



## 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.

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Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY24 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.

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## 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: DeKalb County

Director of Schools (Name): Patrick Cripps

ESSER Director (Name): Danielle Collins

Address: 110 South Public Sq Smithville TN 37166

Phone #: 615-597-4084 District Website: www.dekalbschools.net

Addendum Date: August 24, 2023

Total Student Enrollment:	<u>2797</u>
Grades Served:	<u>PreK-12</u>
Number of Schools:	<u>5</u>

### Funding

ESSER 2.0 Remaining Funds:	<u>\$97,264.23</u>
ESSER 3.0 Remaining Funds:	<u>\$5,852,397.75</u>
<b>Total Remaining Funds:</b>	<b><u>\$5,949,661.98</u></b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	\$486,000.00
	Summer Programming	0	\$233,828.00
	Early Reading	0	
	Interventionists	0	\$200,000.00
	Other	\$97,264.23	\$2,012,862.02
	Sub-Total	\$97,264.23	\$2,932,690.02
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	0	0
	Academic Advising	0	0
	Special Populations	0	\$212,484.73
	Mental Health	0	\$197,670.00
	Other	0	0
	Sub-Total	0	\$410,154.73
Educators	Strategic Teacher Retention	0	\$205,000.00
	Grow Your Own	0	0
	Class Size Reduction	0	0
	Other	0	\$1,462,640.00
	Sub-Total	0	\$1,667,640.00
Foundations	Technology	0	\$771,411.00
	High-Speed Internet	0	0
	Academic Space (facilities)	0	0
	Auditing and Reporting	0	\$70,502.00
	Other	0	
	Sub-Total	0	\$841,913.00
<b>Total</b>		<b>\$97,264.23</b>	<b>5,852,397.75</b>

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**Academics**

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

Year 2023-2024  
Funding salaries for full time contracted for data analysts (Math/ELA) to oversee collection and reporting of district and school wide data - \$209,000.00 with matching benefits

Year 2022-2024  
Instructional supplies and materials to support ALLCorps tutoring for 2 years, such as but not limited to supplemental programs, Smarty Ants, Success Maker Math, Success Maker Reading, supplemental books, Reading Mastery, SRA Reading, Corrective Reading, copy paper in order to produce Tennessee Foundational Skills curriculum, decodables, Achieve 3000 etc. Funding will be used to purchase/maintain yearly fees for online platforms to use, such as but not limited to Edgenuity, Education Galaxy, Lexia, IXL, Achieve 3000 for Tier II instruction, learning loss and remediation for students. This purchase will ensure that students will be able to participate in meaningful learning. These resources will provide regular academic programs, summer learning and supplemental after school digital resources.  
Funding for approximately 6 (head count per year) contracted salaries for ALLCorps tutors (2 years) HC 6 FTE 5.5 \$338,000.00  
Instructional supplies and materials to support Summer Learning Camps in grades K-8 to close the learning loss gap for 2 years, such as but not limited to STREAM materials, manipulatives, etc.  
Funding for approximately 16 (head count per year) stipends summer camp educators (2 years) FTE 5.3 \$353,000.00  
Approximately 18 Bus drivers for summer learning camps for 2 years at a daily rate of pay is \$145  
Year 2 \$39,150 at \$145 rate of pay per day for 30 days with 9 drivers for summer school  
Year 3 \$39,150 at \$145 rate of pay per day for 30 days with 9 drivers for summer school  
Matching benefits for bus drivers

School Year 2023-24  
Est. Funding  
District math curriculum committee members will participate in training around identifying and evaluating high quality instructional materials in summer/fall 2022 and spring 2023.  
\$32,500  
District math curriculum committee members, with district leadership, will develop plan for curriculum rollout  
\$25,0000

School Year 2023-2024  
Training for all teachers on utilizing math curriculum to differentiate instruction for diverse learners, especially students with disabilities and English learners

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\$50,000

Year 2022-2024

Stipends for the administration of the ESSER grant for administrator, resource specialist and grant director. This will be system wide administration for three years. Head count: 3 FTE: 0.4 \$30,000 per year

Stipends for the clerical administration of the ESSER grant. Head count: 3 FTE: 0.2 \$3,000 per year

Year 2023-2024

District and school leaders will identify expectations and selection criteria for mentor teachers and instructional coaches and create application process. \$10,000

Year 2023-2024

District will recruit and identify math mentor teacher in each grade/grade band for each school.

