

DISTRICT: Robertson County Schools

Public Plan - Federal Relief Spending



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

LEA Name	Robertson County Schools	Director of Schools	Dr. Chris Causey
Address	800 M.S. Coutts Blvd. Springfield, TN 37172		
Phone#	(615) 384-5588		
District Website <i>(where plan is posted):</i>	https://www.rcstn.net/departments/federal_programs/esser_information		

Students & Enrollment

Mission & Vision	Mission-To ensure each student is prepared to succeed in life. Vision- Robertson County Schools will enable all students to reach and exceed high academic standards while empowering them to succeed in a technologically advanced and culturally diverse society.				
Grades Served	PreK-12	# of Schools	25	Total Student Enrollment	13,803
Race/ Ethnicity	American Indian/Alaska Native	1%	Asian	1%	
	Black/African American	12%	Hispanic	10%	
	Native Hawaiian/Pacific Islander	<1%	White	73%	
	Multiracial	4%			
Economically Disadvantaged	26%	English learners	7%		
Students with Disabilities	16%	Foster	<1%		
Students Experiencing Homelessness	1%	Students in Military Families	1%		
Migrant	<1%	Students with High-Speed Internet at Home	90%		

Accountability

View the District Report Card:	https://reportcard.tnedu.gov/districts/740/profile
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Funding

ESSER 1.0 Allocation	\$1,673,761.85	ESSER 2.0 Allocation	\$6,573,070.63	ESSER 3.0 Allocation	\$14,762,182.91
ELC Allocation	Not Applicable	Students Experiencing Homelessness Allocation:		\$77,169.09	
TOTAL ALLOCATION:					\$23,009,015.38
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$5,258,456.50

Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		●
Community Engagement Template submitted and posted on website?	●	
Health and Safety Plan submitted and posted on website?	●	
Needs Assessment submitted and posted on website?	●	
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?	●	
Spending Plan submitted in ePlan and available to public?	●	

How will the district plan to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program"

The district will meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss through funding high dose low ratio tutoring delivered through after-school programming and transportation targeted to intervene and support students with skill deficits in all subgroups. Transportation will be provided to remove barriers to this additional instruction. Additionally, stipends for specialized training will be provided to educational assistants. This training will focus on identifying gaps in student knowledge and responding with calibrated materials and instruction. Learning loss funding for contract interventionists who will teach RTI groups in schools with high percentages of students in Tiers II and III to address below grade-level performance in reading and math will be provided. Funding for contract instrumental and vocal specialists to provide remediation/intervention both during school and after-school hours in the music and choral classrooms to address learning loss from the 2020-2021 school year. Stipends for nine Technology Tutors to support instructional technology integration and the 1:1 initiative in grades 6-12. Tech Tutors will provide individualized professional learning and technology support for teachers during after-school hours, two days per week. These "office hours" will coincide with the after-school tutoring program in grades 6-12, allowing tech tutors to push in for modeling/coaching purposes as necessary. These Tech Tutors will assist in providing scaffolded transition for students who are new to the online 1:1 model in both middle and high school. The district will also fund a video library of exemplary foundational skills lessons for students who experienced learning loss so they can access instruction asynchronously or during extended learning periods. In addition to the video library, funding for district-wide licenses for Discovery Education, Odyssey Ware, ACT Prep Online, Power of ICU, Achieve 3000®, Amplify Close Reading, and iCEV and CDX for CTE will be purchased. These online personalized learning programs will provide student access to high-quality, self-paced online materials to regain lost learning.

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department's strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.

BEST FOR ALL
We will set all students on a path to success.

ACADEMICS
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education

Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$2,704,800.97	12 %
Summer Programming (Supplement to State Funding)	\$	%
Early Reading (Pre-K – 3rd)	\$	%
Interventionists	\$290,880-RTI Contract Interventionists & Contract Instrumental and Vocal Specialists	1 %
Other	\$47,769.75-Tech Tutors	0 %
STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$	%
Special Populations	\$6,920.05-Graphing Calculators for SHS	0 %
Mental Health	\$	%
Other	\$336,998.45-Math Textbook Adoption \$205,615-iCEV and CDX for CTE \$115,904-Video Library \$1,244,938-Programs and materials to address learning loss and acceleration \$1,292,429-Connexus Learning Management System	14 %
EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$96,990-Contract Consultant Mentor/Coach addressing reduction in achievement gap	0 %
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$226,186.81-Professional development for Educational Assistants	1 %
FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$1,523,159.11—2 Technicians & 1:1 Devices, Laptops and Charging Carts	7 %
High-Speed Internet	\$142,000- Verizon Hotspots	1 %
Academic Space: Facilities*	\$8,000,000-GMS Renovation \$5,340,641.63-HVACs for 3 Schools	58 %
Auditing and Reporting (1% min. recommended)	\$594,697.56-ESSER Grant Coordinator & Facilities Manager	3 %
Other	\$500,000- Health Clinic \$212,084.73-Supplemental Floating Nurse \$127,000-Instruments & Sound System	4 %

