

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: Gibson County Special School District

Director of Schools (Name): Eddie Pruett

ESSER Director (Name): Paige Garner

Address: 130 Trenton Highway, Dyer, TN 38330

Phone #: (731) 692-3803 District Website: www.gcssd.org

Addendum Date: January 28, 2022

Total Student Enrollment:	3888
Grades Served:	PreK-12
Number of Schools:	9

Funding

ESSER 1.0 Allocation:	\$ 418,445.07
ESSER 2.0 Allocation:	\$ 1,575,980.82
ESSER 3.0 Allocation:	\$ 3,539,429.05
Total Allocation:	\$ 5,533,854.94

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$40,660.00	\$0	\$43,253.00
	Summer Programming	\$20,660.00	\$0	\$50,000.00
	Early Reading	\$0	\$133,297.00	\$74,743.00
	Interventionists	\$0	\$504,842.00	\$303,592.05
	Other	\$0	\$0	\$758,557.00
	Sub-Total	\$61,320.00	\$638,138.00	\$1,230,145.05
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0	\$0	\$0
	High School Innovation	\$0	\$0	\$0
	Academic Advising	\$0	\$0	\$0
	Special Populations	\$14,151.00	\$0	\$127,863.00
	Mental Health	\$0	\$0	\$0
	Other	\$173,630.57	\$0	\$157,791.00
	Sub-Total	\$187,781.57	\$0	\$285,654.00
 				
Educators	Strategic Teacher Retention	\$0	\$206,816.00	\$0
	Grow Your Own	\$0	\$0	\$0
	Class Size Reduction	\$0	\$0	\$0
	Other	\$0	\$0	\$867,006.00
	Sub-Total	\$0	\$206,816.00	\$867,006.00
 				
Foundations	Technology	\$152,147.00	\$445,592.00	\$925,096.00
	High Speed Internet	\$0	\$0	\$0
	Academic Space (facilities)	\$0	\$0	\$0
	Auditing and Reporting	\$0	\$0	\$41,675.00
	Other	\$17,196.50	\$285,434.82	\$189,853.00
	Sub-Total	\$169,343.50	\$731,026.82	\$1,156,624.00
 				
Total		\$418,445.07	\$1,575,980.82	\$3,539,429.05

Academics

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

Early literacy is an area of need for our district as demonstrated by our Aimsweb scores. The hiring of a PreK-grade 4 literacy coach supports teachers in the planning, implementation, and evaluation of best practice literacy strategies. The literacy coach will help teachers identify areas of student need and work alongside the teachers to dive deeper into their student data and meet the different needs in the classroom. The literacy coach will lead the teacher in connecting resources to specific student and small group needs. In addition, the literacy coach will facilitate collaboration among teachers to promote growth in their craft. The work of the literacy coach supports our investment as it specifically targets our foundational literacy needs. Along with the literacy coach, the district will hire 10 additional interventionists to accelerate academic achievement by providing focused, small group instruction to priority students. This instruction will be under the direction of certified teachers and academic coaches and will take place in addition to the regularly scheduled core instruction to maximize student growth. Supplemental programs and materials will be purchased as tutorial resources to accelerate learning loss and remediation for identified students. Waterford Reading and Math Classroom Advantage program will be used as remediation with identified students who have a learning loss in both reading and math. This program uses unique sequences to cover learning standards customized to each student while analyzing what skills the student has mastered and what they still need to learn. In addition, the program allows the students to use multiple times each day to give them the intensive instruction they need to perform on grade level. Bridge Math Intervention Kits and math manipulatives will be utilized during our Math RTI blocks by the interventionists to address learning loss with students in grades 3 through 5. BrainPop, a video database geared for K-8 students, will be offered as a supplemental support on standards being taught in the classroom. Our K-8 students will have access to this program at school, as well as home, which allows the educational content to always be available for our students. Funds will be used to purchase MobyMax, an online learning platform, at a total cost of \$10,009 to help struggling learners quickly catch up to grade level and close learning gaps for students in K-8 in all subject areas. This program will be utilized as a supplemental instructional tool for teachers and interventionists district-wide in our K-8 schools. Lastly, Reflex Math program will be utilized as a supplemental support for mastering basic facts in addition, subtraction, multiplication, and division. This program works with students at every level and helps them gain math fluency and build confidence to progress to a higher skill set.

