x 2 years
    - ii. hotel with tax-\$321.83 x 3 = \$965.50 x 2 years
    - iii. meals-\$100 x 4 = \$400 x 2 years
    - iv. travel-300 miles @ \$0.55 x 3 = \$495 x 2 years
  - d. 4 counselors will attend the Peer Helper conference for two years at a cost of \$6,791.80
    - i. registration-\$300 x 4 = \$1200 x 2 years
    - ii. hotel with tax-\$406 x 3 = \$1218 x 2 years
    - iii. meals-\$100.10 x 4 = \$400.40 x 2 years
    - iv. travel-350 miles @ \$0.55 x 3 = \$577.50 x 2 years
  - e. 5 counselors will attend MEGA conference for two years at a cost of \$6,810.00
    - i. registration-\$185 x 5 = \$925 x 2 years
    - ii. hotel-\$620 x 4 = \$2480 x 2 years



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attachment K

Counseling Supplies/Stipends

1. Translation Services for EL students--This amount will be used to contract with TransAct to translate additional documents into students' native languages
  - a. \$6,035.90
2. Laptops
  - a. \$4,012.64
3. School Supplies for Homeless Students
  - a. \$6,796.10
4. Small Group Counseling Supplies including trade books, sensory tools, and art therapy materials
  - a. \$10,152.76
5. Peer Helper Supplies
  - a. \$1,323.73
6. Theranest Electronic notetaking
  - a. \$1,200.00
7. Young Mental Health First Aid training supplies
  - a. \$568.50
8. Resiliency Project Supplies--This amount will be used to purchase print materials to assist in working with students impacted by trauma
  - a. \$1,000.00
9. Laser Printers

a. \$1,831.69

10. Additional Contract Hours for School Counselors

a. \$2,327.60

2 School counselors will be paid 27.67 additional hours each outside of their 187 contract days at the rate of \$35 per hour to work on 504 and I-ELP plans for struggling students as well as make any needed changes to the master schedule to be more responsive to students with learning loss.

Salary for each counselor: \$35/hour

Benefits for each counselor/hour: Retirement-\$4.35; Social Security-\$2.17; Medicare-\$0.51; Unemployment-\$0.03

Total/hour: \$42.06

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attachment L

**Math and Reading Coaches**

5 teachers hired for two school terms each

5 FTE

a. Annual Salary: \$58,412.00

i. Benefits: Retirement-\$7,260.61; Social Security-\$3,621.54;  
Medicare-\$846.97; Unemployment-\$46.73

ii. Total: \$70,187.85 for two years

iii. 15 years of experience with a master's

2 coaches: \$280,751.40

b. Annual Salary: \$68,194.00

c. Benefits: Retirement-\$8,476.51; Social Security-\$4,228.03;  
Medicare-\$988.81; Unemployment-\$54.56

d. Total: \$81,941.91

e. 27 years experience with an Ed.S.

3 coaches: \$491,651.46

Total for 5 coaches: \$772,402.86

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attachment M

**Elementary Math Coach Job Description**

This position is for the 2021-2022 school term.

A valid Alabama Professional Educator Certificate in the area of elementary education and five years of successful teaching experience are required. A master's degree is preferred.

Reports To: Principal

**Salary Range:** Salary and benefits shall be paid consistent with Troy City Schools' approved compensation plan as outlined in the Certified Staff Salary Matrix for nine month employees.

**Additional Job Information:** The role of the Elementary Math Coach is to create measurable increases in student learning and in teacher application of effective mathematics teaching practices. The Elementary Math Coach will provide job-embedded learning experiences for teachers and work closely with building and district administrators to monitor progress towards mathematics goals for elementary students. He/she will also collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the 2019 Alabama Course of Study: Mathematics as well as facilitate the analysis of student work samples and assessment data to inform instructional decisions based on the student evidence.



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attachment N

**Secondary Math Coach Job Description**

This position is for the 2021-2022 school term.

A valid Alabama Professional Educator Certificate for teaching in the secondary classroom and five years of successful teaching experience are required. A master's degree is preferred.

Reports To: Principal

**Salary Range:** Salary and benefits shall be paid consistent with Troy City Schools' approved compensation plan as outlined in the Certified Staff Salary Matrix for nine month employees.