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TNALLCORPS (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment:

Below are descriptions of the Robertson County Schools strategic allocations designed to accelerate Academic Achievement supported by the information in our district needs assessment:

- High dose low ratio tutoring will be delivered through funding for the after-school program and transportation. After-school will be available for students in grades Pre-K-12 three days per week, one hour per day for 28 weeks. Students will be selected for the program based on the RTI risk database criteria and reevaluated every quarter. The district tutoring program is designed to address student achievement data in Literacy, ELA, and Mathematics at all grade levels as referenced in the Academics section of the district needs assessment. Funding from ESSER 1.0 was utilized to deliver high dose low ratio after-school tutoring during the 2020-2021 school year to prevent learning loss for students who met criteria based on the RTI risk database.
- Funding for three contract interventionists who will teach RTI groups in schools with high percentages of students in Tiers II and III and will address below grade-level performance in reading and math. This initiative addresses student achievement data in our district needs assessment focusing on intervening and supporting students with skill deficits.
- Funding for contract instrumental and vocal specialists to provide remediation/intervention both during school and after-school hours in the music and choral classrooms as well as sheet music and method books to use as remedial material in band and choir classes. This initiative is designed to address learning loss from the 2020-2021 school year as well as a drop in participation and attendance in our music programming noted in our district needs assessment.
- ESSER funding will be used to support nine Technology Tutors who will support the 1:1 initiative in grades 6-12. Tech Tutors will provide individualized professional learning and technology support for teachers during after-school hours, two days per week. These "office hours" will coincide with the after-school tutoring program in grades 6-12, allowing tech tutors to push in for modeling/coaching purposes as necessary. These Tech Tutors will assist in providing scaffolded transition for students who are new to the online 1:1 model in both middle and high school. This initiative supports needs identified in the Supporting Data and Notes section of the district needs assessment which address the focus areas of preparing, preventing, and responding to the pandemic using ESSER Funds.

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

***Robertson County Schools will offer high dosage, low ratio tutoring during the 2021-2022 school year. Data will be gathered, disaggregated, and reported.**

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services	
Kindergarten		%				
1 st Grade		%				
2 nd Grade		%				
3 rd Grade		%				
4 th Grade		%				
5 th Grade		%				
6 th Grade		%				
7 th Grade		%				
8 th Grade		%				
9 th Grade		%				
10 th Grade		%				
11 th Grade		%				
12 th Grade		%				
					Yes	No
* Participating in TN ALL Corps?						•
* Plan to use free high school tutoring services through TDOE?						•

ACADEMICS *(continued)*

Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

The 2021 Robertson County Schools Elementary Summer Learning Camp was made available for four weeks this summer to kindergarten through fifth grade students scoring at or below the 25th percentile on the easyCBM universal screener. Summer Learning Camp classes had a minimum of 15 students enrolled in each classroom. The daily schedule for students was six hours to include one hour of reading, one hour of math, one hour of RTI², and one hour of PE daily. The teacher day was seven hours with at least two consecutive weeks of attendance required with compensation of \$1,400 per week for teachers or building administrators. A minimum of one classified position was provided to each site per principal recommendation with pay being equal to the employee's daily rate of pay. Camps were held Monday - Thursday during the weeks of June 7 - 17 and July 12 - 22. Students in grades K – 5 attended from 7:45 – 1:45 daily. Breakfast and lunch were provided to all students and transportation options were available. Students attending the camp were expected to be present each day during all four weeks.

