

# ESSER 3.0 Public Plan for Remaining Funds

## Addendum Guidance

### 2023

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 (March 1 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: NEWPORT CITY SCHOOL SYSTEM \_\_\_\_\_

Director of Schools (Name): SANDRA W. BURCHETTE \_\_\_\_\_

ESSER Director (Name): SANDRA W. BURCHETTE \_\_\_\_\_

Address: 301 COLLEGE STREET, NEWPORT, \_\_\_\_\_

Phone #: 423-623-3811 District Website: WWW.NEWPORTCITYSCHOOLS.ORG \_\_\_\_\_

Addendum Date: MARCH 1, 2023 \_\_\_\_\_

Total Student Enrollment:	691
Grades Served:	PK-8
Number of Schools:	1

### **Funding**

ESSER 2.0 Remaining Funds:	\$143,951.97
ESSER 3.0 Remaining Funds:	\$2,405,121.57
<b>Total Remaining Funds:</b>	<b>\$2,549,073.54</b>

**Budget Summary**

		<b>ESSER 2.0 Remaining Funds</b>	<b>ESSER 3.0 Remaining Funds</b>
Academics	Tutoring	\$0.00	\$6,000.00
	Summer Programming	\$0.00	\$0.00
	Early Reading	\$0.00	\$0.00
	Interventionists	\$48,289.88	\$38,353.78
	Other	\$0.00	\$0.00
	Sub-Total	\$48,289.88	\$44,353.78
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0.00	\$0.00
	High School Innovation	\$0.00	\$0.00
	Academic Advising	\$0.00	\$0.00
	Special Populations	\$0.00	\$4,000.00
	Mental Health	\$0.00	\$17,000.00
	Other	\$0.00	\$0.00
	Sub-Total	\$0.00	\$21,000.00
Educators	Strategic Teacher Retention	\$0.00	\$0.00
	Grow Your Own	\$0.00	\$0.00
	Class Size Reduction	\$0.00	\$248,390.32
	Other	\$0.00	\$0.00
	Sub-Total	\$0.00	\$248,390.32
Foundations	Technology	\$0.00	\$0.00
	High-Speed Internet	\$0.00	\$0.00
	Academic Space (facilities)	\$78,711.91	\$2,068,725.37
	Auditing and Reporting	\$0.00	\$0.00
	Other	\$16,950.18	\$22,652.10
	Sub-Total	\$95,662.09	\$2,091,377.47
<b>Total</b>		<b>\$143,951.97</b>	<b>\$2,405,121.57</b>

## Academics

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

During the latest review period, the district's needs indicate a continuation of identified projects. Additional student data continues to be collected from a variety of sources to gauge effectiveness of the programs, as well as identify additional areas of concern that should be addressed in each review of the plan. Newport City School System determined the need to continue to address potential learning loss and learning gaps in order to accelerate student learning, as previously identified in the Needs Assessment. So far, the data indicates encouraging results for the efforts that have been put into the area of academic achievement. The district continues to show strong academic achievement and growth, relative to the state average, and has made progress towards regaining pre-pandemic performance levels.

The district will focus on continued funding of intervention programs that use evidence-based instructional materials and will be taught by trained, certified staff. These interventionists will be assigned to specific grade level clusters and will participate in data team meetings alongside the classroom teachers from those grades they serve, RTI Coordinator, and the administrative staff to identify gaps in student learning and potential learning loss in reading and math due to COVID. Students with identified gaps and demonstrating the greatest need for support will be pulled out by the assigned interventionist who will develop an individualized plan for gap closure. Intervention programs go beyond those identified for traditional tier II and III RTI services, and will be fluid in nature with students flowing in and out as needed. Data will be collected and analyzed on all students, no matter the subgroup, in order to meet individual needs. These ESSER funded interventionists will use evidence-based programs that include Reading Plus, MobyMax, and Fountas and Pinnell.

