



# **DISTRICT: Public Plan**

## *Federal Relief Spending*

*NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

# DISTRICT: Elizabethton City Schools 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

<b>LEA Name</b>	<b>Elizabethton City Schools</b>	<b>Director of Schools</b>	<b>Mr. Richard VanHuss</b>
<b>Address</b>	<b>804 S. Watauga Ave. Elizabethton, TN 37643</b>		
<b>Phone#</b>	<b>(423) 547-8000</b>		
<b>District Website</b> <i>(where plan is posted):</i>	<a href="https://www.ecschools.net/Content2/806">https://www.ecschools.net/Content2/806</a>		

## Students & Enrollment

### Mission & Vision

The mission of Elizabethton City Schools is the development and growth of its children in the knowledge and skills which enable them to achieve their potential as complete human beings, share in and contributing to the enjoyment and enrichment of their own lives, the lives of others, of the community, and the world.

#### Vision:

- To maximize educational opportunities for children
- To actualize a facilities improvement and maintenance plan for Elizabethton City Schools
- To expand parenting/community education and involvement
- To build trust with funding agencies through accountable practices
- To build collaborative relationships with higher education, post-secondary institutions, and other agencies for the purpose of student and teacher education
- To improve student and staff productivity through a positive school system climate
- To have our students effectively compete in a global job market

Grades Served	PreK-12	# of Schools	5	Total Student Enrollment	2,584
<b>Race/Ethnicity</b>	American Indian/Alaska Native	0.3%	Asian	1.4%	
	Black/African American	5.2%	Hispanic	3.3%	
	Native Hawaiian/Pacific Islander	0.2%	White	89.6%	
	Multiracial	5%			
Economically Disadvantaged	21.8%	English learners	0.5%		
Students with Disabilities	16.3%	Foster	0.3%		
Students Experiencing Homelessness	3%	Students in Military Families	0.5%		
Migrant	0.1%	Students with High-Speed Internet at Home	69%		

## Accountability

**View the District Report Card:** <https://reportcard.tnedu.gov/districts/101>

## Funding

ESSER 1.0 Allocation	\$ 631,129.02	ESSER 2.0 Allocation	\$ 2,519,890.05	ESSER 3.0 Allocation	\$ 5,659,315.09
ELC Allocation	\$ 0.00	Students Experiencing Homelessness Allocation:			\$ 41,916.85
<b>TOTAL ALLOCATION:</b>					<b>\$ 8,852,251.01</b>
Possible Infrastructure Allocation <i>(projected as of May 24, 2021 as 80% of ESSER 2.0*):</i>					\$ 2,015,912.04

## Summary of Requirements

	Yes	No
<b>District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?</b>	✓	
<b>Community Engagement Template submitted and posted on website?</b>	✓	
<b>Health and Safety Plan submitted and posted on website?</b>	✓	
<b>Needs Assessment submitted and posted on website?</b>	✓	
<b>Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?</b>	✓	
<b>Spending Plan submitted in ePlan and available to public?</b>	✓	

**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."*

Elizabethton City Schools will be participating in the TN ALL Corps Tutoring Program. We will also provide additional mental health and academic support to our students by adding personnel including additional school counselors, a mental health counselor, interventionists, a technology integration coach, and class-size reduction teachers. We have also partnered with Niswonger Foundation's Project On-Track Tutoring program.

# 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.<sup>1</sup> 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

<sup>1</sup> 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	\$ 1,229,133.94	13.9%
Summer Programming (Supplement to State Funding)		
Early Reading (Pre-K – 3rd) PD	\$ 70,728.00	0.8%
Interventionists	\$ 678,022.00	7.6%
Other: Online Curriculum	\$ 196,470.00	2.2%
Other: Benchmark Test	\$ 106,127.22	1.2%
Other: Canvas LMS	\$ 81,722.45	0.9%
Other: Technology Instructional Coach	\$ 197,437.00	2.2%
Other: Early Lit Resources (CKLA)	\$ 77,513.76	0.9%

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses		%
High School Innovation		%
Academic Advising		%
Special Populations	\$ 41,916.85	0.5%
Mental Health	\$ 100,000.00	1.1%
Other: Social Worker	\$ 141,213.00	1.6%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention		%
Grow Your Own		%
Class Size Reduction	\$ 317,576.00	3.6%
Other		%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$ 849,881.41	9.6%
High-Speed Internet	\$ 93,530.00	1.0%
Academic Space: Facilities*	\$ 4,522,329.69	51.2%
Auditing and Reporting (1% min. recommended)	\$ 115,092.00	1.3%
Other: Indirect Cost	\$ 33,557.69	0.4%