Mentor teachers will continue to have classroom responsibilities but will receive a stipend to support 15 hours/week of expected coaching/coaching planning time.

Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc.

\$5,000

District will recruit and identify ELA mentor teacher in each grade/grade band for each school.

Mentor teachers will continue to have classroom responsibilities but will receive a stipend to support 15 hours/week of expected coaching/coaching planning time.

Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc. \$5,000

School Year 2023-2024

Stipends for mentor teachers 2 K-5 teachers, 2 6-8 Math, 2 6-8 ELA, 2 9-12 Math, 2 9-12 English \$50,000

Stipend for 6 ELA mentor teachers \$30,000

Funding for substitutes to provide release time for math curriculum committee members to collaboratively review and identify curriculum for district to adopt. Four hundred (400) substitutes or 50 days (approximately 8 substitutes per professional development day)

\$10,000 per year (133 substitutes per year or 17 days)

Funding for substitutes to provide release time for math curriculum committee members to collaboratively review and identify curriculum for district to adopt. Four thousand five hundred (4500) substitutes or 450 days (approximately 10 substitutes per professional development day)

\$90,000 per year for 3 years

Matching benefits for instructional coaches, mentoring teachers and substitutes

Matching benefits for administration



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

Grades 6-12 electronic copy of Math textbook adoption Estimated number of students: 1450 K-5 Bound Math textbook adoption Estimated number of students: 1600

**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.

Social Emotional Learning/Check In-Check Out stipend - a total of 14 employees among 5 schools will monitor student level data for potential early warning signs of needs for social and emotional support and implement responses. \$1500 per year per person for 50 hours Head count: 14 FTE: 1.5

Matching benefits for SEL stipends

Purchase social, emotional, and mental health program materials and training, such as but not limited to Leader in Me, Capturing Kids' Hearts, NIET ACED.

Instructional supplies and materials to support Special Populations to gain access to Tier I instruction as well as provide instruction due to learning loss. Programs such as but not limited to Teach Town

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

Professional development for district leadership and school leadership to identify and explore programs to adopt and structure for delivery for each grade band to support social and emotional learning.

**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.

Develop content for new teacher induction based on feedback from new teachers and school leaders

School Year 2023-24

Implement new teacher induction program during the summer before the school year.

Hold monthly professional development meetings with new teachers throughout the year led by teachers leaders / school leaders aimed delivering professional development to new teachers

Conduct survey of new teachers to collect feedback on new teacher induction program

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

DOK PD: \$232,500.00

School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing standards and DOK in ELA curriculum and utilizing this in classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback.

\$25,000

School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing math standards and DOK and utilizing this in structuring classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback.

\$25,000

District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools)

\$25,000

District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools)

\$25,000

#### School Year 2023-24

School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing standards and DOK in ELA curriculum and utilizing this in classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. \$12,500

School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing math standards and DOK and utilizing this in structuring classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. \$10,000

District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE) \$12,500

District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE) \$12,500

5 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) \$25,000

PLC PD: \$260,000.00

#### School Year 2023-24

Review and update adopted uniform structures, PLCs groups, and expectations for teachers and leaders in participating in PLCs. (2 days of coaching and support) \$10,000

All instructional coaches and mentor teachers will participate in training on implementing strong PLCs \$15,000

District and school leadership will conduct of at least one walkthrough of PLCs and provide feedback to principals/teacher leaders to strengthen PLCs.

\$25,000

5 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) \$25,000

School Year 2024 - ongoing

Review and update adopted uniform structures, PLCs groups, and expectations for teacher and leaders in participating in PLCs. \$5,0000

All instructional coaches and mentor teachers will participate in training on implementing strong PLCs \$5,000

District and school leadership will conduct at least one walkthrough of PLCs and provide feedback to principals/teacher leaders to strengthen PLCS.

