

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Crockett County School District

Director of Schools (Name): Phillip Pratt

ESSER Director (Name): Katie Mansfield

Address: 102 N Cavalier Drive Alamo, TN 38001

Phone #: 731-696-2604 District Website: www.crockettcavs.net

Addendum Date: 8/8/2022

Total Student Enrollment:	1973
Grades Served:	Prek-12
Number of Schools:	5

Funding

ESSER 2.0 Remaining Funds:	273,337.05
ESSER 3.0 Remaining Funds:	2,608,016.17
Total Remaining Funds:	2,881,353.22

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		89,820.00
	Summer Programming		89,479.77
	Early Reading		32,918.49
	Interventionists		
	Other		751,937.98
	Sub-Total		964,156.24
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		32,335.00
	Mental Health		343,212.36
	Other		10,000.00
	Sub-Total		385,547.36
 			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		
	Sub-Total		
 			
Foundations	Technology	9,000.00	42,000.00
	High-Speed Internet		
	Academic Space (facilities)	264,337.05	1,216,312.57
	Auditing and Reporting		
	Other		
	Sub-Total	273,337.05	1,258,312.57
 			
Total		273,337.05	2,608,016.17

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

COVID pandemic has shown to be a factor in learning loss. Based on our needs assessments and input from stakeholders, our district will be focusing on lower grades to build future Academic Achievement in literacy based on data from our universal screener of aimsweb, CASE data, and TNReady data. Our investments in educational assistants for Kindergarten, assistant principal, and a literacy coach for grades k-2 for all elementary schools are vital in meeting the needs of students. In addition, two supervisors of instruction will be added (grades k-6 and 7-12). The implementation of TN All Corps will support students in Academic Achievement. This is a projected plan of how the implementation of TN All Corps would look in our district. Our tutors would be trained to work with students using best practices to intervene with our students to reach goals.

2. Describe initiatives included in the "other" category.

High quality instructional materials will provide students and teachers needed materials and supplies for all subject areas and includes STEAM and health science.

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Our district intends to have a summer school program for the 2023 session which will be similar to that of the 2022 summer school program that was implemented in June of 2021. Summer school provides a positive environment for students to be engaged in reading, math and STEAM. Due to learning loss because of COVID, this would be a projected plan of what summer school would look like for our district: ACT prep for high school students to promote college readiness. This year, the district would also like to have a Summer School Acceleration camp for students that have scored on-track or mastery in math or science for a STEAM camp. Summer school is an additional strategy to address the needs of our students. The need to have supplies available for students to be successful and close gaps over the summer will require our district to provide instructional supplies. In addition, faculty and staff, transportation to and from summer school, and food services for students would be provided to ensure the most benefits for our students.

All schools will benefit from a school social worker for the district, school psychologist, and each school will have a nurse.

2. Describe initiatives included in the “other” category.

To ease transition from grade 5 to middle school and grade 8 to high school, orientation nights to promote opportunities and give information to students and parents will take place.

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment.

2. Describe initiatives included in the “other” category.

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

Further planning of use of funds would be to combat COVID and other possible pandemic outbreaks by adding more space and remodeling areas in our district schools to spread out staff and students to decrease close contact. Our district would use funds for additional classrooms, restrooms, cafeteria expansions, kitchen and gym renovations, parking, and outdoor learning spaces.

2. Describe initiatives included in the “other” category.

Software/hardware to provide a safe and secure online environment

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

Throughout the lifetime of the ESSER funding, the Director of Schools, Assistant Director of Schools, Supervisor of Instruction, and ESSER Project Manager will meet on a regular basis to discuss and assess the progress on the use of ESSER funding and the effectiveness of the supports put in place. The CCSD School Board will be regularly updated of the progress of effectiveness of funds. The district will continue to gather feedback and input from principals and other district leaders during meetings held throughout

the lifetime of the funding. Other stakeholders will be informed of progress and will have opportunity to provide continual feedback through our district webpage.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

The district is meeting the requirements to spend 20 percent of the total ESSER 3.0 allocations on the following to provide direct services to students to address learning loss and to participate in **TNALL Corps with \$89,820 to provide High Quality Instructional materials**. educational assistants, additional elementary teacher, summer school teachers, bus drivers, and food services, assistant principals, supervisors of instruction, literacy coach, ACT prep, high quality instructional materials to support tutors in TN ALL Corps and students with materials to help promote engagement to close academic gaps, and orientation night supplies.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

Throughout the lifetime of the ESSER funding, the LEA will post information on district website with contact information. LEA will communicate with families and communities throughout the life of ESSER through in-person meetings, email, and phone conferences. It will be an agenda item during our August School Board Meeting and at least annually through the life of the funding.

We plan to host opportunities throughout the lifetime of the grant to inform stakeholders of how our district is utilizing grants and funding. We plan to have parent meetings once a semester to keep our parents and families informed. In addition, we will have information and community engagement throughout the year at school-sponsored events such as ballgames, plays, band recitals, PTO meetings, and other community events.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

LEA engaged a minimum of 10% through use of school website with ESSER information posted, Best for All Grant Recognition on social media and the local paper, in-person meetings with school staff and parent meetings at schools and through surveys.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

The LEA engaged a representation of diverse population of stakeholders during in-person meetings and through social media and local paper. As well as through surveys that were received when stakeholders

complete them online. Also, an email was setup on the start of ESSER 3 and is posted for anyone to submit questions or input.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

With the revised plan, the LEA met with school groups of staff, posted information on the school website, posted survey on school website, sent survey out to students and staff members to complete, met with board members and county leaders throughout the year to share progress of ESSER and ask for feedback. Revisions to remove interventionists and add assistant principals, literacy coach, and supervisors was based on feedback from stakeholders that our elementary schools needed more academic and leadership assistance and that teachers needed additional support with curriculum and assessment implementation in the form of supervisors of instruction. Interventionists will remain in our schools but will be funded by the Save the Children grant that our district received for the 2022-23 school year. In addition, a social worker, school psychologist, and nurses were a district need.