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Application Details

Gulf Shores City (152) Public District - FY 2024 - American Rescue Plan (ARP) ESSER - Rev 1 - ARP ESSER State Reserve

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Required Narratives

* LEAs are required to choose one of the options from the drop-down box in this section. If an LEA chooses to make changes to the required narratives approved from the FY23 application, the LEA must include an updated narrative or N/A if no changes are needed in every question. If an LEA chooses that no changes are necessary to the required narratives from the approved FY23 application, the LEA is assuring that all of information provided in the required narratives from the FY23 application is still true and correct for FY24.

No changes to the required narratives approved in the FY23 application are necessary. ▼

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA will evaluate the impact of the program(s).

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who did not consistently participate in remote instruction when offered during school building closures.

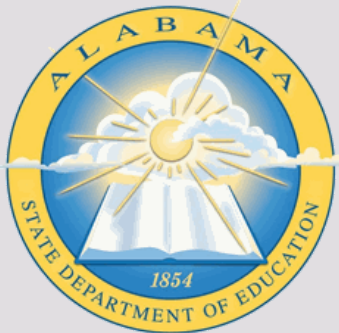
ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve allocation, the following is required:

- A. Summer Enrichment Programs
- B. Comprehensive After-School Programs
- C. K-3 Summer Literacy Programs

NOTE: Once K-3 Summer Literacy Programs have been budgeted through Summer 2024, the remaining allocation can be used to address the loss of instructional time within the LEA.


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\$ 307.68

**Summer Enrichment Programs
Expended in FY23 (Amount Not
Included in Carryover)**

\$ 31,592.95

**Summer Enrichment Programs
Required in FY24**

* Provide the following information for Summer Enrichment Camps:

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

IReady is the tool we use as our primary assessment for fall, winter, and spring. In addition, when students take the assessment, it set an individual learning path, which students have the opportunity to work on during the school day and afterschool. The learning path targets any area not on grade level and provides teaching and practice to support the student in reaching grade level and filling deficits. In addition, we are provided with individualized supports and hands on lessons to support individual growth at all times for students based on progress made on the assessments and learning paths. Teachers in afterschool care, as well as summer program, utilize those lessons daily to support the students.

9130 - [414] (Software) \$31,592.95

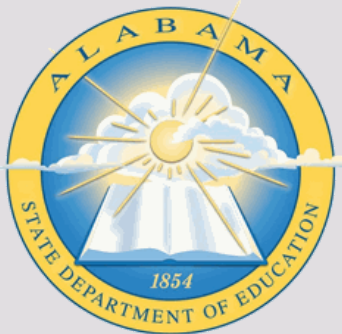
Budget Amount & Details for Comprehensive After-School Programs

\$ 51,268.20

**Comprehensive After-School
Programs Budgeted in FY23
Application**

* \$ 33,151.91

**Comprehensive After-School
Programs Expended in FY23
(Amount Not Included in
Carryover)**


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3) Number of Employees

4) Number of FTE(s)

5) Itemized Budget using Function & Object Codes (must match Budget Grid)

IReady is the tool we use as our primary assessment for fall, winter, and spring. In addition, when students take the assessment, it set an individual learning path, which students have the opportunity to work on during the school day and afterschool. The learning path targets any area not on grade level and provides teaching and practice to support the student in reaching grade level and filling deficits. In addition, we are provided with individualized supports and hands on lessons to support individual growth at all times for students based on progress made on the assessments and learning paths. Teachers in afterschool care, as well as summer program, utilize those lessons daily to support the students.

9130 - [414] (Software) \$18,116.29

Budget Amount & Details for K-3 Summer Literacy Programs

\$	261,091.00	K-3 Summer Literacy Programs Budgeted in FY23 Application
* \$	47,651.66	K-3 Summer Literacy Programs Expended in FY23 (Amount Not Included in Carryover)
\$	213,439.34	K-3 Summer Literacy Programs Required in FY24

* Provide the following information for K-3 Summer Literacy Programs:

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

1. K-3 Literacy Reading Camp


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We will employ two teachers as supplements to their normal position (0.1 FTE).

2. ARP ESSER Reserve funds will be used for two virtual teachers (2 FTE) at the Elementary School. The Elementary virtual program was provided during COVID and we have continued. We will use the funds in 2024.

Both virtual teachers utilize live video conferencing tools to conduct interactive online sessions with their students. These sessions mimic traditional classroom settings, allowing for direct instruction, discussions, and Q&A sessions. They also create individualized learning plans for students who have fallen behind or need extra support. These plans outline specific goals, strategies, and resources tailored to each student's needs and learning style.

During the school day, the teachers monitor student progress through regular assessments and checks for understanding. They identify students who are struggling and provides immediate intervention through targeted instruction, additional practice opportunities, or small group sessions. Outside of normal school hours, the teachers are available to students through virtual channels including email, Canvas learning management system, and online discussion forums. They offer virtual tutoring sessions, review sessions, and provide supplemental resources to help students catch up on missed material or deepen their understanding of key concepts.

Virtual Teacher: 1100 - [010-199] (Salaries) \$128,897 - [200-299] (Benefits) \$44,654

2 FTE