**Additional Job Information:** The role of the Secondary Math Coach is to create measurable increases in student learning and in teacher application of effective mathematics teaching practices. The Secondary Math Coach will provide job-embedded learning experiences for teachers and work closely with building and district administrators to monitor progress towards mathematics goals for secondary students. He/she will also collaborate with math departments to develop rigorous, differentiated tasks, lessons, and assessments aligned with the 2019 Alabama Course of Study: Mathematics as well as collaborate with system administration to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics.

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attachment O

**Upper Grade Elementary Reading Coach Job Description**

This position is for the 2021-2022 school term.

A valid Alabama Professional Educator Certificate in the area of elementary education and five years of successful teaching experience are required. A master's degree is preferred.

Reports To: Principal

Salary Range: Salary and benefits shall be paid consistent with Troy City Schools' approved compensation plan as outlined in the Certified Staff Salary Matrix for nine month employees.

Additional Job Information: The role of the Upper Elementary Reading Coach is to create measurable increases in student learning and in teacher application of strategies related to the science of reading. He/she will collaborate with building and district administration to create a strategic plan for coaching to support and measure the impact of reading instruction according to school baseline, benchmark, and progress monitoring data. The Upper Elementary Reading Coach will provide job-embedded learning experiences for teachers and work closely with building and district administrators to monitor progress towards reading goals for upper elementary students.

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attachment P

**Secondary Reading Coach Job Description**

This position is for the 2021-2022 school term.

A valid Alabama Professional Educator Certificate for teaching in the secondary classroom and five years of successful teaching experience are required. A master's degree is preferred.

Reports To: Principal

Salary Range: Salary and benefits shall be paid consistent with Troy City Schools' approved compensation plan as outlined in the Certified Staff Salary Matrix for nine month employees.

Additional Job Information: The role of the Secondary Reading Coach is to create measurable increases in student learning and in teacher application of strategies related to the science of reading. He/she will collaborate with building and district administration to create a strategic plan for coaching to support and measure the impact of reading instruction according to school baseline, benchmark, and progress monitoring data. The Secondary Reading Coach will provide job-embedded learning experiences for teachers and work closely with building and district administrators to monitor progress towards reading goals for secondary students.

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attachment Q

1. HVAC
  - a. \$800,000.00
    - i. 50 new HVAC units will be purchased for Troy Elementary School, Charles Henderson Middle School, Charles Henderson High School, and the Alternative Learning Center.
2. Welding Ventilation
  - a. \$65,000.00
3. Construction Dust Collection
  - a. \$25,000.00
4. Router with Vacuum Table
  - a. \$43,999.00
5. Restroom Renovation
  - a. \$60,000.00
    - i. This is the restroom that serves the CTE lab. The restroom partitions are wooden and cannot be pressure washed. The renovation will include greatly improving the ability to sanitize the space for student use.

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attachment R

1. AED units and wall mounted boxes
  - a. \$8,521.45
2. Desktop computers
  - a. \$3,000.00
3. Nurse chairs
  - a. \$180.00
4. Clinic chairs
  - a. \$2,500.00
5. Locking filing cabinets
  - a. \$2,000.00
6. Macgill clinic couches, narcotic cabinets, and blood pressure supplies
  - a. \$21,042.59
7. Nurse clinic renovations
  - a. \$20,000.00
    - i. The nurse clinic will have additional partitions installed to allow for a separate sick and well child area to enter the clinic at Troy Elementary School
8. Macgill PPE supplies
  - a. \$7,589.66



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attachment 6

1. Indirect Cost-\$484,808.00
2. Wifi Upgrades and Installations-\$160,000.00
3. Computer Hardware Repairs-\$64,188.85

Alabama State Department of Education  
Division of LEA Support/LEA Accreditation

LEA: Troy City Schools (900)

**INDIRECT COST PROPOSAL**  
Fiscal Year 2022

**CERTIFICATE OF INDIRECT COSTS**

This is to certify that I have reviewed the indirect cost proposal submitted herewith and to the best of my knowledge and belief: (1) All costs included in this proposal from the Fiscal Year 2020 approved Federal Allocation to establish fixed indirect cost rates for Fiscal Year 2022 are allowable in accordance with the requirements of the indirect events to which they apply and Title 2 CFR Part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards", Subpart E, "Cost Principles". Indirect costs have been included in the proposal only as indicated in the indirect cost rate applications. (2) All costs included in this proposal are properly allocable to Federal awards on the basis of a beneficial or causal relationship between the costs and the awards to which they are allocated in accordance with applicable requirements. Further, the costs have not been included in indirect costs have not been charged as direct costs. Similar type of costs have been accounted for consistently.