The 2021 Robertson County Schools Middle School Summer Bridge Learning Camp was made available for four weeks this summer to sixth through eighth grade students scoring at or below the 25th percentile on the easyCBM universal screener. Summer Learning Camp class ratio was 1:13 with a minimum of 15 students enrolled in each classroom. The daily schedule for students was six hours to include one hour of reading, one hour of math, one hour of RTI², and one hour of PE daily. The teacher day was seven hours with at least two consecutive weeks of attendance required with compensation of \$1,400 per week for teachers or building administrators. A minimum of one classified position was provided to each site per administrative recommendation with pay being equal to the employee's hourly rate of pay. Camps were held Monday - Thursday during the weeks of June 7 - 17 and July 12 - 22. Students in grades 6 – 8 attended from 8:00 – 2:00 daily. Breakfast and lunch were provided to all students and transportation options were available. Students attending the camp were expected to be present each day during all four weeks.

All summer programming in K-rising 9th grades was funded through the Learning Camps Grant, and transportation was funded through the Learning Camps Transportation Grant. The district hosted a High School summer learning program funded through state and local funds. The High School program was made available for five weeks this summer for High School students based on need and grades in individual courses. The class ratio varied from 1:19 and up to 1:33. Instruction took place five hours a day five days a week. The teacher day was five and a half hours a day with compensation of \$26.79 an hour. The High School summer program was held Monday-Friday during the weeks of June 7th through July 1st. Breakfast and lunch were provided to all students. Students attending the program were expected to be present each day if attendance became an issue, the student's spot was given to the next person on the waiting list.

Additionally, a Deaf Education Interpreter was paid for out of ESSER 1.0 to assist Deaf Education Students participating in the Summer Learning Camp program. Title III funding provided a supplemental EL teacher for Summer Learning Camp programming that exceeded the student/teacher ratio for EL students. An Immigrant Summer Program was funded with Title III Immigrant funds at Springfield Middle School, and state and local funds paid for additional snacks for Summer School programming systemwide.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary	1,070	23 %	4	24	Reading, Math, Intervention, and Physical Education
Middle	296	11 %	4	24	Reading, Math, Intervention, and Physical Education
High School	NA	%			
HS Transition	NA	%			

	Yes	No
* Applied to TDOE for transportation grant?	<input checked="" type="radio"/>	<input type="radio"/>

Literacy

Link to TN Foundational Literacy Skills Plan:

https://www.rcstn.net/departments/elementary_education/foundational_literacy_skills_plan

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$79,523.28	\$	C4L (Paid for with State & Local Funds)
Elementary	\$1,395,970.20	\$	CKLA (Paid for with State & Local Funds)
Middle	\$346,558.38	\$	Amplify (Paid for with State & Local Funds)
High School	\$556,625	\$	StudySync (Paid for with State & Local Funds)

	Yes	No
* Participating in Reading 360 Summer Teacher PD (elementary)?	●	
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?		●
* Participating in Reading 360 PK-12 Literacy Implementation Networks?	●	
* Participating in Reading 360 Early Reading Implementation Networks?	●	
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?	●	
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?	●	
* Provided families with information on FREE at-home decodables?	●	
* Using the free universal screener provided to districts?		●
* Considering use of free TDOE supplemental instructional materials for math (elementary)?	●	
* Considering use of free TDOE math professional development, implementation support and networks?	●	

ACADEMICS (continued)

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/ or Success will be Quantifiably Measured	Description of Services
High dose low ratio tutoring	\$2,704,800.97	Improve Academic Achievement	The effectiveness of this initiative will be measured based on analysis of Benchmark data (fall, winter, spring). Benchmark data will be analyzed by administrators and data teams. Data Teams will analyze the reading and math standards for participating students and subgroup to determine individual and subgroup growth goals using the AMO formula.	High dose low ratio tutoring will be delivered through funding for the after-school program and transportation. After-school will be available for students in grades Pre-K-12 three days per week, one hour per day for 28 weeks. Students will be selected for the program based on the RTI risk database criteria and reevaluated every quarter.
RTI Contract Interventionists	\$281,880	Improve Academic Achievement	The effectiveness of these activities will be measured based on analysis of universal screening data three times per year (fall, winter, and spring). The percentage of participating students who are below the 25th percentile will be reduced. Individual goals will be set based on the AMO formula.	Funding for three contract interventionists to teach RTI groups in schools with high percentages of students in Tiers II and III addressing below grade-level performance in reading and math.
Tech Tutors	\$47,769.75	Increased technology integration and implementation	Walkthrough results will show evidence of implementation in at least 85% of the classroom visits. Otherwise, action steps will be put in place to increase the level and quality of technology integration in buildings falling below the implementation level.	Technology Tutors to support after-school technology integration and the 1:1 initiative in grades 6-12.
Contract Instrumental and Vocal Specialists	\$9,000	Increase participation and attendance in our music programming	The effectiveness of this initiative will be measured based on the number of participants in band and choral music district wide.	Funding for contract instrumental and vocal specialists to provide remediation and intervention both during school and after-school hours in the music and choral classrooms to address learning loss from the 2020-2021 school year.

STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of 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:

All Robertson County ARP ESSER funded interventions are designated to respond to the academic, social, emotional, and mental health needs of our county students. Yet, as referenced in the district needs assessment, Robertson County Schools saw a significant impact on students with disabilities and other special populations brought about by the Covid pandemic. Due to this impact, it was determined that intervention materials meeting the needs of underrepresented student subgroups and those with skill deficits would be prioritized within all plans. Further, meeting the needs of students from the above-mentioned subgroups will be the focus of the after-school tutoring program, the computer adaptive programs, and the credit recovery programs. Additionally, specific initiatives addressing the unique needs of special populations the following research-based programs along with the supporting information from our district needs assessment:

- To plan for long-term closure and continue instruction ESSER 1.0 and 2.0 funds were used to purchase the Connexus Learning Management system and seats for students who chose the virtual option during the 2020-2021 school year. Progress was monitored by a virtual Pearson teacher through grades and completion reports produced through the program. This activity aligned with both the health/safety and academic priorities because students whose family chose the virtual option were able to remain safely at home while still actively participating in daily learning and course progress.
- Graphing Calculators for "at risk" Springfield High School students from underserved populations needing assistance with mathematics. As referenced in the Readiness section of the district needs assessment, the addition of effective instructional materials to meet the needs of underrepresented student subgroups and intervention materials for students with skill deficits will assist educators in mitigating learning loss.
- Math textbook adoption so that we can provide high quality materials for mathematics instruction. This adoption will support the need for high quality math materials to support Tier I instruction at all grade levels. This will address student achievement data in Mathematics as referenced in the Academics section of the district needs assessment as well as the need for online access to textbooks which has grown and will assist the district in meeting student needs as we navigate the pandemic referenced in the Readiness section of the district needs assessment.
- iCEV and CDX for CTE (2 years)- These online curriculums are used for Fundamentals of Automotive, AgScience, Business and Finance, Culinary Arts, Health Science and will allow CTE students to participate in competency-based instruction. These programs will allow instructors to differentiate assignments that are tailored to each student's individual level and needs. As referenced in the district needs assessment, to ensure continuity during the 2021-2022 school year, instructors have indicated the need to continue utilizing online competency-based curriculums such as iCEV and CDX that facilitate differentiated instruction within the CTE curriculum.
- The district utilized ESSER 1.0 funds to begin the development of a video library of exemplary foundational skills lessons. ESSER 3.0 funds will be utilized to complete this initiative for students who experienced learning loss so they can access instruction asynchronously or during extended learning periods (extra time and support block, after-school tutoring, summer learning camps, etc.) The video library supports high-quality instruction by allowing students a web-based self-paced opportunity to regain lost learning. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost credits via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
- Additional sheet music/method books to use in band and choir classes as remedial material to address learning loss from the 2020-2021 school year. This will allow for a reduction in class sizes, so students are able to participate in class without sharing instruments and materials. This initiative is designed to address learning loss from the 2020-2021 school year as well as a drop in participation and attendance in our music programming noted in our district needs assessment.