Beginning in the fall of 2021 and into the 2022-23 school year, the district has participated in the Reading 360 literacy initiative and the Niswonger Project On-Track initiative. Two certified staff members oversee this program with a three-year plan for complete rollout. Coordination with Niswonger includes using the Amplify program provided by the organization, and fidelity/data monitoring to ensure high quality: low ratio tutoring. The initial year focused on starting the program with kindergarten students. Year two expanded into the remainder of k-2. The third year of the program will see expansion to include identified students in grades K-3. Starting this year (fall of 2022), three program tutors were funded by Niswonger to work with students.

Additionally, Teachers in the district took part in the two-part early literacy training provided by the state at the end of the 2022 school year and at the start of the 2023 school year.

Some funding from ESSER 3.0 have been reallocated to support tutoring in grade 3-4 as part of the new *Tennessee Learning Loss Remediation and Student Acceleration Act*. Efforts will support student progress towards meeting third grade ELA proficiency and continued success for students moving to fourth grade.

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

N/A

### **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.

During the latest review period, the district’s needs indicate a continuation for the identified projects. Additional student data continues to be collected from a variety of sources to gauge effectiveness of the programs, as well as identify additional areas of concern that should be addressed in each review of the plan.

Beyond academics, social, emotional, and mental health needs of students will continue to be addressed through the use of ESSER 3.0 funds which provide access to a licensed mental health counselor at no cost to the students. Despite being a PK-8 district, college and Career readiness opportunities for students are addressed as part of the district’s LEA plan and utilize non-ESSER funds to provide students with experiences and support in this area. Through coordination in the guidance department, middle school students explore various college and career pathways, as well as complete both a college and technical school campus visit during either 7th or 8th grade. The district will also utilize the Innovative School Models (ISM) grant to provide career awareness courses to students in grades 6-8, involving problem-based and project-based learning experiences.

After reviewing data collected in the Needs Assessment, Newport City School System determined the need to address potential learning loss and learning gaps in order to accelerate student learning. Evidence-based interventions that will be used include Reading Plus, Moby Max, and Fountas and Pinnell. ESSER funded intervention programs will be using evidence-based instructional materials taught by trained, certified staff who will participate in data team meetings along with classroom teachers and administrative staff to identify gaps in student learning and to prioritize students demonstrating the greatest need in supports for learning loss. Students with identified gaps will be pulled out by an interventionist who will develop an individualized plan for gap closure. Intervention programs will be fluid in nature with students flowing in and out as needed. Data will be collected and analyzed on all students, no matter the subgroup, in order to meet individual needs.

The district will also utilize ESSER 3.0 funds for Extended School Year (ESY). Allowing for this focus on those with the greatest potential for learning loss will ensure the needs of ALL learners is being addressed by the funding plans.

Early indications of district assessment data show encouraging results about student academic performance. With these student needs being addressed through the work being done in this program, the hope is this allows for more time to focus on learning content in the classroom. The district continues to show strong academic achievement and growth, relative to the state average, and has made progress towards regaining pre-pandemic performance levels.

Therefore, a continuation of the proposed projects is planned to allow for more student needs to be addressed.

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

N/A

### **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.

During the latest review period, the district’s needs indicate a continuation to fund these staffing positions with no changes at this time. Additional student data continues to be collected from a variety of sources to gauge effectiveness of these roles. So far, the data indicates encouraging results for the efforts that have been put into the area of academic achievement.

After reviewing data collected in the Needs Assessment, Newport City School System determined the need to address strategic allocation for the recruitment, retention, and support of the district’s educators and school personnel, especially in the roles they play in supporting continued student learning and success. This includes supporting teacher retention and recruitment by utilizing ESSER 3.0 funds that keep student:teacher classroom ratios low. To accomplish this, three additional K-2 teachers (one in each grade level) have been hired to reduce classroom sizes. This will allow teachers to focus on individual student learning needs that address potential learning loss due to COVID and ensure student learning acceleration continues. These grade levels were targeted for these additional teachers due to observed concerns in data and consideration for these grades having the greatest potential negative impact from the issue caused by COVID at such an early point in the students’ learning careers. These positions will continue to be funded for the upcoming third school year, as originally planned.

