

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. 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 plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming		
	Early Reading		
	Interventionists		\$816,121.16
	Other	\$25,537.62	\$134,187
	Sub-Total	\$25,537.62	\$950,308.16
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations	\$187,953	\$10,520.17
	Mental Health	\$63,996	\$107,280.32
	Other		
	Sub-Total	\$243,949	\$117,800.49
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		\$14,362.65
	Sub-Total		\$14,362.65
Foundations	Technology	\$5,000	\$25,000
	High-Speed Internet		
	Academic Space (facilities)	\$1,444	\$1,076,525.24
	Auditing and Reporting		
	Other		
	Sub-Total	\$6,444	\$1,101,525.24
Total		\$283,930.62	\$2,183,996.54

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: Sweetwater City Schools _____
 Director of Schools (Name): Rodney Boruff _____
 ESSER Director (Name): Bethany Hughes _____
 Address: 220 South Clark Street, Sweetwater, TN 37874 _____
 Phone #: 423-337-7051 District Website: www.sweetwatercityschools.com _____
 Addendum Date: September 15, 2022 _____

Total Student Enrollment:	1425
Grades Served:	PreK-8
Number of Schools:	4

Funding

ESSER 2.0 Remaining Funds:	\$283,930.62
ESSER 3.0 Remaining Funds:	\$2,183,996.54
Total Remaining Funds:	\$2,467,927.16

Academics

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

Sweetwater City Schools is committed to building K-2 teachers' foundational literacy knowledge. The district continued to access the free training resources available through the state department during the summer of 2022 which ensured that the educators had access to the latest research, its implications for instruction, and practical tools that showed them how to apply new learning in their own contexts. The training was a two-week series with the first week being an online module and the second week being an in-person training. Sweetwater City Schools worked in conjunction with Monroe County to support the in-person training. Furthermore, teachers are utilizing the Expeditionary Learning and Wit and Wisdom built-in summative and formative assessments within the modules provided by the curriculum. This will ensure rigor and relevance to all assessment measures throughout the year. In addition, it will increase the opportunities for more appropriate and meaningful data conversations for the school system's parents, students, and fellow teachers. Since the school system implemented a new math curriculum (iReady Math) during the 2022-2023 school year in select grades (2, 4, and 5), there is a need for additional resources associated with that curriculum or with the needs of the students. The students may need to use additional or different manipulatives in these grades with the addition of a more robust curriculum. There will also be the need to print and distribute the open resource curriculum. This will be in the form of student workbooks and teacher manuals. It is clear that shifts are coming in math and the school system wants to be forward thinking as a district on how to best prepare the teachers and students to ultimately see better success rates. Since there is relatively new curriculum for both reading and math along with the fact that a higher percentage of students will be needing Tier II and Tier III services, it was determined that the additional funds will need to be utilized to ensure that the teachers are providing high quality instruction with fidelity (PD) and to provide adequate materials for them to use during their instruction.

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

ESSER 2.0: funds (\$25,537.62) are designated to purchase textbooks for students

ESSER 3.0: funds (\$134,187) were used/designated to purchase educational programs to be used at the various schools- Education Galaxy, Explore Learning, Generation Genius, Reflex Math, Eureka Math

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 following describes the process that will continue to be used to monitor the students in order to support student readiness: At K through 8th grade levels, iReady (reading and math) is administered. If a student scores above the 25th%, the student receives just Tier I services. If a student scores below the 25th% on either test, the appropriate Aimsweb Plus (reading and/or math) test, is administered. Based on the data collected from these Benchmarks, students are placed in the Tiers (I, II, or III). The instructional coach at each school works with the RTI Coordinator and intervention teachers and regular teachers to ensure that students are placed appropriately and receive the correct specific skill instruction. School level teams (instructional coach, RTI Coordinator, interventionists and regular teachers) meet every 4 ½ weeks to analyze the data and make any necessary changes to a student's program. Progress monitoring is done using Aimsweb Plus and the specific subtest depends on the grade level and skill deficit area. In both reading and math, Tier