- Funding for district-wide licenses for online personalized learning programs with resources designed for Student Readiness and as supports necessary to access high-quality instruction as well as mitigating learning loss:
 - Discovery Education- Discovery Education content is curated by topic and grade-level, combined with the tools to differentiate instruction which include resources to mitigate learning loss through a focus on accelerated learning. The Discovery Education program addresses student achievement data at all grade levels in Literacy, ELA, and Mathematics at all grade levels as referenced in the Academics section of the district needs assessment. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost credits via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
 - Odyssey Ware- Odyssey Ware is used for credit recovery for students who are behind on coursework. The program will be used during the extra-time and support block and during after-school tutoring. This software allows for personalized learning and instruction so that instruction is tailored to each student's individual level and needs. Addressing the 212% increase in credit requests from the prior school year referenced in the Readiness section of the district needs assessment.
 - ACT Prep Online- Funding for student licenses of ACT Online Prep for 10th and 11th grade students to be implemented during the extra-time and support block and during after-school tutoring. The ACT Online Prep program allows students to access personalized practice for the ACT to improve and achieve their ACT goals. This software will address the need to increase ACT scores so that they fall at or above the state average in all areas referred to in Academics and Readiness sections of the district needs assessment. Implementation of this program is designed to meet the challenges caused by closure of ACT testing centers during the pandemic interrupting the typical schedule followed by RCS junior year students. These closings and schedule changes impacted ACT participation and performance. This software also supports the need to strengthen high school transitional pathways to increase student ACT participation in the junior year of high school and the number of "ready graduates" overall in Robertson County.
 - Power of ICU- The Power of ICU will be implemented at the middle school level to implement school-based instructional strategies to improve student engagement and responsibility. This program assists educators and families with collaboration, communication, and management of missing assignments. As referenced in the Readiness section of the district needs assessment, student attendance and assignment completion decreased during virtual days as engaging in online learning became overwhelming. This strategy is designed to assist in regaining the ground that was lost during the Covid pandemic.
 - Achieve 3000- Achieve3000® Literacy is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Teachers can differentiate assignments so that they are tailored to each student's reading ability level. Achieve3000 Math is designed to develop math fluency and accelerate K-12 students' mastery of skills across grades, standards, and topics. The Achieve 3000 program addresses student achievement data at all grade levels in Literacy, ELA, and Mathematics. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
 - Amplify Close Reading-Amplify Close Reading for Middle School students is personalized reading instruction and practice designed to help students improve their reading fluency, close reading skills, and comprehension. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost learning in reading comprehension via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	
Other	\$472,073.75	ACT Prep Program, Odyssey Ware, iCev/CDX Fundamentals
		Yes No
* Received an Innovative High School Grant?		●
* Using or planning to use free ACT preparation courses?		●
* Using or planning to use free and online AP Access for All?		●
* Received an Early Postsecondary Expansion Grant?		●
* Received a Middle School STEM and CTE Grant?		●
* Received a STEM Designation?		●
* Participating in the free Work Keys program?		●
* Using or planning to use free STEAM Resource Hub?		●
* Received a Governor's Civics Seal Grant?		●
* Plan to participate in computer science networks and related grants?		●

STUDENT READINESS *(continued)*

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$ 232,123.84	Improved Academic Achievement	Programs to address learning loss, and contract consultant to address reduction in the achievement gap (26% of each expenditure)
Students with Disabilities	\$ 170,012	Improved Academic Achievement	Programs to address learning loss, and contract consultant to address reduction in the achievement gap. Stipends for special education assistants (16% of each expenditure)
Students in Foster Care	\$ 4,463.92	Improved Academic Achievement	Programs to address learning loss, and contract consultant to address reduction in the achievement gap (>1% of each expenditure)
Students Experiencing Homelessness	\$ 8,927.84	Improved Academic Achievement	Programs to address learning loss, and contract consultant to address reduction in the achievement gap (1% of each expenditure)
Migrant	\$ 4,463.92	Improved Academic Achievement	Programs to address learning loss, and contract consultant to address reduction in the achievement gap (>1% of each expenditure)
Mental Health Supports	\$ 25,000	Increased Attendance	Health Clinic to be located within the district
Other	\$		

	Yes	No
* Applied for and received a TDOE trauma informed school grant?	<input checked="" type="radio"/>	<input type="radio"/>
* Will receive a supplemental grant for serving students experiencing homelessness?	<input checked="" type="radio"/>	<input type="radio"/>
* Applied for and received the ELC grant to support health and wellness activities?	<input type="radio"/>	<input checked="" type="radio"/>
* Planning to apply for mental health grants (\$100,000 - \$200,000)?	<input type="radio"/>	<input checked="" type="radio"/>
* Applied for an IDEA Partnership Grant to support students with disabilities?	<input checked="" type="radio"/>	<input type="radio"/>
* Plan to use attendance support to identify and re-engage missing students?	<input checked="" type="radio"/>	<input type="radio"/>

Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Graphing Calculators for "at risk" students	\$6,920.05	Improve Academic Achievement	Individual goals will be set based on the AMO formula	Graphing Calculators for "at risk" Springfield High School students from underserved populations needing assistance with mathematics.
Math Textbook Adoption	\$336,998.45	Improve Academic Achievement Increased use of online materials	Benchmark and usage data from the online textbook component Teachers with low usage numbers will be provided additional support and professional development	Math textbook adoption to support the need for high quality materials to support Tier I instruction at all grade levels. Additional materials for online implementation.
iCEV & CDX for CTE	\$205,615	Increased participation and completion of coursework	Number of students completing coursework	Online curriculums are used for Fundamentals of Automotive, AgScience, Business and Finance, Culinary Arts, Health Science and will allow CTE students to participate in competency-based instruction.
Video Library	\$115,904	Improve Academic Achievement	Individual goals will be set based on the AMO formula	Video library lessons for students who experienced learning loss so they can access instruction asynchronously or during extended learning periods.
Online Personalized Learning Programs and Materials to address Learning Loss and Acceleration	\$1,244,938	Improve Academic Achievement	Individual goals will be set based on the formative assessment data within the learning program Participation in band and choral music district wide	Licenses for Discovery Education, Odyssey Ware, ACT Prep Online, Power of ICU, Achieve 3000, and Amplify Close Reading will be purchased. Sheet music and method books for remediation in music and band classes.
Connexus Learning Management System	\$1,292,429	Provide Remote Instruction to Prevent Learning Loss	Connexus Assessment Data	Software to provide instruction to plan for long-term closure.

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

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

Robertson County faculty and staff dedicated themselves to providing high quality instruction to all students throughout the 2020-21 school year. Considering the COVID-19 related challenges impacting all faculty and staff, the district prioritized funding for one independent, contract consultant to work with educators and administrators on growth plans and plans of improvement with an emphasis on addressing reduction in the achievement gap that exists among the accountability subgroups and addressing learning loss within traditionally underserved populations. The consultant will also serve as a mentor/coach for new administrators as they develop their mission/vision and school goals. Additionally, funding for stipends for specialized training will be provided to Educational Assistants. This training will focus on identifying gaps in student knowledge and responding with calibrated materials and instruction. The goal of this initiative is to ensure that programs are aligned and implemented with fidelity and consistency. Walk-through feedback will be utilized to measure implementation of training strategies. These initiatives were developed to meet the needs identified in the Educators section of the district needs assessment regarding an increased need for effective instructional strategies, materials, and well-trained staff (including educational assistants). Additionally, this initiative is designed to meet the needs of underrepresented student subgroups with skill deficits to assist in mitigating learning loss.

Should the infrastructure bill pass and the district is unable to use ESSER 3.0 funds for the renovation project at the Greenbrier Middle School, we will utilize the funds remaining in the ESSER 3.0 budget to expand mental health and behavioral supports services and **personnel** through Phoenix Academy which serves as our district alternative learning center.

Robertson County Schools was fortunate not to experience an increase in resignations, retirements, and critical vacancies during the 2020-21 school year.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$96,990	Improve Academic Achievement & Increase Teacher Retention	Contract Consultant Mentor/Coach addressing reduction in achievement gap
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$		
Other	\$226,186.81	Increase in Program Fidelity	Specialized professional development for Educational Assistants

	Yes	No
* Participating in Grow Your Own?	●	
* Participating in Aspiring Assistant Principal Network?	●	
* Participating in Diverse Leaders Network?		●
* Participating in Rural Principal Network?		●
* Participating in Turnaround Principal Network?		●
* Participating in Principal Supervisor Network?		●
* Participating in TASL Academies?	●	
* Participating in TDOE Special Education and ESL additional endorsement grants?	●	
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?	●	
* Encouraged participation in or actively utilized Best For All Central?	●	

EDUCATORS *(continued)*

Other: Educators

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Contract Consultant-Mentor/Coach	\$96,990	Improve Academic Achievement & Increase Teacher Retention	The effectiveness of this initiative will be measured based on analysis of Benchmark data (fall, winter, spring). Benchmark data will be analyzed by administrators and data teams. Data Teams will analyze the reading and math standards for participating students and subgroup to determine individual and subgroup growth goals using the AMO formula.	Contract consultant to work with educators and administrators on growth plans and plans of improvement with an emphasis on addressing reduction in the achievement gap that exists among the accountability subgroups and addressing learning loss within traditionally underserved populations.
Professional Development for Educational Assistants	\$226,186.81	Increase in Program Fidelity	Walkthrough results will show evidence of implementation in at least 85% of the classroom visits.	Specialized professional development for Educational Assistants to ensure that programs are aligned and implemented with fidelity

