

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2023

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 (**March 1 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 FY24 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 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: **Dyer County School System** _____

Director of Schools (Name): **Cheryl Mathis** _____

ESSER Director (Name): **Greg Cherry** _____

Address: **159 Everett Ave.** _____

Phone #: **731-285-6712** _____ District Website: <https://www.dycs.net> _____

Addendum Date: **September 13, 2023** _____

Total Student Enrollment:	3,611
Grades Served:	PreK – 12
Number of Schools:	8

Funding

ESSER 2.0 Remaining Funds:	\$146,157.11
ESSER 3.0 Remaining Funds:	\$2,298,795.59
Total Remaining Funds:	\$2,444,952.70

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming		\$15,826.21
	Early Reading		
	Interventionists		\$91,808.00
	Other	\$122,958.10	\$775,888.80
	Sub-Total	\$122,958.10	\$883,523.01
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations	\$5,495.35	
	Mental Health		
	Other		
	Sub-Total	\$5,495.35	\$0.00
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$17,703.66	
	Sub-Total	\$17,703.66	\$0.00
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)		\$1,316,884.44
	Auditing and Reporting		
	Other		\$98,388.14
	Sub-Total	\$0.00	\$1,415,272.58
Total		\$146,157.11	\$2,298,795.59

Academics

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

Tutoring through the TN ALL Corps will be available before and after school, as well as embedded into the school day for students in grades 1-8 to address learning loss. Certified district teachers, certified non-district teachers, retired teachers, and assistants will provide tutoring services to students needing extra support. The ratio for tutoring will be three to one in grades 1-5, while in grades 6-8, the ratio will be four to one. All of the tutoring resources that are offered through ALL Core will be utilized in grades 9-12, as well as a before and after-school tutoring program.

Dyer County Schools will continue to utilize funds to invest in academic material and manipulatives and for academic and attendance recognition for our high school summer program. Funds will be used to encourage participation through daily attendance and recognize students' academic growth and progress achievement.

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

Due to the pandemic, there is a need to address learning loss in reading and math specifically related to ACT. In addition to Tier I instruction, tutoring and intervention will be provided. ACT workshops will also be provided. One session will be held during school hours, and two sessions will be held during the 2024 summer camp. These workshops will give specific instruction, materials, and tutoring. Jane Ross Tutoring will provide the workshop. Learning and learning loss closures will also be assessed through universal screeners and state testing.

Flyleaf reading materials will provide support/intervention in grades K-5 by using explicit teacher-led instruction in the area of early literacy skills through the use of decodable readers. Differentiated, small group instruction provides instruction to promote growth in literacy.

DreamBox Learning Reading Plus for all 3-12 students to be utilized in ELA and RTI programs. Reading Plus will connect rich assessment data to personalized digital learning and teacher-led instruction. The Reading Plus experience is personalized to each student's interests and academic strengths and builds cross-curricular content-area knowledge. Reading Plus will provide tools to support a culture of literacy.

The Edgenuity platform is being used as an online intervention instructional program to address credit recovery needs. Special populations are addressed within the online platform so that equitable services are provided. Learning and learning loss closures will also be assessed through district benchmarks, universal screeners, optional assessments from the state, and state testing.

The purchase of BrainPoP provides additional resources in the content areas of math, science, ELA, and Social Studies. The use of this program will assist in delivering content through media that is exciting and engaging. Students are provided the opportunity to explore concepts through real-world applications.

Generation Genius will assist in connecting math and science content with ELA in a digital platform for students in Kindergarten through 5th grade. It will provide tools to support vocabulary use, questioning,

and assist in generating teacher-led discussion and instruction. Generation Genius experience allows for individualized learning as needed.

The Structured Literacy with Ease kits was purchased through Laprea Education for TN ALL Corps Tutoring for our 1st and 2nd grade students at all five elementary schools. This foundational program is based on the Science of Reading and comprehensive phonics and word study to help students decode words using research-based practices. This program will systematically guide students who may have experienced learning loss throughout the COVID-19 pandemic to have access to a more structured approach to the foundational skills of reading.

The Scholastic Guided Reading Short Reads in Fiction and Nonfiction were purchased through Scholastic for TN ALL Corps Tutoring for our 3-8 grade students in all five elementary schools and two middle schools. The Guided Reading Short Reads provides students with authentic, appropriately leveled fiction and nonfiction texts in various genres. The Guided Reading Short Reads are used to focus on the areas of vocabulary, fluency, comprehension, writing, and word work through a strategic lesson plan to guide students who may have experienced learning loss throughout the COVID-19 pandemic.

Purchase of Reading Intervention Rise Up (o-z) levels through Scholastic for all five elementary schools. The Scholastic RISE curriculum will provide an explicit and structured program to address student learning loss. It will be utilized with differentiated small groups to target the specific needs of student groups to foster growth and close the learning loss gap.

The purchase of ELA unit readers for grades 6-8 will provide students with opportunities to increase their comprehension and close learning gaps. As we prepare our students to move from print to computer-based texts and assessments, providing scaffolded opportunities to interact with the actual text is important.

Funds were used to purchase Prek-12 Renaissance products in ELA and math 2021-2024. Products such as Star Assessments, Star Phonics, and Accelerated Reader are used to address learning loss, accelerate growth, screen, progress monitor, and instructional plan. Specific programs such as Star Phonics and Lalilo provide additional support in early literacy and foundational skills. These individualized programs allow students to work at their own pace on the needed skills. Freckle provides individualized, differentiated instruction and practice for math and ELA.