I declare that the foregoing is true and correct.

Signature of LEA Superintendent: Cynthia Thomas  
Name of LEA Superintendent (Typed or Printed): Cynthia Thomas  
Date Signed: 6/24/21

**FOR EDE USE ONLY**

The following indirect cost rates are supporting for Fiscal Year 2022:

Special Child Nutrition Program rate (if applicable):	<u>N/A</u>
Unrestricted Programs rate:	<u>13.19%</u>
Restricted Programs rate:	<u>1.77%</u>

\_\_\_\_\_  
Gene D. Mackey, State Superintendent of Education  
Date Signed: 6/24/21

LEA Preparation Details:  
Name: Troy City Schools, CBPO  
Telephone #: 334-566-3741 x 2000  
Fax #: 334-566-1425  
Email Address: general@trojanschools.net

U.S. Department of Education Delegation Agreement #010-110, effective from October 1, 2010 through September 30, 2024 approved the methodology and procedures Alabama Department of Education uses in establishing indirectly reported indirect cost rates for use Local Education Agencies.

**Isaacs Jason**

---

**From:** Isaacs Jason  
**Sent:** Wednesday, June 9, 2021 1:08 PM  
**To:** Taylor Joanna  
**Cc:** Isaacs Jason; Hawkins Calandra  
**Subject:** Troy City Schools ESSER II Application Review

Good Morning,

Thank you for submitting the ESSER II application for Troy City Schools. The application has been reviewed and additional information is requested. Please provide an addendum with the information below on letterhead as an attachment.

Page Number	Item	Question
5	Budget – High Quality Instructional Materials – ELA	<p>Materials – The amount provided in the addendum does not match the application. (Application: \$109,282   Addendum: \$109,292)</p> <p>Subs and/or Stipends – Provide the following information for the Reading Coach:</p> <ul style="list-style-type: none"><li>• Total # of Personnel</li><li>• FTEs</li><li>• Salary and Benefits Breakdown</li><li>• # of years of service</li><li>• Job Description</li></ul> <p>Budget – Update the budget for this section based on the updated materials cost.</p>
6	Budget – High Quality Instructional Materials – Math	<p>Materials – The amount provided in the addendum does not match the application. (Application: \$411,409.85   Addendum: \$412,401.87)</p> <p>Materials – Since all the listed materials is for Technology/STEM, please move this to page 12 – Unfinished Learning Support – Other and label it as Technology/STEM materials.</p> <p>Materials – Please provide a description for #3, #12, #15, #23, and #24 on Attachment B and how it is going to be used in the STEM program.</p> <p>Budget – Update the budget for this section based on the updated materials cost.</p>

		Budget – Update the total budget for the High Quality Instructional Materials based on the updated information.
7	Budget – High Quality Professional Development – ELA	<p>Registration – Please provide a rubric for Tools 4 Reading Professional Development.</p> <p>Subs and/or Stipends – Provide a description of the work that will be performed off-contracted time, # of employees, when the work will be performed, and a salary/benefit breakdown of the costs.</p>
8	Budget – High Quality Professional Development – Math	Subs and/or Stipends – Provide a description of the work that will be performed off-contracted time, # of employees, when the work will be performed, and a salary/benefit breakdown of the costs.
9	Budget – Unfinished Learning Support – Assessments	Provide an itemization of the \$17,380.00 for the ACT Administration.
10	Budget – Unfinished Learning Supports – Transitions	Budget – Since no funds are being budgeted for this section, please include "0" for the budgeted amount at the bottom of the page.
11	Budget – Unfinished Learning Supports: Remediation/ Intervention Programs	<p>Intervention Teachers &amp; Math Teachers – Provide the following information for the Intervention and Math Teachers:</p> <ul style="list-style-type: none"> <li>• Total # of Personnel</li> <li>• FTEs</li> <li>• Salary and Benefits Breakdown</li> <li>• # of years of service</li> </ul> <p>Afterschool Tutoring –</p> <ul style="list-style-type: none"> <li>- Provide a detailed explanation of the program.</li> <li>- Include a detailed budget to reflect how many teachers/interventionists needed, when services will take place, salaries/benefits breakdown, and who will be rendering these services to the students, and any other materials/services that will be provided.</li> </ul>
12	Budget- Unfinished Learning Supports: Family Support Resources	Family Academic Planning Nights – Provide a description and an itemization of the \$10,000.00.
12	Budget- Unfinished Learning Supports: Other Tools Supporting	<p>Administrator PD – Provide a description and an itemization of the \$975.00.</p> <p>Counseling Professional Development - Provide a description and an itemization of the \$40,000.00.</p>