\$25,000

5 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) \$25,000

Classroom Walk Thru PD: \$50,000

District and school leadership will conduct at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools) \$25,000

District and school leadership will conduct at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools)

\$25,000

Instructional Coach PD: \$95,000

School Year 2023-24

District and/or school leaders will provide feedback to teacher leaders on coaching at least 2x per year. \$10,0000

10 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) focused on observing coaching and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers)

\$25,000

District leaders contract with external vendor to evaluate and propose recommendations for math intervention curriculum/materials. \$50,000

District leaders contract with external vendor to evaluate and propose recommendations for ELA intervention curriculum/materials. \$50,000





District and school leaders will identify expectations and selection criteria for mentor teachers and instructional coaches and create application process. \$10,000

Matching benefits are funded within this category.

**Foundations**

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

School Year 2023-2024

Investments in new technology and materials to support strong instruction including but not limited to items such as new devices for students/teachers, classroom technology, communications technology, etc. \$600,000

Chromebook devices are approximately \$305.00 for an estimated 3000 students

Laptop devices are approximately \$900.00 for an estimated 250 teachers

Display boards are approximately - \$1,500.00 for an estimated 60 teachers

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

**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.

Platform for data collection and tracking and program effectiveness for school year

2023-2024 \$25,000

Stipends for the administration of the ESSER grant for administrator, resource specialist and grant director.

This will be system wide administration for three years. Head count: 3 FTE: 0.4 \$30,000 per year

Stipends for the clerical administration of the ESSER grant. Head count: 3 FTE: 0.2 \$3,000 per year

Each Monday our ESSER team meets to monitor allocations and review purchase orders to ensure funding lines are appropriate. The team created a detailed Excel spreadsheet for tracking expenditures. The lead ESSER coordinator will be collecting data when it is available. Live links of ESSER 3 are posted and updated regularly along with monthly updates at the board meetings which are aired live and can be accessed via social media



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.

Our students will be participating in TN ALL Corps. Our goal is to serve 238 students in grades 1-7. Additional contracted tutors will be hired to work in small groups with identified students based on ALLCorps protocol.

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### ***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 conducted multiple stakeholder meetings with county leaders and surveys of parents (in English and Spanish), students, and educators. The district received a diversity of responses that were all reviewed by district leaders and used to inform the district's planning. The district reached out to community organizations for additional feedback, including disability rights organizations, but there is no civil rights organization in the district. Further, the district outreached to all parents and students across student groups and responses indicate a diversity of perspectives were collected. That being said, the district did not ask parents and students to self-identify into specific student groups, particularly groups such as children in foster care, migratory students, and students who are incarcerated, in order to prevent the responses from being identifiable given the size of the district and specific schools.

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.

The district reached out to stakeholders by use of survey and district meetings. On the website there is a space provided for stakeholders to add additional comments or suggestions.  
In order to gather more responses from specific populations, our bilingual parent liaison reached out to our Hispanic community, either by phone or in person, in order to gather their input on the revised plan. The special education department conducted a brief survey during the IEP meetings in order to gather additional feedback from this population. This step ensured that the aforementioned subgroups had a space and opportunity to share their voices/responses.

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

The district reached out to community organizations for additional feedback, including disability rights organizations, but there is no civil rights organization in the district. Further, the district outreached to all parents and students across student groups and responses indicate a diversity of perspectives were collected. Our local parent liaison translated all English documents into Spanish for our community and posted on the website. Our bilingual parent liaison reached out to our Hispanic community, either by phone or in person, in order to gather their input on the revised plan. The special education department conducted a brief survey during the IEP meetings in order to gather additional feedback from this population.

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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.

The district used a variety of modes of engagement, such as surveys, district meetings, public workshops and board meetings. Our local parent liaison translated all English surveys into Spanish for our community or she made personal phone calls or small meetings in order to gather data.

The Director of Schools and Attendance supervisor visited the local radio station in order to encourage participation at meetings or completion of the surveys.