

DISTRICT: Coffee County

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	Coffee County Schools	Director of Schools	Dr. Charles Lawson
Address	1343 McArthur St. Manchester, TN 37355		
Phone #	(931) 723 - 5150		
District Website <i>(where plan is posted):</i>	coffeecountyschools.com		

Students & Enrollment

Mission & Vision	Mission: The mission of the Coffee County School System, "Learning Today for Brighter Tomorrows"			
Grades Served	PreK - 12	# of Schools	10	
		Total Student Enrollment	4,025	
Race/ Ethnicity	American Indian/Alaska Native	0.4 %	Asian	1.5 %
	Black/African American	5.4 %	Hispanic	10.8 %
	Native Hawaiian/Pacific Islander	0.07 %	White	78.1 %
	Multiracial	3.6 %		
Economically Disadvantaged	36 %	English learners	2.7 %	
Students with Disabilities	17.2 %	Foster	1 %	
Students Experiencing Homelessness	0.9 %	Students in Military Families	2.4 %	
Migrant	0.01 %	Students with High-Speed Internet at Home	78.4 %	

Accountability

View the District Report Card:	https://reportcard.tnedu.gov/districts/160
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Funding

ESSER 1.0 Allocation	\$ 807,018.49	ESSER 2.0 Allocation	\$ 3,727,220.91	ESSER 3.0 Allocation	\$ 8,370,808.71
ELC Allocation	\$ 1,179,550.71	Students Experiencing Homelessness Allocation:	\$ 29,250.34		
TOTAL ALLOCATION:					\$ 14,113,849.15
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$ 2,981,776

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 plans 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."*

Adding two additional After School Programs for elementary; Summer school for K-12; After school tutoring

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	\$ 761,560.00	5.9 %
Summer Programming (Supplement to State Funding)	\$ 343,930.00	2.7 %
Early Reading (Pre-K – 3rd)	\$ 250,390.00	1.9 %
Interventionists	\$ 25,000.00	0.2 %
Other	\$ 1,116,940.00	8.7 %

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$ 10,970.00	0.1 %
High School Innovation	\$ 410,688.00	3.2 %
Academic Advising	\$	0 %
Special Populations	\$ 37,730.00	0.3 %
Mental Health	\$ 276,550.00	2.1 %
Other	\$ 45,080.00	0.3 %

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$ 1,533,770.00	11.9 %
Grow Your Own	\$	0 %
Class Size Reduction	\$ 941,640.00	7.3 %
Other	\$ 179,218.00	1.4 %

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$ 2,921,530.00	22.6 %
High-Speed Internet	\$	0 %
Academic Space: Facilities*	\$ 2,283,525.00	17.7 %
Auditing and Reporting (1% min. recommended)	\$ 233,740.00	1.8 %
Other	\$ 1,532,788.00	11.9 %

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 TN ALL Corps (tutoring).

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

ESSER funding allocations are extremely helpful/beneficial to enhance, support the academic achievement for Coffee County School students. We also will continue to utilize other funding sources that we receive annually, such as - BEP, Title, IDEA (SPED), and various grants such as - CTE, VPK, CSH, FDC, and 21st Century. These funds will continue to address and support current programs for students.

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

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten	60	23 %	2	1:3	Tutoring content will focus on reading or m
1 st Grade	60	24 %	2	1:3	Tutoring content will focus on reading or m
2 nd Grade	60	22 %	2	1:3	Tutoring content will focus on reading or m
3 rd Grade	72	31 %	2	1:3	Tutoring content will focus on reading or m
4 th Grade	90	35 %	2	1:3	Tutoring content will focus on reading or m
5 th Grade	90	32 %	2	1:3	Tutoring content will focus on reading or m
6 th Grade	20	7 %	2	1:3	Tutoring content will focus on reading or m
7 th Grade	20	7 %	2	1:3	Tutoring content will focus on reading or m
8 th Grade	20	6 %	2	1:3	Tutoring content will focus on reading or m
9 th Grade	16	4 %	2	1:4	Tutoring content will focus on reading or m
10 th Grade	10	2 %	2	1:4	Tutoring content will focus on reading or m
11 th Grade	10	2 %	2	1:4	Tutoring content will focus on reading or m
12 th Grade	10	2 %	2	1:4	Tutoring content will focus on reading or m

	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*):

CCSS provided Summer Learning and Bridge Camps for rising 1st through 8th graders during the summer of 2021 with plans to continue for the next 3 years. Camps operated for 4 weeks in June, 4 days a week, 6 hours each day with a focus on Reading, Math, Intervention, and Physical Education. Pre and post tests were given to measure student growth. Transportation and FSP after school care was available for all

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary	235	16 %	4	96	The 2021 Summer Learning Camp for rising 1:
Middle	109	11 %	4	96	The 2021 Summer Bridge Camp for rising 6th-
High School	69	6% %	2	85	The summer school program provided opport
HS Transition		%			Credit Recovery

	Yes	No
* Applied to TDOE for transportation grant?	●	

Literacy

Link to TN Foundational Literacy Skills Plan: <https://www.tn.gov/content/dam/tn/education/students/fo>

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$ 5,000.00	\$	Training for Reading 360 was provided in the summer.
Elementary	\$ 327013.00	\$	Training for Reading 360 was provided in the summer. EL
Middle	\$ 138,357.40	\$	ELA curriculum (Wonders and Study Sync) PD was provid
High School	\$ 228,200.00	\$	ELA curriculum PD was provided with purchase.