II and Tier III students receive their intervention during a 30 minute intervention block. In reading (decoding and fluency), students in grades K-2 and grades 5-8 receive instruction with the SPIRE program. In grades 3 & 4, the TN Foundational Skills Curriculum is used for these skill deficits. In reading comprehension, in grades 2-5, ELL is used in the intervention classes. In grades 6-8, Language Live is used. In Tier II, Zearn is the math intervention used at all grade levels. In Tier III, the same instructional programs are used for the first thirty minutes. An additional 15 minutes of instruction is provided through computer based programs (iReady and Reading Horizons software). Students with behavioral needs (prevocational, social/emotional and adaptive behavior) are followed through the RTI2B process. If additional supports are needed, then the school guidance counselor or school psychologist may be involved to provide intervention and/or a specific behavior plan. When the RTI teams meet and discuss the students' progress, other factors are also considered. There have been cases when students are consistently late to school and were missing their intervention services. The team decided it would be best to rearrange the child's schedule in order to make sure that the child was getting the support that he/she needed. Each instructional coach and RTI Coordinator review the data specific to the building. The system wide team (instructional coaches, RTI Coordinators and instructional supervisor) meet about once per month to discuss the services being provided, the efficacy of the interventions and any possible changes that should be made. Many students who experience phonological deficits also receive academic intervention services through one of the Tier II or III groups. When students only exhibit some weaknesses, the speech/language therapists have tried a few different techniques in order to try to help them before referring them for further evaluation. These techniques have included: providing the regular teacher different methods to use in the classroom and/or providing short periods of individual intervention with a specific child to help the student in the specific area of deficit. In these cases, the student's progress is monitored for a period of time to see if he/she can make progress without actually receiving special education services. Due to the fact that a high percentage of the system's students have exhibited learning loss related to COVID 19, there has been an increase in the number of students requiring Tier II and III services. The need to provide high quality instruction in the intervention programs has prompted school personnel to invest in both reading and math materials (with very systematic instructional features) as well professional development (to ensure that the materials are used with fidelity).

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.

The school system regularly has student teachers from Tennessee Wesleyan, Cleveland State, Tusculum and/or Lee University placed in one or more of the schools. During the 2021-2022 school year, the Instructional Supervisor and Human Resources Director participated in a virtual Job Fair at the University of Tennessee and a job fair at Lee University. The Federal Programs Supervisor regularly administers the Parapro Praxis Test and has regular access to potential candidates for parapro positions. As noted, the school system routinely supports people in their effort to transition from an assistant position to a certified position. According to the most recent survey, 91% of the teachers reported a positive school climate. Since a high percentage of the teachers indicate that they feel that the school climate is positive, then the chance of maintaining highly effective teachers is better. It was also noted that 85% of the system's teachers report that they receive support toward long range goals. This includes leadership opportunities as well as transitioning people from assistant or intern

positions to certified positions. This percentage is slightly lower than the previous year's survey. Teachers who are highly effective are provided leadership roles within the system. They may act as a mentor for a new teacher and/or a teacher who is struggling with academic expectations and/or classroom behavior management. School system administrators encourage all teachers to collaborate with each other in order to share ideas regarding effective academic and behavioral strategies and to pass on any areas of expertise (e.g. curriculum, technology, differentiation, scaffolding, etc.). When teachers engage in any activity beyond the scope of their contract, a number of incentives have been utilized; such as, stipends, comp time, and material/supply purchases.

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

ESSER 3.0: funds (\$14,362.65) are designated for professional development activities (such as, TNTP support, in-service for purchased programs-Great Minds, Reading Horizons, etc.)

Foundations

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

Sweetwater City School System has installed Boxlight Active Panels in all of the classrooms in the four schools. The boards have allowed teachers to regularly incorporate technology into their instruction and students are more engaged when they can also use the boards. This new technology allows multiple students to participate in the interactive activities in their own space. It was determined that this is more important now with the continuing concerns related to the increase in COVID-19 cases.

At this time, all students in the school system have a Chromebook. Since the initiative was started several years ago, many of the Chromebooks are older and do not work properly (missing keys, no longer hold a charge, broken screen, etc.) and they will need to be replaced. Due to the need to ensure that all students have a working Chromebook in the event of a quick decision to quarantine or close schools related to COVID-19 it was determined that additional Chromebooks should be purchased.

It was determined that it would be imperative to maintain a safe and healthy environment in order to ensure that all stakeholders (administrators, teachers, staff, parents and students) are able to remain in school with fewer absences. This is directly related to having a positive effect on academic achievement for several reasons: If the school buildings/facilities are in disrepair (which could cause accidents, sickness, etc.), then a higher absentee rate for all school personnel and students can occur which would adversely affect academic achievement. Teacher absences create a disruption in instruction because substitutes are not able to provide the high quality instruction that would be given by the teacher, Student absences directly affect their own learning (particularly if several days are missed due to quarantining).

Consequently, the following strategies will be implemented to help in this area: All of the proposed facility upgrades are designed to create more energy efficient and healthy school environments. In order to assess the effectiveness of the upgrades, the school system's attendance rate will be reviewed throughout the school year as well as from one year to the next for several years. The goal is to reduce the absenteeism rate related to student and/or school personnel illness. The Coordinated School Health supervisor and the LPN/nurses will maintain documents relating to the number of COVID-19 cases, quarantines, absence rates, etc. throughout the 2022-2023 school year. These records should help to allow school personnel to compare how the Sweetwater City School System is doing with other school systems and the state as far as number of cases.

