

## ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

### General Information

LEA Name: Clinton City Schools \_\_\_\_\_

Director of Schools (Name): Kelly D. Johnson \_\_\_\_\_

ESSER Director (Name): Lori Collins \_\_\_\_\_

Address: 212 N. Hicks Street Clinton, TN 37716 \_\_\_\_\_

Phone #: 865 457 0159 \_\_\_\_\_ District Website: clintonschools.org \_\_\_\_\_

Addendum Date: January 23, 2022 \_\_\_\_\_

Total Student Enrollment:	934
Grades Served:	K-6
Number of Schools:	3

### Funding

ESSER 2.0 Remaining Funds:	<b>42,139.69</b>
ESSER 3.0 Remaining Funds:	<b>847,145.68</b>
<b>Total Remaining Funds:</b>	<b>889,285.37</b>

### Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		141,613.55
	Summer Programming		
	Early Reading		
	Interventionists		330,602.62
	Other	286.26	143,286.76
	Sub-Total		615,502.93
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		190,127.85
	Other		
	Sub-Total		190,127.85
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	18,944	41,514.90
	Sub-Total		41,514.90
Foundations	Technology	23,287.84	
	High-Speed Internet		
	Academic Space (facilities)		
	Auditing and Reporting		
	Other		
	Sub-Total		0
<b>Total</b>		<b>42,518.10</b>	<b>847,145.68</b>

## **Academics**

1. Describe 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 the school closures, quarantines, and isolations associated with COVID.

ESSER 2.0 and 3.0 funds will be used to provide materials and equipment needed to support student intervention and instruction. Foundational skills, as well as ELA and mathematics materials will be purchased to support students across all grade levels to fill learning gaps created by the pandemic.

ESSER 3.0 Funds will be utilized to fund 3 Certified Interventionists to work with both ALL Corps Tutoring and regular interventions to address learning loss. Funds will additionally be used to fund 3 teaching assistants to support ALL Corps tutoring. This will allow groups to be small and differentiated based on the identified needs of the students.

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

Funds allotted in the Academic Other category include materials and supplies needed to provide interventions for students impacted by learning loss.

As we determined the gaps and learning loss caused by the pandemic, we saw the need for a certified math coach to provide support for teachers. This coach provides job embedded support and professional development for our educators in mathematics. This position meets with teachers individually and by grade level. She is responsible for the development of pacing guides and standards clarifications. Her role is integral to the growth of our students.

## **Student Readiness**

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

The mental health of our students continues to be a critical need. We saw an increase in anxiety, depression, and suicidal thoughts among our student population. Staff surveys revealed a need for additional training and support to provide for the needs of our students. The Capturing Kids Hearts program was a district wide multi-day training to prepare all our staff members in supporting our students' mental health needs.

An additional guidance counselor was added with these funds with the same goal in mind. The mental health needs of our student population could not be ignored. We needed additional feet on the ground to provide immediate and critical support.

2. Describe initiatives included in the “other” category.

N/A

### ***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.

N/A

2. Describe initiatives included in the “other” category.

Educator Other allocations include a partnership with the National Institute of Excellence in Teaching. This partnership will be used to strengthen the pedagogy of teachers as they work to close the gaps created by the pandemic. NIET will support planning, instruction, and assessment strategies for teachers across the district. Administrators will be given opportunities and support to grow as academic leaders to guide the work of closing the gap.

### ***Foundations***

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

Updated and additional technology equipment is needed to replace outdated or damaged Chromebooks and provide iPads for our primary students. The pandemic closures, isolations, and quarantines created the need for students to take home their devices to participate in synchronous and asynchronous learning. This added wear and tear on devices we would not normally see. Funds were set aside to replace damaged or outdated devices.

Our work with foundational skills and our assessment plan demonstrated that our youngest students didn’t navigate the Chromebook easily. After much debate and discussion it was determined the iPad would more readily suit the needs of our youngest students. The iPad allows students to navigate through the foundational skills programs and the benchmark assessments with less stress.

2. Describe initiatives included in the “other” category.

N/A

### ***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.

CCS 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.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

CCS is participating in TN All Corps to provide additional tutoring support. 100% of ESSER 3.0 funding will be used to provide direct services to our students.

### ***Family and Community Engagement***

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

CCS actively engages with a variety of stakeholders as to the best way to spend ESSER funds. This input was used to formulate our implementation plan to address learning loss associated with COVID. 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. Regular updates will be given at monthly School Board meetings and City Council meetings.

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

The district conducted paper surveys with parents and students. An additional video was created and placed on the website and social media inviting additional input and feedback.

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

All stakeholders were provided the document and opportunity to provide input to the plan. All feedback was collected, analyzed, and considered for the revision.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

CCS provided paper surveys and online video explanations. Feedback was encouraged via email, phone, or in person. Regular updates were given during monthly school board meetings, city council meetings, Anderson County Chamber or Commerce Board meetings, Clinton Rotary Club meetings, and Education Foundation meetings. School board and city council meetings were recorded and televised to allow all stakeholders opportunity to hear discussion and offer feedback.