Additionally, investments in compensation for the work teachers invest into the planning and delivery of effective instruction and support of school operations that support student learning acceleration was previously made through stipends for educators and school personnel, as part of the ESSER 3.0 funding. This was in acknowledgement of the hundreds of extra hours, trainings, and volunteering that all personnel put in to ensure students were safe, healthy, fed, and had access to high quality learning opportunities throughout the pandemic, during quarantines, and in times where social distancing and other interruptions could have easily interfered with these matters.

The district will continue to utilize ESSER funds to provide salaries for additional interventionists to work with students exhibiting the greatest gaps in standards retention in reading and math through the use of a pull-out program. These roles, as previously mentioned, will be for supports beyond that provided in the traditional tier II and III RTI program and will be fluid in nature with students flowing in and out as needed. These interventionists will work to get students back on track after the effects of learning loss and skills gaps caused by the COVID pandemic and time out of school in order to ensure the supported students do not fall further beyond or have long-term negative impacts on their learning and classroom performance. Early indications of district assessment data show encouraging results about student academic

performance that could be an indication of the effects of this focus. The district continues to show strong academic achievement and growth, relative to the state average, and has made progress towards regaining pre-pandemic performance levels.

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

N/A

### **Foundations**

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

During the latest review period, the district’s needs indicate a continuation of the identified projects with no changes at this time. At this time, there are many projects that are in process that are greatly needed to promote a more effective learning environment for students. In terms of technology, devices purchased are in use by students and teachers, internet/network access has been bolstered, and each classroom is now equipped with a Boxlight board. Several of the facilities projects are currently underway. Cafeteria equipment, PPE, and additional custodial and cafeteria staff are also being utilized to help with ongoing support of the district needs and to support continued operations.

After reviewing data collected in the Needs Assessment, Newport City School System determined the need to address facility needs to ensure a safe and well-maintained 21st century learning environment. Through addressing facility needs the district will focus on ensuring continuous operation of the learning spaces and other areas that provide for a safe/healthy and mold-free learning/teaching environment for all students/staff.

Considering the role technology has played in the continuous access to learning, the district will focus on maintaining and upgrading learning equipment and tools in the classrooms and digital learning spaces. ESSER 1.0 funds were utilized to provide additional Chromebook devices for students to allow for 1:1 access. Through both ESSER 1.0 and 3.0 funds the district placed Boxlight boards in each classroom, purchased a network bandwidth license to support increased network traffic, provided hotspots for students without high speed internet at home, and support teachers in Google certification to use Google Classroom to support distance learning and in-person learning, all with the goal of promoting social distancing and ensuring continuous access to learning during the pandemic.

The need to provide a safe/healthy learning environment highlights many areas of the facilities needing addressed. Funds from ESSER 1, 2, and 3 have been used to address these. Roofing issues, HVAC replacements, carpet replacement, and air purification will be addressed to eliminate leaking, prevent the spread of mold, and improve overall environmental quality of the building. Remodeling and replacement of restrooms in grades 3-8th, changes to entry doors, enclosure of the reception area, and the purchase of student desks will allow for the promotion of social distancing and prevention of viral spread among students and staff. These along with the installation of water bottle filling stations and replacement of the playground were all addressed through the data collected in the needs assessment. Funding for the materials and installation, along with any architectural fees,

will come from all three ESSER funds in an effort to create a safe/healthy learning environment that allows for continuous student learning.

The district will also utilize funds to hire additional custodial and cafeteria staff. These additional personnel will help with additional workload created through the requirements of new cleaning and food preparation procedures put in place through the district's reopening plan. Additional PPE and cafeteria equipment will also be purchased in order to allow for greater social distancing, adjusted operating procedures, and prevent viral spread among students and staff.

To date, several projects have been completed or started. At this time, the window replacement project is nearing completion, roofing projects are underway, and work on a safer receptionist area has started. The final expenditures from ESSER 2.0 and 3.0 funds will finish these projects, along with work on the playground, carpeting/flooring in classrooms, library, and auditorium, improvements to bathrooms in the older building, and the replacement/upgrading of fire doors.

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

The district will continue to utilize funds from ESSER 2 and 3 to provide extra custodial and cafeteria staff, safety equipment, and ELC on-site testing. At the six-month review period, the district is still on track to continue the identified projects with no changes at this time.

