



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: Clinton 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

LEA Name	Clinton City Schools	Director of Schools	Kelly D. Johnson
Address	212 N. Hicks Street Clinton, TN 37716		
Phone #	(865) 457 - 0225		
District Website (where plan is posted):	www.clintonschools.org		

Students & Enrollment

Mission & Vision		To educate our students to achieve their full potential by providing a safe and challenging environment.							
Grades Served		Pre-K-6	# of Schools	3		Total Student Enrollment	970		
Race/ Ethnicity	American Indian/Alaska Native			.5	%	Asian		1.7	%
	Black/African American			6.8	%	Hispanic		4.3	%
	Native Hawaiian/Pacific Islander			0	%	White		86.7	%
	Multiracial			7	%				
Economically Disadvantaged				29.4	%	English learners		.8	%
Students with Disabilities				16.5	%	Foster		.1	%
Students Experiencing Homelessness				.2	%	Students in Military Families		.5	%
Migrant				0	%	Students with High-Speed Internet at Home		90	%

Accountability

View the District Report Card:	https://reportcard.tnedu.gov/districts/11
--------------------------------	---

Funding

ESSER 1.0 Allocation	\$ 158,764	ESSER 2.0 Allocation	\$ 674524	ESSER 3.0 Allocation	\$ 1,514,886
ELC Allocation	\$ 0	Students Experiencing Homelessness Allocation:			\$ 0
TOTAL ALLOCATION:					\$ 2,348,174
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$ 539,619

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."*

TN All Corps Tutoring, Interventionists, Social/Emotional Supports, Math Coach

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	\$ 365,787	15.58 %
Summer Programming (Supplement to State Funding)	\$	%
Early Reading (Pre-K – 3rd)	\$ 32,927	1.4 %
Interventionists	\$ 373,705	15.91 %
Other	\$ 168,849	7.19 %

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$	%
Special Populations	\$	%
Mental Health	\$ 537,785	22.9 %
Other	\$	%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$	%
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$ 376,844	16.05 %

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$ 262,000	11.16 %
High-Speed Internet	\$	%
Academic Space: Facilities*	\$ 230,277	9.81 %
Auditing and Reporting (1% min. recommended)	\$	%
Other	\$	%

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:

The CCS Needs Assessment clearly indicates that our students lost out on opportunities to learn with school closures and quarantines/isolations associated with COVID. We will be participating in the TN All Corps Tutoring Program in collaboration with TDOE to provide high dosage/low ratio tutoring to a set of approaching students at each grade level. Each school will have additional teaching assistants through this funding which will allow us to provide intervention/ tutoring to all students who are below grade level for 45 minutes at least four times per week. A full time interventionist will be placed in each school to assist in providing additional academic services to students. Groupings will be given priority to the subgroups that experienced the greatest learning loss as per benchmarks/TCAP.

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		%			
1 st Grade	21	15 %	4	1:3	ELA Standard Specific Tutoring
2 nd Grade	21	15 %	4	1:3	ELA Standard Specific Tutoring
3 rd Grade	21	15 %	4	1:3	ELA Standard Specific Tutoring
4 th Grade	21	15 %	4	1:3	ELA Standard Specific Tutoring
5 th Grade	21	15 %	4	1:3	ELA Standard Specific Tutoring
6 th Grade	24	24 %	4	1:4	ELA Standard Specific Tutoring
7 th Grade		%			
8 th Grade		%			
9 th Grade		%			
10 th Grade		%			
11 th Grade		%			
12 th Grade		%			

	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 CCS provided 4 weeks of additional summer learning through TDOE grants - Summer Learning Camp, STREAM Camp, and Bridge Camp. This was a 7 hour a day learning camp with a focus on ELA, Math and STREAM.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services	Yes	No
Elementary	105	15 %	4	35	Tutoring to below 35% students		
Middle	17	17 %	4	35	Tutoring to below 35% students		
High School		%					
HS Transition		%					
* Applied to TDOE for transportation grant?						•	