2. Describe initiatives included in the "other" category

A high school math coach serving grades 9-12 classroom teachers will lead building efforts to increase math achievement for all student populations and facilitate the implementation of the TN Mathematic Standards. This investment is identified in our district needs assessment with our CASE data showing a 10-15% drop in our success rate in algebra I, algebra II, and geometry. The math coach will demonstrate exemplary instruction for all 9-12 math teachers through the following research-based practices: observations, coaching, model lessons, collaborative lesson planning, and small/large group professional development. In addition, the coach will help teachers build student conceptual understanding and assist teachers in diagnosing individual student math weaknesses and match these areas of need with

appropriate instructional strategies and resources based on the TN Mathematics Standards. The district RTI Specialist will analyze data and oversee the implementation of effective evidence-based interventions for Tier II and Tier III students. In addition, the specialist will actively participate in the progress monitoring assessment process (AIMSweb) at the school level in identifying and tracking students receiving services. A K-8 math coach will aid classroom teachers on best practices in academic interventions and other focused supplemental supports to improve 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:

To support student readiness and the school-related supports necessary to access high-quality instruction, our district will contract with a school psychologist to evaluate student referrals that may have been delayed due to lack of data or interrupted data due to the pandemic. Additional behavior support will be provided for students as needed. Supports will be provided for our SWD that will include additional and upgraded assessment protocol to provide evaluation materials for formative, summative, and eligibility assessments for students having or suspected of having a disability. These tests/protocols will ensure valid assessments in guiding focused intervention instruction for students and allow for better referral and identification of possible disabilities. Also, supplemental instructional supports will be provided for remediation as well as supplemental supports to strengthen high school curriculum for students who are on the Alternate Academic Diploma path.

2. Describe initiatives included in the "other" category

The district has hired a school social worker to connect students to real-time support. The social worker partners with school administrators and counselors to help develop and implement support plans for identified students throughout the school year. In addition, this position also provides support to classroom teachers to gain a better understanding of possible barriers to student learning. Our social worker's responsibilities include identifying students who need help, assessing the need, then providing information to students, parents, and school staff to help students adjust to the changes and challenges they may be facing. The social worker helps students, and their families access the specialized supports needed through community agency and resources.

In support of the "whole-child" initiative, the district will seek to improve the nutrition services by increasing meal service supplies and kitchen equipment to meet the nutritional needs of our students. The pandemic posed an issue with the preparation in the quantity of meals serviced due to the increased need of student meal participation. Due to this issue, additional kitchen equipment is needed as either replacements or additions to meet the meal participation demands. Our district values the connection between nutrition and student achievement and view this investment as an integral part of the learning environment.

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:

Our department supervisors provide educator support and aid in the process of building and retaining our highly effective teachers. Instructional supervisors and academic coaches work with teachers in the following areas; classroom management, semester/year pacing, lesson planning/chunking, communicating standards and objectives, building rapport with students, assisting teachers with the TEAM observation process, help teachers use available district instructional resources (e.g. Mastery Connect), provide clear understanding of special education and accommodations, and guide teachers to use student data for planning and differentiation of instruction. The district leadership team also provides additional professional development, with a focus on math and ELA best practices, for our interventionists and paraprofessionals. In addition, our instructional supervisors and school administrators collaborate on strategies to support struggling teachers and/or teachers with low teacher effect scores. As a means in supporting our teachers during the pandemic, our district recognized the additional workload teachers carried regarding virtual lessons and provided additional compensation of \$150.00 for each student they taught virtually. Our district continually strives to retain our highly effective teachers by recognizing their contributions through public "spotlight" notifications, teacher of the year events, a district differentiated pay scale, and leadership opportunities at the school and district level. We promote our highly effective teachers in a variety of capacities such as department chairs, display their talents as professional development presenters, have them serve as lead teachers, serve as mentors at the school level, serve on school level leadership teams, and allow referral-based teachers to observe in their classroom and/or conduct co-teaching opportunities. Many of these opportunities are supported through extra pay and serve as an investment in retaining our highly effective teachers.