# 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:**

Elizabethton City Schools’ goal is for every student to have access to high-quality instruction that is aligned to Tennessee State Standards which leads to mastery. To achieve this goal strategic allocations have been made to support our teachers in this endeavor. All Prek - 5 teachers and administrators attended the two-week Foundational Skills training in the summer of 2021. TDOE approved textbooks for ELA were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks. We have invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, and Class-size Reduction Teachers. A Learning Management System was purchased and implemented to support our teachers and students with our 1-to-1 technology goal and to provide virtual instruction. A standards-based benchmark progress monitoring tool was purchased to provide us with the ability to monitor students’ progress toward mastery of Tennessee State Standards. We developed Summer Programs which served 392 priority students. Elizabethton City Schools will be participating in TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

## 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
<b>Kindergarten</b>		%			
<b>1<sup>st</sup> Grade</b>	45	25%	2	1:3	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>2<sup>nd</sup> Grade</b>	43	25%	2	1:3	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>3<sup>rd</sup> Grade</b>	45	25%	2	1:3	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>4<sup>th</sup> Grade</b>	43	25%	2	1:3	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>5<sup>th</sup> Grade</b>	43	25%	2	1:3	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>6<sup>th</sup> Grade</b>	51	25%	2	1:4	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>7<sup>th</sup> Grade</b>	50	25%	2	1:4	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>8<sup>th</sup> Grade</b>	51	25%	2	1:4	All-Corp Teachers and Assistants will work in small groups during scheduled intervention blocks.
<b>9<sup>th</sup> Grade</b>		%			
<b>10<sup>th</sup> Grade</b>		%			
<b>11<sup>th</sup> Grade</b>		%			
<b>12<sup>th</sup> Grade</b>		%			

	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):*

The ECS Summer Learning Camp served approximately 220 of the district's rising first through fifth grade students who were identified as priority students. The Learning Camp was scheduled for four weeks in June for four days a week and integrated the STREAM mini-camp, therefore operating on a seven hour a day schedule. The academic focus of our Learning Camp included ELA, Math, RTI, STREAM, and Physical Activity.

The ECS Summer Bridge Camp served approximately 110 of the district's rising sixth through eighth grade students who were identified as priority students. The Bridge Camp was scheduled for four weeks in June for four days a week. Our Summer Bridge Camp operated on a six hour a day schedule and focused on ELA, Math, RTI, and Physical Activity.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
<b>Elementary</b>	<b>220</b>	<b>25%</b>	<b>4</b>	<b>28</b>	<b>ELA/Math/PE/RTI/STREAM</b>
<b>Middle</b>	<b>112</b>	<b>19%</b>	<b>4</b>	<b>24</b>	<b>ELA/Math/PE/RTI</b>
<b>High School</b>	<b>62</b>	<b>.07%</b>	<b>3</b>	<b>45</b>	<b>Credit Recovery</b>
<b>HS Transition</b>		%			
					<b>Yes</b>   <b>No</b>
* Applied to TDOE for transportation grant?					✓

### Literacy

**Link to TN Foundational Literacy Skills Plan:**

<https://www.ecschools.net/userfiles/11/my%20files/elizabethton%20city%20approved%20flsp%20summer21.pdf?id=6490>

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
<b>Pre-K-3</b>		\$ 70,728.00	TDOE Foundational Skills Training
<b>Elementary</b>	\$ 77,513.76		Early Literature Resources - CKLA
<b>Middle</b>			
<b>High School</b>			
			<b>Yes</b>   <b>No</b>
* 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?	✓	



