**ESSER 3.0 Public Plan-Federal Relief Spending Addendum**Addendum Guidance

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023.Each time, LEAsmust 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 (February 1 and August 27). 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 intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

* On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
* The LEA must respond to all questions in the document.
* The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
* The LEA should ensure it used 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.
* 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, if 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-Federal Relief Spending Addendum**

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) help 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: Grundy County Schools

Director of Schools (Name):Dr. Clint Durley

ESSER Director (Name):Dr. Jennifer Webb

Address: 1376 Main Street, Altamont, TN

Phone #: (931) 692-3467 District Website: https://www.grundycoschools.com/

Addendum Date: February 1st, 2022

| Total Student Enrollment: | 1820 |
| --- | --- |
| Grades Served: | PreK – 12th Grade |
| Number of Schools: | 6 |

## Funding

| ESSER 1.0 Allocation: | $654,905.68 |
| --- | --- |
| ESSER 2.0 Allocation: | $2,363,317.77 |
| ESSER 3.0 Allocation: | $5,307,676.01 |
| **Total Allocation:** | $8,359,571.77 |

## Budget Summary

|  |  | **ESSER 1.0** | **ESSER 2.0** | **ESSER 3.0** |
| --- | --- | --- | --- | --- |
| Academics | Tutoring |  |  | $525,000.00 |
| Summer Programming |  |  | $535,116.35 |
| Early Reading |  |  |  |
| Interventionists |  |  |  |
| Other | $68,507.50 | $345,619.34 | $786,425.00 |
| Sub-Total | $68,507.50 | $345,619.34 | $1,846,541.35 |
|  |  |  |  |  |
| Student Readiness | AP and Dual Credit/ Enrollment Courses |  |  |  |
| High School Innovation | $2568.46 |  |  |
| Academic Advising | $6276.00 |  |  |
| Special Populations |  |  |  |
| Mental Health | $18082.00 |  | $407,787.62 |
| Other |  |  |  |
| Sub-Total | $26926.46 |  | $407,787.62 |
|  |  |  |  |  |
| Educators | Strategic Teacher Retention |  | $385,419.96 |  |
| Grow Your Own |  |  |  |
| Class Size Reduction |  |  |  |
| Other |  |  |  |
| Sub-Total |  | $385,419.96 |  |
|  |  |  |  |  |
| Foundations | Technology | $307,867.51 | $101,145.37 | $85,980.00 |
| High Speed Internet | $59,014.25 |  |  |
| Academic Space (facilities) |  | $1,471,166.10 | $2,817,463.59 |
| Auditing and Reporting |  |  | $99,903.45 |
| Other | $200,157.27 | $60,000.00 |  |
| Sub-Total | $559,471.72 | $1,632,278.47 | $3,053,347.04 |
|  |  |  |  |  |
| **Total** | | **$654,905.68** | **$2,363,317.77** | **$5,307,676.01** |

## Academics

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

| In order to address learning loss of Grundy County students, we plan to implement a variety of supports for our students in the upcoming years.  1. Grundy County intends to take advantage of the TN All Corps program to assist with low-ratio tutoring.  In addition to TN All Corp, the district is going to supplement teacher pay so that we may offer tutoring to at-risk students during the regular school day.  Teachers will be compensated for planning time after school so that they can use planning time during the day to conduct low-ratio tutoring to at-risk students.  The district intends to recruit our most effective teachers to get maximum benefit for our students.  Teachers will focus on moving students from below and approaching grade-level to on-level and mastery.  We will use our adopted curriculum for materials for this tutoring.  The effectiveness of the tutoring will be measured with CASE standards aligned benchmarks which are given three times throughout the year and also through standards aligned formative assessments given using the CASE item bank and mastery connect tracking.  Teachers who are conducting tutoring will be required to track progress toward reaching district tutoring goals and submit that to the tutoring coordinator assigned to their school. In addition, TCAP and EOC results will be monitored each year as an additional source of data.   2. Grundy County will offer summer learning camps each year for the life of the ESSER grant.  The summer learning camps will focus on addressing learning loss with our most at-risk student groups including economically disadvantaged, exceptional education students, homeless students, foster students, and minority students. Data from district benchmarks, universal screening data, tutoring data, and TCAP data will be used to determine which students can benefit from summer learning camps. Summer learning camps will be held at schools throughout the district.   3. Students at Grundy County High School will be given the opportunity to participate in ACT Boot camps offered at the high school.  The ACT Boot camps will be offered up to 3 times each year.  The boot camps will address learning loss associated with preparation for the ACT test.  Lack of instruction over the coarse of the pandemic has caused high school students to be ill-prepared for the ACT.  Data from district CASE ACT practice tests and ACT scores will be used to assess the effectiveness of this strategy.    4. Grundy County will continue to leverage RTI as a time to address learning loss.  In order for intervention to be successful, high-quality, research-based materials are necessary.  The effectiveness of intervention will be assessed through the universal screeners given three times a year and progress monitoring administered bi-weekly.   5. All elementary schools will use Accelerated Reading to measure progress toward recovering reading learning loss due to missed instruction time.  Effectiveness will be measured by growth in reading levels of students as independent reading increases.   6. After-school tutoring and credit recovery at the high school is necessary to make up for missed instruction time at the high school and increase the chances for students to graduate on time.  During the pandemic, high school students who missed instruction have struggled to pass classes and maintain credits to be on-track to graduate and move on to post-secondary schooling or jobs.  Odysseyware will be purchased and used to help high school students recover from this learning loss.  This program comes with standards aligned assessments that can be used to measure effectiveness.  Graduation rate will also be tracked.   7. In order to track progress toward addressing learning loss, high school students are given CASE benchmark tests three times during the year.  TI-84 Plus calculators are needed for these assessments and for EOC tests.  Currently, we do not have enough calculators to complete this testing in a time window that doesn't require undo loss of instruction time.  Additional calculators are needed for these assessments.  Data from CASE assessments, math EOC tests, and ACT scores will be used to assess the effectiveness of this strategy. In addition testing schedules will be monitored to ensure there is not loss of instructional time.  8. High-quality materials are necessary for effective classroom instruction and addressing learning loss due to the COVID 19 pandemic.  High school English textbooks and new math materials K-12 will play a big part in making sure our teachers have what is needed for this effective classroom instruction. |
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1. Describe initiatives included in the “other” category