## ***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.

During the latest review period, the district's needs indicate a continuation of these monitoring procedures with no changes at this time. Allocated funding still remains for the continuation of these processes. Reports to the School Board continue to be made at regular monthly board meetings, including updates on six-month review reports.

Decisions regarding prioritization of allocated funds were made collaboratively by the district administrative team, with input from community stakeholders. Efficacy of added personnel for intervention and class size reduction will be monitored by periodically evaluating RTI universal screener data as well as district benchmark performance. Formal and informal classroom visits will allow administration to verify appropriate use of equipment and technology purchases. The district will arrange for publication of a summary of ESSER-funded improvements on our district website and in the local newspaper after funding approval. The district has allocated 1.02% of the overall ESSER (1, 2, and 3.0) funding towards the monitoring and auditing of funds. Assigned personnel will maintain the planning and implementation documentation. The district has appointed a funding bookkeeper, ESSER Director, and reporting personnel to oversee the funding, procurement, bidding, and documentation of ESSER funds.



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.

During the latest review period, the district's needs indicate a continuation of the identified projects, without changing any percentages allocated to this area at this time. Identified projects have provided for at least 20% of funds to provide direct services to students.

The district continues to utilize funds to directly serve or impact students and student academic achievement. Funds utilization include improvements to academic/learning spaces and facilities to provide a safe, healthy, and mold-free school, while also mitigating the spread of Covid-19. Additionally, extra teaching positions and educator funds address both the learning loss due to Covid-19 and the ongoing impact of the pandemic. Finally, the overall purpose of the district's funds utilization is to ensure the continuation of learning/teaching through the identified priority areas.

As previously identified, the district has utilized funds for class size reduction in grades k-2, interventionists to address learning loss and gaps, technologies to be utilized in classroom learning and teaching, access to higher internet speeds, and other classroom equipment. With each of these, the goals were to provide assets that directly interact with students learning and classroom experiences.

### ***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.

The district continues to engage with stakeholders as part of the planning and spending process for our ESSER program. During the latest review period, the district provided the same opportunities to the various stakeholder groups to evaluate ongoing plans for funding.

Families participate in open house and parent/teacher conference events at various points throughout the year. These visits, coupled with scheduled appointments during school hours and family / community attendance at after-school athletic activities, will allow ample opportunity to see and experience firsthand the personnel and infrastructure improvements funded by ESSER. Certain technology purchases (computers and Boxlight boards) will be used to communicate with students and their families in both individual and group settings.

For the initial plan, a survey was developed and posted publicly requesting stakeholder input. The survey was developed in a way that would indicate whether the respondent was a student, family member, school staff member, or public official. Other questions helped to determine subgroup affiliations and/or association with rights organizations. The survey was administered directly by district administration in various public meetings, to students during summer school, and during parent meetings. Additionally, school staff were emailed regarding their opportunity to take the survey. The survey results were discussed during Newport City School Board meetings and decisions were made regarding the use of funds.

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.

During the latest review period, the district participation rate included 50% of students in grades 5-8 (only 6-8 were engaged previously), the majority of staff, all School Board members, and around 11% of families (more than previous response rate).

The district continues to open participation in feedback to all members of stakeholder groups, including posting the feedback survey publicly, through school-family communication platforms, providing print copies when necessary, allowing feedback submissions, and engaging in discussions at School Board meetings. Beyond this, the district has provided opportunities to discuss and review needs through engaging with staff members to provide open-ended submissions and open discussion with administration.

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

In order to ensure that feedback from a diverse population of stakeholders is represented, the district utilized the Special Education Supervisor and ESL teacher to support family engagement from these two stakeholder groups. Additionally, the feedback sought allowed for participation from all families, community members and leaders, and other stakeholders that were interested in providing feedback.

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.

During the latest review period, the district engaged stakeholders to provide meaningful feedback on the current and planned projects through the use of publicly accessible surveys, public discussions at School Board meetings, publicly posted spending plans on the school/district websites, social media engagement, school-family communication platforms, and providing presentations of spending plans.