	Unfinished Learning	<p>Counseling Supplies - The amount provided in the addendum does not match the application. (Application: \$35,249.62   Addendum: \$22,768.56)</p> <p>Counseling Services – Provide a description and itemization for #1 &amp; #7 on Attachment E.</p> <p>Additional Workdays for Counselors – Provide a Salary/Benefit breakdown, what services will be provided, and a timeline of when the services will be provided (off-contracted time).</p> <p>Math &amp; Reading Coaches – Provide the following information for the Math &amp; Reading Coaches:</p> <ul style="list-style-type: none"> <li>• Total # of Personnel</li> <li>• FTEs</li> <li>• Salary and Benefits Breakdown</li> <li>• # of years of service</li> </ul> <p>Budget – Update the budget for this section based on the updated costs.</p> <p>Budget – Update the total budget for Unfinished Learning based on the updated information.</p>
13	Budget Facilities: Facility Renovations	<p>HVAC – Provide the location and number of units that will repaired, replaced, or newly installed.</p> <p>CTE Lab Ventilation – Provide a description for the Restroom Renovation (#4 on Attachment J) and how it relates to CTE Lab Ventilation.</p> <p>Nurse's Station – Provide a description for #7 on Attachment K and an itemization of the \$20,000.00.</p> <p>Nurse's Station - The amount provided in the addendum does not match the application. (Application: \$64,833.25   Addendum: \$64,833.70)</p> <p>Budget – The total budget for Facility Renovations should be \$1,283,021.70 based on the documentation provided.</p>
14	Total ESSER 2 Funding (LEA Portion Only)	<p>Budget – The total amount for each section should reflect the updated numbers listed in the previous sections.</p> <p>The budget with the adjusted numbers is \$491,630.44 underbudget.</p>

Once completed, please resend your application to the same email address ([ESSERoundII@alsde.edu](mailto:ESSERoundII@alsde.edu)). The revised application will be reviewed for approval.

Please contact me with any questions or concerns. I look forward to working with you.

Respectfully,

*Jason Isaacs*

Education Specialist - Federal Programs

Alabama Department of Education

Phone: (334) 694-4860

Fax: (334) 694-4965

[jason.isaacs@alsde.edu](mailto:jason.isaacs@alsde.edu)



**Isaacs Jason**

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**From:** Isaacs Jason  
**Sent:** Tuesday, June 15, 2021 4:03 PM  
**To:** Taylor Joanna; Thomas Cynthia  
**Cc:** Hawkins Calendra; Isaacs Jason  
**Subject:** Troy City Schools ESSER II Application Review

Good Afternoon,

Thank you for submitting the ESSER II application for Troy City Schools. The application has been reviewed and additional information is requested. Please provide an addendum with the information below on letterhead as an attachment.

Page Number	Item	Question
5	Budget – High Quality Instructional Materials – ELA	Subs and/or Stipends – Provide the following information for the Reading Coach: <ul style="list-style-type: none"><li>• Salary and Benefits Breakdown for the additional 25 days</li><li>• Official District Job Description</li></ul>
6	Budget – High Quality Instructional Materials – Math	Sufficient evidence has been provided.
7	Budget – High Quality Professional Development – ELA	Budget – Update the budget for this section based on the costs provided on the application.
8	Budget – High Quality Professional Development – Math	Subs and/or Stipends – The expenditure cost based on the submitted documentation should be \$44,994.44.  Budget – Update the budget for this section based on the costs provided on the application.  Budget – Update the total budget for High Quality Professional Development based on the costs provided on the application.
9	Budget – Unfinished Learning Support – Assessments	Sufficient evidence has been provided.
10	Budget – Unfinished Learning Supports – Transitions	Sufficient evidence has been provided.