FOUNDATIONS



Description of strategic allocations to Strengthen Structural Expectations, including how allocations support the investments identified in the district's needs assessment:

To address facility needs and deferred maintenance/infrastructure and overcrowding referred to in our district needs assessment, ESSER 3.0 funds will be used for the renovation of Greenbrier Middle School. The Greenbrier Middle School (GMS) project will promote safe in-person instruction for a total of 581 students. GMS is currently operating at 85% capacity. As referenced in the district needs assessment, this project would address overcrowding due to enrollment increases and enhancements to educational programming. Overcrowding has been addressed with rezoning, portable classrooms, and building modifications. This renovation project will allow our students safe in-person instruction with social distancing during general academic instruction. Additionally, it will provide opportunities for related arts instruction involving increased exhalation in a safe space. The CDC currently recommends that this type of instruction take place in larger well-ventilated spaces. This initiative will offer the benefits of in-person learning supporting student, faculty, and staff health needs. Additionally, Robertson County will invest ESSER 2.0 funds in new HVAC systems at Krisle Elementary, Westside Elementary, and Springfield Middle School to reduce the risk of airborne transmission of the COVID-19 virus and increase the safety of in-person learning. Up to date technology within HVAC systems and controls are critical to COVID-19 mitigation efforts due to their ability to control airborne pollutants and viruses, and to distribute fresh outside air in classrooms.

Based on discussions with the Robertson County Covid Task Force, data regarding the number of employee and student absences, and risk costs through workers' compensation, as well as survey data it was determined that funding for a contract with Five Points for a health clinic and personnel to be located within the district would be added to our ESSER 3.0 Plan. The main objective for the district health clinic will be to improve employee/student attendance through efficient medical care leading to growth in student academic achievement, as well as a reduction in insurance and workers' compensation costs. Additionally, a Supplemental Floating Nurse to assist with contact tracing, implementation of Covid protocols, and coordination with the local health department will be hired.

As we began the process of reopening schools in the fall of 2021 a need for technology access was identified based on a connectivity survey disseminated to all RCS families. Based on the survey results Verizon hotspots, laptops, and chargers were purchased using ESSER 1.0 funds for families who did not have access to the Internet. These funds were also used to expand the 1:1 initiative at the Middle and High School in case a remote learning became necessary. The district shifted to remote learning in March of 2020, and a hybrid learning model for middle and high school students during the third term in 2021, teachers expressed the need for support in providing high-quality remote instruction. As a result, the district will invest ESSER 3.0 funds to support moving the 1:1 initiative down through the 6th grade. ESSER funds will be used to purchase laptops and carts, so that 6th-8th graders can become 1:1 day-users. Additional support of this initiative will include two Information Systems Technicians responsible for maintaining computer systems and other technologies. Their duties will include working with other IT Technicians to install hardware and troubleshoot computer issues, respond to IT questions from users and update malware protection devices to prevent viruses or computer hacking.

As a result of the pandemic, our music programming experienced declining enrollment. Our music and band programs system-wide experienced a drop in enrollment by 24%. Learning loss, in band, occurred due to member quarantines and lost group rehearsal time. Performances were reduced and band students lost leadership training opportunities. Funding for band instrument replacement will allow for student participation without the need to share, providing opportunities for band instruction that aligns with current CDC recommendations regarding classes that experience increased exhalation and droplet spread. Funding also includes nine sound systems capable of projecting and recording sound throughout nine ensemble spaces providing opportunities for band instruction that aligns with the current CDC recommendations for social distancing especially in classes that experience increased exhalation and droplet spread. The effectiveness of this initiative will be evaluated based on increased band performance and enrollment data.

To ensure active monitoring of ESSER grant allocations, preparation of program budgets, schedules, budget amendments, and compliance with statutory requirements the district will hire an ESSER Grant Coordinator, and ESSER Project Manager for facilities. These two positions will be responsible for the administration of ESSER grant projects and programming. The responsibilities of the ESSER Grant Coordinator include monitoring compliance of grant funding and implementation of grant-funded programs, data analysis, budgeting, and reporting. The responsibilities of the ESSER Project Manager include overseeing ESSER-funded projects and collecting the documentation necessary for fiscal management to ensure federal compliance including the Davis-Bacon Act on all facilities projects.