The district will purchase ELS for K-12 through Learning Partners 2023-2024. Educational Leadership Solutions provides a robust test-management platform that leverages assessments specifically in ELA and Math to support targeted learning. It identifies learning gaps using diagnostic tools and clear reports, paving the way for personalized instruction. Intervention and next steps tools are provided within the program to help close learning gaps and increase student growth.

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.

Supplemental instructional material has been purchased for students with disabilities to address deficit areas that were negatively impacted by the pandemic. These instructional materials include research-based reading programs that use a systematic and cumulative approach to teach total word structure for decoding and encoding. Additionally, the system purchased sensory items for students who continue to be affected by the effects of COVID-19. These items will be used for students' emotional needs, reduce anxiety, and provide a calming place when needed.

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

No funds were allocated on this revision for the focus area.

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.

No funds were allocated on this revision for the focus area.

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

The NIET Teacher Leadership Series training program has been implemented in our system. This program aims to help identify, equip, and entrust teachers, schools, and system leaders to drive instruction and growth. This program empowers teachers to leverage instructional expertise, make data-driven decisions, create collaborative partnerships, and advocate for the profession. The five-part series helps schools, districts, and states put teacher leadership at the center of efforts to improve instruction and retention, accelerate learning, and keep the best teachers in the classroom where they are most needed. Learning loss deficits will lessen as instruction improves from the training gained through this series. The effectiveness of this leadership program will be evaluated through teacher use of high-quality instructional materials and growth in student learning. Leadership participants will collaborate with teachers and the administration.

Foundations

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

A need that was prioritized during the pandemic was space for social distancing. Due to the lack of space, social distancing was difficult at one of our largest elementary schools, which is also experiencing growth and expansion within its community. In order to allow for high-quality instruction and intervention in a socially distanced environment, space must be added to this school. Funds will be utilized to add 13 additional classrooms to Fifth Consolidated Elementary School. Due to decreasing class sizes, these classrooms will allow students to receive high-quality instruction in a socially distanced environment. The effectiveness of the additional wing/classrooms will be evaluated through the following data: enrollment, attendance, health, intervention, growth, and achievement of students on benchmarks and TCAP.

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

A district-wide planning and strategy coordinator for the TN ALL Corp tutoring program is needed to ensure our students receive tutoring services to address learning loss. The coordinator will manage tutoring schedules, coordinate tutors for seven buildings, and work collaboratively with administrators and teachers to ensure that the students with the most needs receive services.

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.

Dyer County Schools will continue to conduct interim audits to review, monitor, and document grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with the District's Uniform Grants Guidance Policy and Procedures Manual. The Finance Director will monitor and document internal controls throughout the grant cycle.

Once final guidance is received, Dyer County Schools makes any necessary adjustments to monitoring, auditing, collecting, managing, and reporting information from the plans based on feedback and set guidelines.

Updated information will be shared with stakeholders through communications that include school board meetings, advisory panel meetings, parent-teacher conferences, PTO meetings, and our district website.

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.

Dyer County Schools is addressing learning loss by investing in the TN ALL Corps tutoring program and providing high-quality Reading and Math instruction to address learning gaps.

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.

All ESSER related planning documents are available on the Dyer County School System district website; this includes translated documents for those who need them. During regularly scheduled meetings, information will continue to be shared with our school board, student leaders, parent advisory committees, county commissioners, and community organizations. Dyer County Schools will continue to offer opportunities for all stakeholders to stay fully engaged in the ESSER grants' progress as we work to obtain feedback and collect data. Schools will continue to host family engagement activities periodically throughout the school year to keep stakeholders informed of the progress of the ESSER spending plan and receive feedback.

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.

Dyer County Schools attempts to engage as many stakeholders as possible and seeks feedback through various methods during all phases of the planning process. Surveys were posted online, and school personnel provided literature regarding the planning process that included a QR code that stakeholders could scan and take the surveys. Dyer County Schools utilized our text messaging system to stress the importance of public feedback regarding the planning process. In-person meetings continue to be conducted, where information is shared, and feedback is collected, evaluated, and considered for the use of funds. These conversations occur during PTO meetings, family engagement opportunities, parent-teacher conferences, and in-person meetings. Translated ESSER planning documents are posted on the district website for those who need them.

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

The Dyer County School System has solicited meaningful consultation from a diverse population of stakeholders from the start of the federal relief spending initial planning period. Stakeholder groups included educators and school staff members, administrative staff members, school board members, parent advisory committees, students, and civil rights organizations. The district utilized a variety of surveys and public meetings to reach a broad range of stakeholders. In-person meetings continue to be held to capture the input of stakeholders representing advisory and administrative groups. Teachers and administrators continue to communicate the progress of our plan with our SWD population during parent-teacher conference events and parent engagement opportunities. Dyer County does not have an interest group representing English Language Learners, children experiencing homelessness, or an interest group for children in foster care. There are no identified Tribes within our district, nor are there migratory students or children who are incarcerated.

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.

Dyer County Schools continues to gain input from stakeholders through in-person meetings, social media sites, district and individual school websites, and community meetings. Dyer County Schools also received

feedback from school leadership teams, teacher advisory boards, and parent advisory committees. Translated planning documents and information are shared through our system website and social media channels.