Literacy

Link to **TN Foundational Literacy Skills Plan:** www.clintonschools.org

	Spending Amount Planned on...		
Grade Band	Approved Instructional Materials	Professional Development	Description
Pre-K	\$	\$	
Elementary	\$ 32,927	\$	Foundations and other foundational literacy skills materials
Middle	\$	\$	
High School	\$	\$	
			YesNo
* 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
Tutoring Programs	\$ 365,787	Increase in ELA and Math scores	Benchmarks and TN Ready	All Corps Tutoring and after-school tutoring intended to close learning gaps. Both ESSER 3.0 funds (see back page)
Interventionist	\$ 373,705	Increase in ELA scores	Benchmarks and TN Ready	Certified interventionists providing additional small group instruction to below grade level students in ELA during the school day.
Edgenuity Virtual Program	\$ 133,289	Maintain academic growth while virtual	2021 TN Ready	Virtual education program provided to students in 2020-21 who were unable to attend in-person instruction.
Additional Teaching Assistants	\$ 35,560	Maintain continuity of programs	2021 TN Ready and Benchmark data	Additional teaching assistants to cover classes, do health checks, cover mitigation efforts, and work with students.
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

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:

As indicated in the needs assessment, school closures, quarantines, isolations, and mitigation efforts associated with COVID impacted our students to a significant degree. CCS saw an increase in anxiety, depression, and suicidal thoughts. We plan to use some of our federal funds to address the social and mental health of our children through additional guidance counseling, BEST Class, and PAC Class.

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	N/A
High School Innovation	\$	N/A
Academic Advising	\$	N/A
Other	\$	N/A

	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	\$		
Migrant	\$		
Mental Health Supports	\$		
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
Guidance Counselors	\$ 324,438	Mental health capacity	Behavior reports, referrals	Guidance Counselors who will also implement Personal Accountability Class
BEST Teacher	\$ 213,347	Mental health capacity	BEST class referrals/data	BEST (Behavior, Social, Emotional, Trauma) academic class for regular education
	\$			
	\$			
	\$			

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:

CCS did not see an increase in the number of retirements and resignations due to COVID. However, the stress level of teachers has significantly increased as we strive to create and implement a recovery plan while still in the midst of a pandemic. Funds will be used to increase teacher capacity through a Math Coach and NIET partnership.

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	\$		
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
NIET Partnership	\$ 122,705	Increase teacher capacity and achievement	TN Ready, Teacher Evals, Benchmarks	NIET partnership to develop plan and capacity for closing learning gaps and accelerating student learning.
District Math Coach	\$ 254,139	Increase teacher capacity & Math achievement	TN Ready and Benchmarks	Math Coach to provide job embedded professional coaching to increase teacher capacity to close gaps in Math.
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



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

With limited funding to address capital projects across the district, several projects were desperately needed to be completed to ensure a safe, healthy learning environment for students. CCS is addressing air units and flooring as well as adding audio enhancement to all classes where students can hear clear instruction from the teacher, even through a mask. Additional funds were needed to cover COVID mitigation efforts.

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	\$ 262,000	teachers and students have updated devices	1:1 ratio; ability to do virtual	Purchase of teacher and student devices and classroom audio enhancement
High-Speed Internet	\$			
Academic Space: Facilities*	\$ 230,277	safe, healthy learning environment	Increased attendance	Improved HVAC, floors, social distancing items, and mitigation efforts
Monitoring, Auditing and Data Collection and Reporting	\$			
Other	\$			

	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:

N/A

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
Bathroom renovation	\$ 539,619	Increase capacity	compliance with	CES student bathroom
	\$		# of restrooms	renovation with new plumbing
	\$			and infrastructure.
	\$			
	\$			

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.

CCC implements tight internal controls over all district funding. The Director of Schools and Supervisor of Federal Programs signs off on all purchase orders. All purchasing documentation is kept in an ESSER notebook and uploaded into EPlan prior to reimbursement requests. The CFO, Director of Schools, Fiscal Assistant, and Supervisor of Federal Programs conduct quarterly meetings regarding purchases and reimbursement requests for all federal programs. UGG/EDGAR guidance is followed.

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.

CCS spent May and June actively engaging with a variety of stakeholders on the best way to spend ESSER 3.0 dollars. This input was used to formulate our implementation plan to address learning loss associated with COVID. Throughout the next three years, we will continue to share student benchmark data and the success of our programs with stakeholders. We will maintain a dialogue regarding the federal funds and will make adjustments as necessary to ensure that the funds are making the maximum impact on student learning. We will hold a parent/community meeting each semester to give updates on how the funds are impacting student achievement. We will also create a short video to place on social media in an effort to reach additional stakeholders in the community. Regular updates will be given at monthly School Board meetings and City Council meetings.

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.***

Academics - Tutoring Programs - and state-provided All Corps funds will be used to implement the All Corps program.

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.***