**Other: Academics**

<b>Item</b>	<b>Spending Amount</b>	<b>Expected Outcomes for Students as a Result of this Investment</b>	<b>How Student Outcomes and/or Success will be Quantifiably Measured</b>	<b>Description of Services</b>
Canvas Learning Management System	\$ 81,722.45	The LMS platform will allow teachers and students to collaboratively manage learning opportunities and expectations.	Student outcomes will be measured through grades and usage of LMS.	Canvas is a learning management system that allows teachers to utilize technology to manage the learning environment/instruction for their class. The LMS provides a consistent platform for teachers and students. The LMS allows teachers to provide instruction to students in a virtual setting.
Odysseyware	\$ 120,000.00	Increase/maintain graduation rate; decrease failure rate	Student outcomes will be measured through credit opportunities and credit earned and through graduation rate	Odysseyware is an online curriculum that allows students to work on earning high school credits. Odysseyware will be utilized for credit recovery and to support students to meet graduation requirements.
Partners for Digital	\$ 76,470.00	Increase students access to high-quality instructional materials in a virtual setting	Student outcomes will be measured through AIMSweb and enCASE progress monitoring and TCAP proficiencies and growth	Partners for Digital in an online state-aligned curriculum that supports our teachers in providing state standards-aligned curriculum in a virtual setting.
enCASE Mastery/Connect	\$ 106,127.22	Increase student mastery of TN State Standards in ELA, Math, Science, and Social Studies	Student outcomes will be measured through TCAP/EOC scores through percent proficient and growth	enCASE/MasteryConnect is a TN Standards-aligned benchmark assessment that provides students' predictability for mastery of TCAP assessments. The programs may also be utilized as a formative assessment tool to monitor progress toward mastery of standards.
Instructional Technology Coach	\$ 197,437.00	Increase student participation in instruction provided through technology	Student outcomes will be measured through participation in classes/courses in a virtual setting.	The Instructional Technology Coach will support teachers in integrating technology into their instruction in order to provide instruction in a virtual setting.
Four Elementary Interventionists	\$ 678,022.00	Increase students' opportunity for ELA/Math/WE intervention	Student outcomes will be measured through enCASE/MasteryConnect and AIMSweb progress monitoring	The additional interventionists will allow our elementary schools to reduce the student to teacher ratio to allow for more intensive intervention.
TN All-Corp Teachers and Assistants	\$1,115,969.94	Increase students' opportunity for ELA/Math/WE intervention	Student outcomes will be measured through enCASE/MasteryConnect and AIMSweb progress monitoring	Our participation in TN ALL Corps will address learning loss by providing high dosage, low ratio tutoring.
Teacher Tutors	\$ 113,164.00	Increase students' opportunity for ELA/Math/WE intervention	Student outcomes will be measured through enCASE/MasteryConnect and AIMSweb progress monitoring	Teacher tutors will address identified student learning loss due to pandemic as needed across all grade levels.

# 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:**

Elizabethton City Schools’ goal is for every student to have access to high-quality instruction that is aligned to Tennessee State Standards which leads to mastery. To achieve this goal strategic allocations have been made to support our teachers in this endeavor. All PreK - 5 teachers and administrators attended the two-week Foundational Skills training in the summer of 2021. TDOE approved textbooks for ELA were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks. We have invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, and Class-size Reduction Teachers. A Learning Management System was purchased and implemented to support our teachers and students with our 1-to-1 technology goal and to provide virtual instruction. A standards-based benchmark progress monitoring tool was purchased to provide us with the ability to monitor students’ progress toward mastery of Tennessee State Standards. We developed Summer Programs which served 392 priority students. Elizabethton City Schools will be participating in TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. ECS is participating in the AP Access for All program, has a standing partnership with Northeast State Community College to offer on-site dual enrollment courses, provides funding for students to enroll in dual enrollment courses from outside grants, and provides funding for students to pay for AP exams from other funding sources. ECS created two College and Career Advisor positions and an additional middle school counselor from GP funding. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

## *Middle and High School Opportunities*

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities		
High School Innovation		
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			
Students in Foster Care			
Students Experiencing Homelessness	\$ 41,916.85	The additional funding will help students experiencing homelessness by providing additional services, removing barriers, expanding transportation, and providing continuity by keeping students in school and on-track for advancement and ultimately graduation.	The additional funding will allow our district to provide additional services for students experiencing homelessness. We will provide grade-level and subject area tutoring for qualifying students in all grade-levels. Students can participate in our after-school program (at no charge). The program offers enrichment and homework assistance after school until 6:00pm. This program is also available through the summer and will also be available to qualifying students at no cost. We will also look to provide social services to meet mental health concerns as well as addressing the academic side.
Migrant			
Mental Health Supports	\$ 100,000.00	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	The mental health counselor will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, positive behavioral support, academic support and consultation with teachers, parents, and administrators.
Other: Social Worker	\$ 141,213.00	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	The social worker will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.

	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
	\$			
	\$			
	\$			
	\$			

# 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:**

Elizabethton City Schools is in partnership with Milligan University for the Grow Your Own Grant. We will work closely with Milligan University to support three Elizabethton City Schools employees to complete their degree and certification in education. The program will begin August 2021. Employees will have two years to complete their degree and certification. Our desire is to develop highly effective educators and to employ them when degree and certification are complete. Elizabethton City Schools will mitigate learning loss by adding two classroom size reduction teachers at EHS (English) and TAD (Math). The addition of these teachers at the schools will enable us to accelerate academic achievement by serving fewer students per class.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention			
Establishing Sustainable Teacher Recruitment Models			
Class Size Reduction	\$ 317,576.00	Reduce the teacher/student ratio and increase course diversification	The addition of two classroom size reduction teachers will serve students at EHS (English I & II and TAD (Grades 7 & 8 math) and provide fewer students per teacher in the specified subject/grade levels.
Other			

	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
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			



# FOUNDATIONS



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

All our facilities are over 45 years old, with one being 81 years old. During the mid-20th Century, schools were not built with the needs of the 21st Century classroom in mind. As a result, classrooms sizes and HVAC systems are issues we need to address. These funds will help us upgrade HVAC systems in multiple locations across the district, as well as lighting and window upgrades. Additional classroom space is needed at the junior high to accommodate the growing enrollment and increase fresh air intake into the building.