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.

The ESSER point of contact will maintain the records related to ESSER 3.0. This will include the current budget and Purchase Order documents (which will include the completed requisition form, bid or quote, packing slip and invoice). At the end of each month, the finance director will provide a copy of the expenditure report to the ESSER point of contact. The ESSER point of contact will then make sure that the expenditure reports match the Purchase Order documents. If there are any discrepancies, the ESSER point of contact person will investigate it and fix whatever is inaccurate in order to ensure that everything matches. This process ensures that there will be continual monitoring of the funds being expended, an assurance that the system is purchasing what is in the budget and no line items are exceeded. When the finance director needs to request reimbursements, copies of all purchase documents will be forwarded so that they can be uploaded with the request.

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.

When the instructional supervisor, school administrators, and instructional coaches met before the school year started, they worked on school schedules and grouping for each school. During this process, it was noted that a high percentage of the school system's student population would need intervention support (either Tier II or Tier III). A review of the data indicated that many of the students enrolled in the virtual program during part or all of the 2020-2021 school year. Furthermore, many students missed instructional days due to quarantining and/or school closure. It was determined that, as a result of COVID 19, there would be more students who would require continued extra support throughout the 2022-2023 school year. Consequently, the following expenditures are needed to provide this extra support.

Funds have been used to purchase Geodes for the Wit and Wisdom reading program and additional Little Books for the Reading Horizons foundational literacy program that is being used at Sweetwater Primary School. Geodes are Readables, a unique type of text in which specific decoding strategies are coupled with content and vocabulary, resulting in wonderfully rich books. While most early literacy books are quite basic, Geodes are rich with facts and ideas that spark students' curiosity about the world around them. The Little Books from the Reading Horizons foundational literacy program will allow for enhanced small group instruction during Tier One instruction. The books will allow teachers to scaffold their instruction with students at different levels of early literacy. The use of the books will also ensure that students in Tiers II and III receive high quality instruction in decoding and basic reading skills in order to close the gaps that are related to COVID-19. In order to avoid any more learning loss, students will also be able to take the books home to have additional practice with their parents. In order to ensure that the SPS teachers use the Wit and Wisdom early literacy/reading program and accompanying Geodes with fidelity- particularly with Tier II and Tier III students, additional training will continue to be provided in the 2022-2023 school year. This training will continue to focus on the scaffolding of these programs and how to support "at risk" students.

Funds have been used to purchase several computer programs designed to address the learning loss that has occurred in reading, math and science. The programs (requested by the school administrators and instructional coaches) incorporate assessments (pre, monitoring and post) and instruction at each student's level based on the data attained from the assessments. As indicated with other purchases, the programs will be used to ensure that the students in Tier II and III receive instruction in their specific skill deficit in an effort to close the gaps in their learning. The following programs have been requested: Education Galaxy (3 year subscription)- reading and math instruction for grades 3 & 4; Reflex Math (3 year subscription)- math instruction for grades 3 & 4; Generation Genius (3 year subscription)- science instruction for grades 3-8. Based on the 2022 TCAP data, the students did not exhibit adequate gains in science. Due to the school closure in spring 2020 and interrupted instruction in 2020-2021 (related to quarantining and school closures), it is felt that the students experienced difficulty learning the science concepts which created gaps in their learning. Since the intervention programs focus on reading and math, it was determined that a science program should be provided for the students who are experiencing difficulty understanding the grade level concepts.

Funds will be used to purchase supplies and materials for two science labs- one at Brown Intermediate School and one at Sweetwater Junior High School. As noted previously, the 2022 TCAP results document that the students in grades 5-8 did not meet the targets in science. The school administrators and instructional coaches determined that this occurred because of the lost instructional time over the last two years related to COVID-19. Throughout last year, the intervention services focused on reading and math. It was determined that, in order to also focus on science and to help the students gain a better understanding of the concepts, the previously mentioned science program would be used as an intervention support to the regular science text. Additionally, a science lab at each school would be used to provide hands on instruction to further help the Tier II and III students close the gaps in learning and have a better understanding of the concepts.

Funds have been used to purchase math manipulative for the iReady math program that is being used in select grades. Since many students (particularly students in Tier II and III) tend to respond better to more interactive instruction, it was determined that the manipulatives would be beneficial in ensuring that the students gained a better understanding of the concepts being taught in math. Funds have been used to purchase math textbooks for the elementary grade levels. At this time, the students appear to be exhibiting more gaps in math and require more intervention services due to the sequential nature of the subject and the missed instructional days due to COVID-19.