Should the infrastructure bill pass and we are unable to use ESSER 3.0 funds for the renovation project at the Greenbrier Middle School, we will utilize the funds remaining in the ESSER 3.0 budget to expand mental health support services and personnel through Phoenix Academy which serves as our district alternative learning center. Additional funds remaining will be used to complete planned purchases for interactive Promethean boards throughout the district and to replace technology that has “aged out.”

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$1,523,159.11	Increased Technology Integration and Implementation	Walkthrough results will show evidence of implementation in at least 85% of the classroom visits Analysis of work requests using the SchoolDude application	1:1 Devices for 6th & 7th Grades Two Information Systems Technicians
High-Speed Internet	\$ 142,000	Increased Technology Access for RCS Students	Online Participation and Attendance Data	400 Verizon hotspots for families who do not have access to the Internet.
Academic Space: Facilities*	\$13,340,641.63	Increased Attendance	Attendance Data	Renovation of Greenbrier Middle School HVACs at Krisle Elementary, Westside Elementary, and Springfield Middle School
Monitoring, Auditing and Data Collection and Reporting	\$594,697.56	Compliance with State and Federal Procedures and Mandates	Monitoring/Auditing Reports and Data	ESSER Grant Coordinator & Facilities Manager
Other	\$839,084.73	Increased Employee Attendance Increased Participation in music and band classes	Employee Attendance Data Music and Band Participation Numbers	Health Clinic/ Supplemental Floating Nurse Musical Instruments and Sound Systems

	Yes	No
* Participated in the TDOE device grant program?	●	
* Participated in the TDOE connectivity grant?	●	
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?		●

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

NA

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Phoenix Academy Expansion-Behavior and Health Supports & Personnel	\$750,000	Decrease in ISS and OSS disciplinary actions	ISS and OSS Data	Expand behavioral and mental health support services and personnel through Phoenix Academy which serves as our district alternative learning center
Purchase of Promethean Boards and Replacement of Technology and Devices that have "aged out"	\$4,508,456.50	Increased Technology Integration and Implementation	Analysis of Technology Work Requests Walkthrough results will show evidence of implementation in at least 85% of the classroom visits	Complete our purchases of interactive Promethean boards throughout the district and for replacement of technology and devices that have "aged out"

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

The Federal Programs Supervisor, the ESSER Grant Coordinator, the ESSER Project Manager for facilities, and the Federal Projects Purchasing Agent will work together to actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. The ESSER Grant Coordinator will collect and manage all required data elements by developing systems of collaboration with relevant program directors and supervisors in the collection of required data elements. The ESSER Project Manager for facilities will oversee ESSER-funded facilities projects and collect the documentation necessary for fiscal management to ensure federal compliance including the Davis-Bacon Act on all facilities projects. Required reporting elements will be posted on the Robertson County ESSER public site for public comment. The Federal Programs Supervisor and the Federal Projects Purchasing Agent will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications, and prior to requesting grant reimbursements. The Federal Programs Supervisor, the ESSER Grant Coordinator, and the Federal Projects Purchasing Agent will work together to maintain documentation necessary for year-end audit reporting. The ESSER Grant Coordinator will develop systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. The Federal Programs Supervisor will also develop program goals in collaboration with district and school leaders, teachers, and other stakeholders. The Federal Programs Supervisor is paid from consolidated administration, the ESSER Grant Coordinator, and the ESSER Facilities Project Manager are paid for out of ESSER funds, and the Federal Projects Purchasing Agent is paid for out of state and local funds. Upon clarification of required monitoring, auditing, and reporting elements at the state and federal levels, Robertson County Schools will update the procedures for ensuring compliance if necessary.

Family and Community Engagement

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

The district will continue to utilize social media channels and direct messaging to inform all stakeholders and the media. Updates regarding the use of ARP ESSER funds will be provided on a regular basis to the Robertson County School Board of Education meetings which will continue to be live streamed and publicized to ensure accessibility to all stakeholders. The Director of Schools will continue to gather feedback during conference calls and meetings with county officials and stakeholders. Additionally, the Robertson County School System will maintain the ESSER page of the district site to keep all stakeholders informed regarding ESSER funding plans and programs. The website includes basic information on ESSER, frequently asked questions, Robertson County's Health and Safety Protocols, an Overview Webinar, a link to ask questions, and a link to the Community Feedback Survey. The webpage and all other communications are accessible in Spanish as well as English. The website will be utilized to notify Stakeholders of any public meetings that address the use of ESSER funds.