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	\$ 849,881.41	Access to this technology assisted the district in minimizing learning loss experienced during the pandemic by providing multiple ways students could stay connected with their peers and teacher during the pandemic. Without the ability to effectively reach all students remotely, student achievement would have been negatively impacted at a much greater rate than we experienced.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes.	Chromebooks, teacher laptops, document cameras, Chromebook carts, and Boxlight interactive panels were purchased. These purchases allowed for all students in the district to have access to a device to assist with in-person and remote learning. Teacher laptops allowed teachers to provide instruction in person as well as remote instruction as needed. The Boxlight panels will replace our aging Smartboards across the district and provide our teachers and students with the latest in interactive technology in the classroom. Should we have the need for remote learning, students will be able to interact with students in the classroom using their Chromebook and the Boxlight panel.
High-Speed Internet	\$ 93,530.00	Without the ability to effectively reach all students remotely, student achievement would have been negatively impacted at a much greater rate than we experienced.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes.	Hotspot & outdoor wi-fi access points were purchased. These purchases allowed for all students in the district to have access to high-speed internet at home and/or on school campuses.

<b>Academic Space: Facilities*</b>	<b>\$4,522,329.69</b>	Studies show that students are more alert and perform better when the learning environment is more comfortable and conducive to learning.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes. Student attendance rates will also be monitored to determine the impact on student progress.	HVAC Unit Replacements/Upgrades at multiple schools across the district. Addition at T. A. Dugger Junior High School. Classroom renovations at Harold McCormick Elementary School. Renovation includes new rooftop HVAC units, asbestos removal, windows, lighting, and floor tile.
<b>Monitoring, Auditing and Data Collection and Reporting</b>	<b>\$ 115,092.00</b>	ESSER Grants Manager who will maintain and complete budgetary requirements for ESSER funding and grant administration.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes. Student attendance rates will also be monitored to determine the impact on student progress.	ESSER Grants Manager will support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and grant administration.
<b>Other: Indirect Cost</b>	<b>\$ 33,557.69</b>			

	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:

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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
	\$			
	\$			
	\$			
	\$			

### *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
3 Interventionists (3 <sup>rd</sup> year)	\$ 230,000.00	Increased student achievement in ELA, Math, and Written Expression	AIMSweb benchmark testing, progress monitoring, and TCAP results	3 elementary interventionist positions would be retained for the third year (23-24)
Social Worker (3 <sup>rd</sup> year)	\$ 75,000.00	Increased student achievement and attendance.	MasteryConnect benchmark testing, AIMSweb testing, TCAP results, and attendance rates	Social worker position would be retained for a third year (23-24)
ELA Class Size Reduction Teacher (3 <sup>rd</sup> year)	\$ 65,000.00	Increased student achievement in ELA	MasteryConnect benchmark testing, progress monitoring, and TCAP results	High School ELA Reduction Teacher position extended for a third year (23-24)
Mental Health Counselor (3 <sup>rd</sup> year)	\$ 40,000.00	Increased student mental wellness, achievement, and attendance.	MasteryConnect benchmark testing, AIMSweb testing, TCAP results, and attendance rates	Mental Health Counselor position would be retained for a third year (23-24)
Instructional Technology Coach (3 <sup>rd</sup> year)	\$ 65,000.00	Increased student achievement in ELA, Math, and Written Expression	AIMSweb benchmark testing, progress monitoring, and TCAP results	Instructional Technology Coach position would be retained for a third year (23-24)

***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.**

Our district will hire an ESSER Grant Manager to provide oversight of funds and complete reports as required. This manager will also complete monitoring periodically during the grant period to ensure all funded items are implemented as designed. We will also utilize the ESSER Grant to assist in drafting and implementing a data collection and monitoring plan. The grant will also be used to assist the district in the execution of stakeholder engagement activities.

***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.**

We will continue to share ESSER information with our community on our website and through our district newsletter. It will also be an agenda item during our August School Board Meeting and at least annually through the life of funding. As a district and through our schools we will have family and community engagement plans which include meaningful reporting on the implementation of ESSER funded programs and services and gathering of community stakeholder input.

## SUPPLEMENTAL RESPONSES

**Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and be sure to include which area you are adding a response to at the beginning.**

## SUPPLEMENTAL RESPONSES *(continued)*

**Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and be sure to include which area you are adding a response to at the beginning.**

## SUPPLEMENTAL RESPONSES *(continued)*

**Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and be sure to include which area you are adding a response to at the beginning.**