	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)

Other: Academics

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
4-12 ELA Texts	\$ 448,177.00	Increased student achievement via teacher use	TCAP Achievement	High Quality texts vetted at the state and national levels utilized by 4-12 teachers. **Also noted/included under
Math Texts	\$ 341,544.00	Increased student achievement via teacher use	TCAP Achievement	Envision Math to supplement math materials at the K-12 level.
Professional Development	\$ 2,250.00	Support teachers in the classroom	TCAP Achievement	Provide high quality teacher professional development
	\$			
Homebound Teachers	\$ 59,190.00	teacher support while students are homebound	Learning is not impeded due to homebound status. Grade	Teachers provide homebound services for students, including those due to COVID diagnosis.
Materials and Supplies	\$ 53,279.00	resources to learn grade level expectations	TCAP Achievement	Materials and Supplies
Math and Tech Licenses	\$ 159,000.00	resources for instruction and student achievement	TCAP Achievement	Resources for instruction and student achievement
TransAct License	\$ 47,500.00	Parents who speak different languages can	Improved Home-School Communication	Translation Services for students and parents
Travel for after school tutoring	\$ 6,000			Travel money for after school site directors
	\$			

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:

AP, DE, Statewide Dual Credit, CLEP, SPED IDEA, etc. all prior to ESSER; High-Quality Instructional Materials and texts; Additional teachers to lower student/teacher ratio; Virtual School for grades 9-12

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$ 10,968.60	AP, DE, Statewide Dual Credit, CLEP all prior to ESSER
High School Innovation	\$ 410,688.00	Virtual School for two years
Academic Advising	\$	
Other	\$	

	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	\$		
Students with Disabilities	\$ 31,730.00	Increase in student	Unique Learning Systems; Skills Builder;
Students in Foster Care	\$ 6,000	student attendance	Transportation for students to attend scl
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$ 276,550.00	Students feel safe	Additional School Counselor
Other	\$		

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

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
ELEVATE K-12	\$ 45,080.00	Credit in Spanish	Pass Rate / Credits earned	ELL Certified teacher to provide World Languages instruction
	\$			
	\$			
	\$			
	\$			

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:

School personnel received a 3% raise with the approval of the general schools budget. ESSER funds provided 4 class size reduction teachers to lower class sizes that should result in increase student achievement. So that teachers are more prepared and more confident with high quality instruction

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$ 1,533,770	Increase teacher retention	Bonus payment during 20-21 from ESSER, additional
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$ 941,640.00	Increase in student achievement	Smaller class sizes to positively impact instruction
Other	\$ 179,218.00	Increase teacher retention	Subs for teachers and P.D. as needed to support instruction

	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
Subs for Teachers	\$ 159,218.00	Continued instruction in the classroom	TCAP Achievement	Substitutes for teachers to ensure education is not interrupted, including COVID absences
	\$			
Instructional Materials and supplies	\$ 20,000	Resources available for instructional purposes	TCAP Achievement	Materials for P.D. and instructional materials and supplies
	\$		-	
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



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

Coffee County Schools will continue to update facilities as needed. HVAC systems will be maintained, updated, and replaced to improve air quality for students and staff. CHS theater renovations will allow for additional class space and a more thorough cleaning. Technology needs, upgrades and additional devices, will be addressed as needed.

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	\$ 2,921,530	Students and staff have adequate devices for	TCAP and student usage of devices	Student/Teacher devices, classroom projection and audio
High-Speed Internet	\$			
Academic Space: Facilities*	\$ 2,283,520	Students will have safe and healthy learning	Attendance Report	Air Quality (HVAC), carpet removal, tile, bleacher motor, theater renovation, CHS additional
Monitoring, Auditing and Data Collection and Reporting	\$ 233,740.	Students will be the focus for spending of ESSER funds	Compliance with State and Federal Guidelines	2-ESSER Administrators (120 contract days each) to monitor, track, and reporting
Other	\$ 1,532,780	Resources available to support Academic	Student attendance	Screencasting software

	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:

Additional strategies will be designed to support the day to day educational operations, to ensure all students and staff have safe and healthy school/work environments, and student education will continue in the case of quarantine issues and/or school closures. Adjustments/revisions to the ESSER spending plan will be amended as needed throughout the school year and life of the funding periods. Student success will be the guiding focus.

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
Buses	\$ 270,000.	Social distancing	Attendance	1 Regular Bus + 1 SPED Bus
Health & Safety	\$ 79,440.00	Healthy Students	Attendance	PPE Equipment & Supplies & C
Personnel	\$ 275,674.4	Healthy Students	Attendance	1 year salary/benefits for Mai
Indirect Cost	\$ 907,673.0	Improved Achieveme	Attendance & TC	Indirect cost for ESSER 1, 2, 3
	\$			

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
Additional Teacher ar	\$	Lower student/teach	TCAP growth and	Hire additional teachers and :
	\$			
	\$			
	\$			
	\$			

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.

ESSER funds will be monitored through ePlan by the district Federal Programs Director, the ESSER Supervisors, Finance Director, and the Director of Schools. Data elements will be collected and reviewed as required by the uniform grant guidance in part 4 of the compliance supplement. Coffee County Schools will continually update our ESSER Plan on the district website, share and discuss updates during monthly CCBOE meetings and monthly district administration meetings, and send messages through school level 'Remind' of changes.

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.

Coffee County Schools will continually update our ESSER Plan on the district website, share and discuss updates during monthly CCBOE meetings and monthly district administration meetings, and send messages through school level 'Remind' of changes.