2. Describe initiatives included in the "other" category

As a means in supporting our school personnel during the 2020-21 school year, the district provided a one-time bonus for instructional staff (\$1,800) and non-instructional staff (\$1,000) for the services each employee provided during the pandemic. Our employees completed an unprecedented school year with responsibilities never faced before. This bonus supported our investment in teacher retention and aided in the acknowledgment of additional roles and responsibilities completed during the pandemic.

Foundations

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

A Learning Management System (LMS) was implemented to help create, adopt, administer, distribute, and manage activities related to classroom learning for students. The LMS helped teachers and administrators create online courses for specific subjects by generating content, course completion timeline, and assignments. The LMS provided a digital space for the ability to connect to students with subject-specific media, documents, and other resources that supplement and enrich the curriculum.

The program allows for further expansion both on campus and off on personalized learning, blended learning, and professional development for both teachers and students that's reliable and flexible to meet the districts needs to ensure academic success. Our district transitioned to a 1:1 environment starting the 2021-22 school year for our high school students (9-12 grade). The 1:1 environment allows our students to have equal access to all digital materials and assignments with the class, enhancing technology, and learning skills students need when they graduate. Our 7th and 8th grade students received enough laptops by way of mobile carts to move the student to computer ratio to 1:2. This allows our students the opportunity to utilize devices during the school day so that when they transition to high school they will have the appropriate skill level to utilize the laptop for instruction at school and home and will be familiar with district-provided platforms. To address learning loss district-wide, all classrooms will receive an interactive panel. This panel projects instructional content in a dynamic and intriguing way, making students excited about learning. Panels are interactive so students of all ages will have the opportunity to interact with the board engaging all learning styles. In addition, the panels are equipped with enough lumens to keep classroom lights on and are capable of being a small group learning station while the lead teacher is working with another small group of students. Audio Enhancement devices will also be installed in all content focused areas to ensure students have equal access to sound coming from digital devices and the teachers voice while he/she teaches. Equitable sound throughout the classroom ensures students have equal access to all sound, enhancing the learning experience and breaking down any barriers associated with noise level.

2. Describe initiatives included in the "other" category

The district will hire a technology coach to provide instructional guidance and assistance for our teachers to ensure they are utilizing the technology devices and teaching in a way that will address learning loss. The coach will also work one on one with teachers to enhance their instructional delivery. Also, the district will hire a computer technician to maintain the operation of our 1:1 laptop devices utilized by our students in grades 9-12 and laptop carts for grades 7 and 8 to ensure continuity toward helping students recover from regression. The district will purchase AutoPilot Enrollment software that will be used to set-up, manage, and deliver 1:1 devices for students in grades 9-12. Additional materials/supplies will be purchased to maintain the new devices such as: 2 lock-n-charge FUYL towers to be placed at our 2 high schools to serve as a hands-free way of providing units. The damaged laptop is put in the tower by the student and the technician picks up the laptop from the locked locker cell limiting contact between the student and technician yet provides a safe locked storage location for pick-up and drop-off; power units for the towers that are wired with USB C power cables to charge the laptops being purchased for our 1:1 program; and 15 lock-n-charge towers for our 1:1 devices. These units store approximately 30 laptops and allow the computer technician to safely store student laptops when school is not in session, store spare units during the school year, and help with deployment each year as the units are not only locking units but charging units as well. This allows for a fully charged laptop to be handed to a student during the deployment phase each school year.

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.