11	Budget – Unfinished Learning Supports: Remediation/ Intervention Programs	<p>Math Teachers – Provide the following information for the Math Teachers:</p> <ul style="list-style-type: none"> <li>• # of years of service on the grant</li> </ul> <p>Afterschool Tutoring –</p> <ul style="list-style-type: none"> <li>- Include a salaries/benefits breakdown for the afterschool tutoring program.</li> </ul>
12	Budget- Unfinished Learning Supports: Family Support Resources	Request for Indirect Costs should be requested in the "Facilities" section. Provide a copy of the LEAs approved unrestricted Indirect Costs rate document to verify the amount is under the unrestricted rate.
12	Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning	<p>Label the Application with the following information:</p> <ul style="list-style-type: none"> <li>- Attachment I: STEM Materials/Supplies</li> <li>- Attachment J: Professional Development</li> <li>- Attachment K: Counseling Supplies/Stipends</li> <li>- Attachment L: Math/Reading Coaches</li> </ul> <p>Attachment J: Itemize the Counseling Professional Development (#2) [Registration, Mileage, Per Diem, etc.]</p> <p>Attachment K: The total cost of Attachment K is reflected on two lines on the application and is overbudget by \$2,328.30.</p> <p>Attachment K: Provide a salary/benefit breakdown for the stipends.</p> <p>Attachment L: The total cost included on the application is \$21,618.40 more than the salary/benefit breakdown provided.</p> <p>Attachment L: Include the number of years on the grant for each coach position.</p> <p>Budget – Update the budget for this section based on the costs provided on the application.</p> <p>Budget – Update the total budget for Unfinished Learning based on the costs provided on the application.</p>
13	Budget Facilities: Facility Renovations	Sufficient evidence has been provided.
14	Total ESSER 2 Funding (LEA Portion Only)	Budget – The total amount for each section should reflect the updated numbers listed in the previous sections.

		The budget with the adjusted numbers is \$7.04 overbudget.
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Once completed, please resend your application to the same email address ([ESSERoundII@alsde.edu](mailto:ESSERoundII@alsde.edu)). The revised application will be reviewed for approval.

Please contact me with any questions or concerns. I look forward to working with you.

Respectfully,

*Jason Isaacs*

Education Specialist - Federal Programs

Alabama Department of Education

Phone: (334) 694-4860

Fax: (334) 694-4965

[jason.isaacs@alsde.edu](mailto:jason.isaacs@alsde.edu)

**Isaacs Jason**

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**From:** Isaacs Jason  
**Sent:** Monday, June 21, 2021 3:53 PM  
**To:** Taylor Joanna  
**Cc:** Hawkins Calandra; Isaacs Jason  
**Subject:** Troy City Schools ESSER II Application Review

Good Afternoon,

Thank you for submitting the ESSER II application for Troy City Schools. The application has been reviewed and additional information is requested. Please provide an addendum with the information below on letterhead as an attachment.

Page Number	Item	Question
5	Budget – High Quality Instructional Materials – ELA	Sufficient evidence has been provided.
6	Budget – High Quality Instructional Materials – Math	Sufficient evidence has been provided.
7	Budget – High Quality Professional Development – ELA	Sufficient evidence has been provided.
8	Budget – High Quality Professional Development – Math	Sufficient evidence has been provided.
9	Budget – Unfinished Learning Support – Assessments	Sufficient evidence has been provided.
10	Budget – Unfinished Learning Supports – Transitions	Sufficient evidence has been provided.
11	Budget – Unfinished Learning Supports: Remediation/ Intervention Programs	Sufficient evidence has been provided.
12	Budget- Unfinished Learning Supports: Family Support Resources	Sufficient evidence has been provided.
12	Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning	Attachment J: The costs for the (d) Peer Helper Conference (\$6,791.80) and the (e) MEGA Conference (\$6,810.00) need to be updated to reflect the costs on the addendum.  Attachment K: The total cost for (10) Counselor Stipends (\$2,327.60) needs to be updated to reflect the costs on the addendum.

		Budget: Update the budget to reflect the updated numbers.
13	Budget Facilities: Facility Renovations	Sufficient evidence has been provided.
14	Total ESSER 2 Funding (LEA Portion Only)	Sufficient evidence has been provided.

Once completed, please resend your application to the same email address ([ESSERroundII@alsde.edu](mailto:ESSERroundII@alsde.edu)). The revised application will be reviewed for approval.

Please contact me with any questions or concerns. I look forward to working with you.

Respectfully,

*Jason Isaacs*

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