Funds for 6 part time- 5 hour (4.62 FTEs) interventionists and one full time (1.0 FTE) interventionist in order to provide additional instructional support to at risk students due to loss of learning related to required quarantining as well as possible deficits noted when students chose virtual learning instead of in person instruction during the 2020-2021 school year. During the 2021-2022 school year- two part time interventionist positions will be added to the RTI2 staff at three of the schools (SPS, SES & SJHS) and one full time will be added at Brown Intermediate School. Based on results from the 2022 TCAP Assessment and beginning of the year Benchmark Assessments in both reading and math, school teams will determine which students need additional support and in which subject area. These decisions will be used to determine the interventionists' schedule at each school. The Sweetwater City School System has already purchased high quality reading and math instructional materials that are currently being used in the intervention programs.

Funds for four (4.0 FTEs) RTI2 coordinators in order to provide support at each school. These coordinators will be responsible for ensuring that an intervention schedule is in place and followed with fidelity. This person will also be tasked with making sure that the high quality instructional programs are being provided with fidelity. Additionally, this person will monitor the students' progress and maintain the records.

Funds (\$500,000) have been set aside to fund the school district's contribution toward the TN ALL Corp Partnership. District personnel (Instructional Supervisor, Principals and Coaches) will determine which model will be most appropriate and will collaborate to finalize the details and expenditures.

Prior and post assessments will be utilized to gauge the effectiveness of student learning during the 2022-2023 school year. A comparison of the reading, math, and science 2021 TCAP test results with the 2022 TCAP test results will also be made. The instructional programs will align with the academic goals of the district.

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.

Several methods were used in order to attain input from the school system's stakeholders. The original recommendations focused on improving school buildings (HVAC in schools and cafeterias, gym floors, parking lots, bathrooms), technology (upgrading Active Panels, better Chromebook management system, access to online learning) and instruction (different computer programs, textbooks- so all students can have their own and be able to take them home, improved communication with teachers- particularly, if a child has to be home due to quarantining and/or school closure). Many of these items were included in the budgets. Since there have been amendments to the ESSER budgets, there have been regular conversations with the school system's stakeholders (community members, board members, school administration and teachers and families). As the year continues to progress, another survey will be posted (with the hope of attaining more input) and principals and teachers will be asked for additional input. The executive PTO board meets quarterly and the topic has been regularly included at these meetings as well.

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.

All of the documented meetings (health department, PTO, school system leadership team and board meetings) have focused on the school system's instructional practices, health and safety policies, and the emotional well-being of school system personnel and students throughout this unprecedented time in education. Since there have been new strains of the virus (which have caused many policies and procedures to be updated) and the school system is committed to providing high quality and consistent instruction to the students, the main topic of conversation during these meetings is COVID-19 and ways that school system employees can maintain the high standards. These meetings include many different stakeholders from a variety of the interest groups within the community. Therefore, it is felt that at least a minimum of 10% have been informed and included in the discussions regarding the school system's needs, spending plan, and recommendations for the entire educational program in the Sweetwater City School District. As these groups continue to meet and additional recommendations are made for the ESSER funds, the individual plans will be amended as deemed appropriate.

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

Initially, the school system attempted to attain feedback from a diverse population of stakeholders by using the on line survey. As noted, there were representatives from several interest groups, but not many from each group. Continued efforts to attain comments/suggestions have been made with the meetings at the health department, PTO, and school system leadership (which principals and assistant principals are encouraged to

bring feedback from school staff, students and parents). As noted, another on line survey will be developed and posted within the near future.

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.

In order to attain as much feedback as possible (when first developing the plan), the school system initiated the process with an on line survey. Unfortunately, not many people provided responses. It was noted that all interest groups were represented (families, community member, SCS employees, students, elected official);

However, not very many from each group completed the survey. As noted, several of the suggestions were included in the spending plan. Throughout the 2022-2023 school year, the local health council, including the school system's Coordinated School Health Coordinator, meets regularly to discuss policies and practices related to COVID-19 and any suggestions regarding additional expenditures that need to be made with ESSER funds are presented to the ESSER Committee. As noted, the Sweetwater City Schools PTO meets quarterly and they regularly discuss what may need to be changed and/or added to the spending plan. The school system's leadership team (Director, Instructional Supervisor, Federal Programs Supervisor, Principals and Assistant Principals) also meet regularly to discuss the instructional programs and practices that are occurring throughout the district. During these meetings, the ESSER expenditures are also reviewed and any needed changes and/or additions are discussed.