The ESSER Director actively monitors ESSER grant allocations and prepares program budgets and budget revisions as needed to ensure compliance with statutory requirements. Additionally, the ESSER Director collaborates with the district leadership team personnel in the collection and management of all required data elements. Required reporting elements will be posted on the GCSSD website for public viewing and comment. The ESSER Director, along with the Finance Director, audits all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications. Additionally, the ESSER Director and Finance Director audits expenditures prior to requesting grant reimbursements and maintain documentation necessary for year-end audit reporting. Information is reported to stakeholders during school board meetings, administrative meetings, faculty/staff meetings, community/parent advisory meetings, and posted on the school district website as updates are made. Procedural protocols will be adjusted as needed when additional guidance for required elements at the state and federal levels are released.

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.

GCSSD will meet the 20% requirement on direct services to students to address learning loss by implementing the following strategic allocations:

- 10 new classroom interventionists
- Elementary and high school math coaches
- PreK-4 literacy coach
- Laptop devices for 1:1 implementation grades 9-12
- Interactive instructional classroom panels
- Classroom audio enhancement devices
- RTI Specialist
- Laptop carts for grades 7 & 8
- Instructional Supplies/Materials/Programs to include:
 - Waterford Reading
 - Bridge Math Intervention Kits
 - Math Classroom Advantage
 - BrainPOP
 - MobyMax
 - Reflex Math
 - ISpire
 - Alternate Academic materials

GCSSD will begin implementing TN ALL Corps during the 2022-2023 school year.

Family and Community Engagement

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

GCSSD provides ongoing communication of all ESSER plans and any other relief funds by posting the most current information on the district website. The district continues to solicit and consider insights from all stakeholders to aid in mitigation strategies to keep students and staff safe while providing a positive learning environment. Solicitation is conducted through various formats, which include but not limited to, parent and staff surveys, district and school level leadership team meetings, and teacher advisory meetings. Events available for families and other key stakeholders for meaningful engagement opportunities consist of school board meetings, family engagement activities such as Back to School/Open House and family oriented academic events, parent advisory committee meetings, student advisory clubs, and PTO school level meetings. Plans are reviewed every 6 months and updated as needed with consideration to CDC and local health department guidance. Any changes to the ESSER plans are communicated through updates on the district website.

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

Our district utilized multiple means to gather feedback and insight from our various stakeholders that assisted in the development of our plan. In May 2021, our Director of Schools developed a video that served as an informational session to provide an overview of ESSER 3.0 funding. The video was shared on YouTube for viewers to gain insight on the strategic allocations of our ESSER 3.0 funds. To receive feedback from parents, community members, teachers, staff, and other stakeholders, a google form was included at the end of the video for comments. On May 20, 2021, our Director of Schools issued an email to all GCSSD staff to inform them of the video release and to solicit feedback. In September 2021, GCSSD issued a second survey requesting additional stakeholder input. The survey was disseminated through all social media venues from the district level including our website and GCSSD App. The post advertising the survey link was shared at all 9 schools and was included in their "live feed" and/or news section of each school website. School level administrators and classroom teachers circulated the survey through school/classroom Facebook pages, Remind App, and other school level communication sources to promote feedback. The efforts were rewarded with a total of 2,649 responses with the highest participation rate from students at 54%.

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

In the dissemination of the surveys, our school level administrators made it a priority to ensure ALL families had access to completing and submitting the survey. School staff was available to assist diverse family members with questions regarding the survey and families were allowed to use the school library for computer access if needed. The Director of Schools specified a time during the school day for all students and staff to have the opportunity to complete the survey. School level administrators utilized scheduled meetings such as PTO, school leadership team, faculty, and family engagement opportunities with a diverse population of stakeholders to discuss ESSER 3.0 initiatives and gather feedback.

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.

Solicitation is conducted through various formats, which include but not limited to, parent and staff surveys, district and school level leadership team meetings, and teacher advisory meetings. Events available for families and other key stakeholders for meaningful engagement opportunities consist of school board meetings, family engagement activities such as Back to School/Open House and family oriented academic events, parent advisory committee meetings, student advisory clubs, and PTO school level meetings.