

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: Coffee County Schools _____

Director of Schools (Name): Dr. Charles Lawson _____

ESSER Director (Name): Krista Cole _____

Address: 1343 McArthur St. Manchester, TN 37355 _____

Phone #: 931-723-5150 District Website: coffeecountyschools.com _____

Addendum Date: Jan. 25, 2022 _____

Total Student Enrollment:	4,025
Grades Served:	PreK - 12
Number of Schools:	10

Funding

ESSER 1.0 Allocation:	\$ 807,018.49
ESSER 2.0 Allocation:	\$ 3,727,220.93
ESSER 3.0 Allocation:	\$ 8,370,808.75
Total Allocation:	\$12,905,048.17

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			\$ 761,560.00
	Summer Programming			343,927.00
	Early Reading		225,392.46	25,000.00
	Interventionists			25,000.00
	Other	4,879.00	168,037.69	944,024.55
	Sub-Total	4,879.00	393,430.15	2,099,511.55
Student Readiness	AP and Dual Credit/ Enrollment Courses			10,968.60
	High School Innovation		410,688.00	
	Academic Advising			
	Special Populations		10,387.00	27,343.00
	Mental Health	3,018.00		273,531.00
	Other		45,080.00	
	Sub-Total	3,018.00	466,155.00	311,842.60
Educators	Strategic Teacher Retention	104,321.00	623,176.78	806,275.00
	Grow Your Own			
	Class Size Reduction			941,641.00
	Other	56,855.00	102,363.00	20,000.00
	Sub-Total	161,176.00	725,539.78	1,767,916.00
Foundations	Technology	390,911.49	1,305,416.00	1,225,200.00
	High Speed Internet			
	Academic Space (facilities)		584,868.00	1,698,657.00
	Auditing and Reporting			233,740.00
	Other	247,034.00	251,812.00	1,033,941.60
	Sub-Total	637,945.49	2,142,096.00	4,191,538.60
Total		807,018.49	3,727,220.93	8,370,808.75

Academics

1. Describe 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 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, FRC, and 21st Century. These funds will continue to address and support current programs for students with disabilities, closing the academic gaps, and social/emotional/mental health of all students.

Reading 360

Literacy Training – LETRS

Technology training for interactive learning, increased student engagement, etc.

CSR teachers

Academic (Literacy & Math) Coaches to assist teachers with high quality instruction, Obtaining high quality instructional materials and resources in K-3 ELA and K-12 math,

In-school interventions,

After school tutoring programs,

Summer School/Learning Camps

Summer Credit Recovery for grades 9-12

2. Describe initiatives included in the "other" category

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 ESP, after school care was available for all students. Breakfast, lunch, and snacks were provided each day.

ELA Texts were purchased for grades 4-12. These were high quality texts vetted by TDOE and at national levels. Math texts were purchased to supplement math materials at the K-12 level. High-quality Professional Development was and will continue to be presented to support teachers. Teachers are provided for Homebound services for students, including those due to COVID diagnosis. Materials and supplies and Tech Licenses (Math, TransAct, etc.) are provided as resources for instruction and student achievement

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:

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

2. Describe initiatives included in the "other" category

Elevate K-12 was purchased to provide World Languages instruction.

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:

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 to support increased student engagement and achievement. In order for teachers to be more prepared and more confident with high quality instruction materials, ESSER funds allowed professional development. Additionally, teachers who participated in literacy training during the summer received a stipend through other funding. In addition to professional development, three academic coaches have been hired with ESSER money to support classroom teachers in math and literacy.

2. Describe initiatives included in the "other" category

Funds are utilized to provide substitutes for teachers in order to ensure education is not interrupted including COVID absences and for instructional materials and supplies as resources for instruction and Professional Development.

Foundations

1. Describe 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.

2. Describe initiatives included in the "other" category

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 made as needed throughout the school year and life of the funding periods. Student success will be the guiding focus. Funds will be utilized for additional buses (one regular and one SPED), for Health and Safety PPE equipment and supplies, for an additional, one year, maintenance personnel to ensure higher standard of cleanliness, and recommended percentage for indirect costs.

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.

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 also be collected and reviewed as required by federal and state. 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 of changes through district and/or school level communication.

2. 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.

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, through summer of 2024. 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 ESP, after school care was available for all students. Breakfast, lunch, and snacks were provided each day.

Each of the six elementary schools and the middle school have after school programs that provide additional support and interventions that address learning loss. The high school also provides tutoring for students, especially in the core academic areas.

All schools will continue to receive support as needed to address learning loss in the forms of professional development, assistance from Literacy and Math Academic Coaches, and materials and supplies that will enhance instruction and student learning.

Family and Community Engagement

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

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.

2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

Coffee County Schools chooses to engage audiences via social media and school system email through survey links. Additionally, + invitations to town hall meetings were shared through local radio (2 local radio stations; one station provided 23,500 as average daily listeners) and local newspaper (circulation 2,500 newspapers per week and 18,000 followers on Facebook), social media, and school webpages. ESSER information and updates are shared, as applicable, with school administrators during monthly Principals' meeting. Principals then share with their respective staff during monthly faculty and staff meeting. Any input/feedback is shared with the District Team.

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

A survey was available to all CCSS families, students, personnel, and community members June 14-25, 2021. Town Hall meetings took place July 26 for CCSS Personnel & July 27 for community members to provide input in the use of ESSER 3.0 funds. All feedback results were shared with the CCBOE on August 2, 2021. Due to the low student and family, as well as students with disabilities, participation and engagement in survey feedback, the district reengaged stakeholders by administering an additional survey during Parent/Teacher Conferences on Sept. 23, 2021.

4. 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.

Stakeholder feedback was obtained through survey results, social media request for comments, Town Hall meetings discussions, school faculty and staff meetings, School and District Administration meetings, and CCBOE meetings. Presentations were available to share overview information about ESSER funds as feedback was gathered. The Director of School also met with the local Area Chamber of Commerce and the Farm Bureau Association as opportunities to gather ESSER 3.0 feedback. Opportunities for public comments are posted on the district website throughout the tenure of the ESSER funds. We will continue to monitor the use of ARP ESSER funds and make revisions as needed. The CCSS District ESSER accountability team consists of: Director of Schools, District Supervisory Staff, and School Administrators. School Leaders will remain active in receiving student, family, and community input.