| Initiatives included in the “other” category include the following:   * OdysseyWare – program used for learning loss recovery at GCHS and for virtual instruction during the early stages of the pandemic * IXL – program used for learning loss recovery at GCHS * TI-84 Calculators – needed for benchmark testing at GCHS * CASE Benchmark Assessment * High Quality Textbooks and Intervention Materials * Power-Up Fitness program for PE * ACT Bootcamp – needed to improve ACT preparation for high school students as a result of learning loss |
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## Student Readiness

1. 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:

| The total amount in this category is budgeted to hire 3 social workers for the district to address student mental health issues.  At-risk subgroups have been disproportionately affected by loss of time at school in many ways. School offers a place for students to get support to improve their mental health.  Mentally healthy students are more equipped for learning.  It is our goal to improve the mental health of our at-risk students so that we can begin to address the learning loss that they have endured due to Covid 19.  Student and parent surveys, benchmark data, and attendance will be used to determine the effectiveness of the social workers on the mental health of students. |
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1. Describe initiatives included in the “other” category

| The LEA has no initiatives included in the “other” category. |
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## 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:

| A stipend for all employees of the district was allocated for additional duties because of the COVID -19 pandemic. All employees received a $1000.00 stipend.  This was intended to motivate and reward teachers for all of the extra time and duties they have had during this time.  The effectiveness will be measured by the retention of staff. |
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1. Describe initiatives included in the “other” category

| The LEA has no initiatives included in the “other” category. |
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## Foundations

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

| 1. Roof replacement for North Elementary and Tracy City Elementary; roof repair for Swiss Memorial and Grundy County High School.    2. HVAC replacement at all schools in the district.   These repairs will help to improve the quality of the air at all of these schools and will help with the task of keeping our students and teachers healthy and in school.  Attendance for both teachers and students will be used to assess effectiveness.  3. Construction of foyer for Pelham Elementary - The construction of a foyer for Pelham Elementary School will give the staff at Pelham a place to screen visitors for symptoms of covid and will help them cut down the risk to the students and faculty.  Attendance for both teachers and students will be used to assess effectiveness. |
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1. Describe initiatives included in the “other” category

| Our COVID response team, which consists of HR, coordinated school health, school nurses, and principals, work tirelessly to ensure that we keep students and faculty members of Grundy County Schools as safe as we can when there is a positive COVID case.  This team handles all contact tracing and exposure protocols.  This budgeted amount will give the team a stipend for all of their time outside of the regular work day that is spent with contact tracing and COVID exposure protocols.  The actions of this team contain exposure after a positive test has occurred so that we can keep the maximum number of students in attendance.  We will measure the effectiveness of this team using attendance numbers. |
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## 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.

| The Federal Programs Supervisor/ESSER Director completed the budget for ESSER .  All spending from ESSER funding is processed through the office of the Federal Programs Supervisor. Spreadsheets and budget worksheets are used by the Federal Programs Director and Assistant to organize the budget and spending for ESSER funding.  At the end of each month, the budget for all ESSER money is reconciled with the spending reports for ESSER 1, 2, and 3.  The office of the Federal Programs Supervisor keeps records of all ESSER related spending from purchase request through delivery and reimbursement. |
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1. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

| The LEA is participating in TN All Corps. |
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## Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

| The LEA provided a summary to the public which included the following: ESSER 1.0, 2.0, and 3.0 allocations, the purpose of the funding, graphics with survey results from the initial stakeholder consultation, and steps the LEA has taken to address the needs of the district as found in the survey results. In addition, the LEA collected more input of any additional needs that have developed for our students or needs of any special population of students. The LEA will disaggregate this data and determine if any amendments need to be made to ESSER budgets. |
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1. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

| The LEA used the same process to engage stakeholders for this addendum. Information and opportunity to respond were available at each of our district school buildings, online, and sent out via all-call. In addition, the LEA is developing a summary page for ESSER funding that will be housed on the LEA website that will contain a place for public feedback. |
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1. Describe how the LEA engaged a representation of a diverse population of stakeholders.

| By offering the opportunity for engagement at all locations and in so many different ways, the LEA has been successful at getting feedback that is representative of all populations. If any group is underrepresented, the LEA will reach out to representative stakeholders to ensure needs of all populations are considered. |
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1. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

| Each time the LEA gathers feedback multiple modes of engagement are deployed which include in-person meetings, surveys online, and hardcopy surveys. In addition, the information is posted online and sent out via all-call. |
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