

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: [Achievement School District \(ASD\)](#)

Director of Schools (Name): [Dr. Bren Elliott](#)

ESSER Director (Name): [Eddie Keel \(interim\)](#)

Address: [Andrew Johnson Tower, 710 James Robertson Parkway, Nashville TN 37243](#)

Phone #: 615-741-9837 District Website: [Achievement School District \(tn.gov\)](#)

Addendum Date: [September 15, 2023](#)

Total Student Enrollment:	4,230
Grades Served:	PK-12
Number of Schools:	13

Funding

ESSER 2.0 Remaining Funds:	\$0
ESSER 3.0 Remaining Funds:	\$39,888,873.08
Total Remaining Funds:	\$39,888,873.08

Budget Summary

Note: These budget numbers are estimates and preliminary. Carryover data was not finalized when this document was submitted on September 15, 2023 since FERs have not been completed for ESSER 3.

FY23 Allocation: \$43,866,418.54

FY23 Expenditures (est.): \$2,390,716.40

Release of Funds for schools transferring to MSCS or TPCSC: \$1,440,172.96

FY24 Remaining Funds: \$39,888,873.08

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	\$400,000
	Summer Programming	0	\$1,300,000
	Early Reading	0	\$400,000
	Interventionists	0	\$2,000,000
	Other	0	\$4,000,000
	Sub-Total	0	\$8,100,000
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	0	0
	Academic Advising	0	\$600,000
	Special Populations	0	\$632,000
	Mental Health	0	\$2,680,000
	Other	0	\$24,200,000
	Sub-Total	0	\$28,112,000
Educators	Strategic Teacher Retention	0	\$200,000
	Grow Your Own	0	\$150,000
	Class Size Reduction	0	\$0
	Other	0	\$100,000
	Sub-Total	0	\$450,000
Foundations	Technology	0	\$552,853.08
	High-Speed Internet	0	\$44,020

	Academic Space (facilities)	0	\$2,000,000
	Auditing and Reporting	0	\$200,000
	Other	0	\$230,000
	Sub-Total	0	\$3,026,873.08
	Total	0	\$39,888,873.08

Academics

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

The Achievement School District plans to continue the implementation of strategies detailed in the original plan. The Achievement School District will offer high dosage, low ratio tutoring via TN ALL Corps. The district will focus on early elementary grades as an intervention to maximize the number of students reading on grade level by the end of the 3rd grade year. The district is committed to providing additional learning opportunities for students to address learning loss and acceleration. The district is committed to implementing systems of support for teachers needing effective scaffolding strategies to teach grade-level standards to students who are several grade levels behind. The district is committed to engaging parents and community to build relationships and cultivate learning environments both inside the school building and surrounding areas. The district's plan for learning loss addresses steps that will be taken at each level and for each group of learners, including resources needed and progress monitoring tools and frequency. Our plan is designed around providing needed personnel, high quality instructional materials, high-quality professional development, equipment, contract services and other learning supports. These services were observed as primary needs in the results of the district's needs assessment, district and school data, and input from the classroom teachers, school administrators, and district leadership to develop strategies to address impacts and challenges of learning associated with COVID-19.

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

Initiatives included in the "Other" category include Instructional Supplies, Contracted Services, and District Mini Grants.

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 Achievement School District plans to continue the implementation of strategies detailed in the original plan. The Achievement School District is committed to developing a multifaceted plan to support the social and emotional learning (SEL) of all students. The district will develop an effective program that includes the implementation of strategies and state and district policies that support SEL programming, teacher and classroom strategies that contribute to social and emotional learning, and outcomes of social and emotional learning among different student populations and settings. The district is committed to implementing systems of support to develop and strengthen bridge programs to support transition from elementary to middle school and from middle to high school. The district will collaborate to help schools build relationships between feeder schools, including schools in the Shelby County School District. The district is committed to providing comprehensive college and career guidance to all ASD middle and high

schools. We are also committed to collaborating and providing resources to schools that help strengthen and expand CTE programs across the district.

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

Initiatives included in the “Other” category include partnership with AGAPE and Communities in Schools to provide wraparound student support services.

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 Achievement School District plans to continue the implementation of strategies detailed in the original plan. The Achievement School District will hire one FTE whose full scope of work will be teacher licensure and ensuring teachers have a clear pathway to full licensure and/or access to approved Educator Prep Programs. The ASD will partner with Noble Educational Initiative to serve as an Educator Prep Program focused on job-embedded turnaround work throughout the portfolio. ASD schools will hire additional personnel to decrease class sizes in an effort to accelerate learning and significantly decrease learning loss in addition to supporting the retention of highly qualified teachers/interventionists through retention bonuses.

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

N/A

Foundations

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

The Achievement School District plans to continue the implementation of strategies detailed in the original plan. The Achievement School District has prioritized monitoring, auditing data collection and reporting by hiring team members specifically focused on these scopes of work. The ASD has prioritized making the learning environment safe for all students, staff and visitors by upgrading, repairing, and maintaining facilities, installing water filling stations, adding air purification systems and improving indoor air quality. Additionally, the ASD has prioritized providing technology and high speed internet to students and focusing on

Leadership development to build principal capacity to lead in a turnaround environment further impacted as a result of COVID-19.

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

Initiatives included in the “Other” category include public health and safety services and materials.

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 Achievement School District plans to continue the implementation of strategies detailed in the original plan. The Achievement School District invested in hiring a Director of ESSER Compliance and Accountability (e.g. ESSER Director) to specifically oversee monitoring, auditing, and reporting. Specifically, the Director of ESSER Compliance and Accountability provides focused support, maintenance of internal data collection systems, and auditing processes for the district. The Achievement School District will report, monitor and audit supports in the following ways. The ASD has allocated funding and hired an ESSER Director of Compliance, to specifically monitor grant implementation across the Portfolio. The ESSER Director of Compliance is responsible for monitoring and auditing program implementation according to school budgets and allocations. The Director of Compliance receives monthly compliance data and shares with the District Leadership Cabinet, the Chief of School Accountability and Compliance as well as the Superintendent. The ESSER Compliance Director reports, monitors and audits all grant funding across the Portfolio of schools and provides consistent office hours as well as monthly check-ins with school teams to ensure proper implementation and expenditure of programs funded by the grants. The Associate Superintendent of Finance and Operations provides additional support and monitoring of finances for all schools through quarterly check-ins. Further, the Associate Superintendent of Finance and Operations ensures that schools are meeting the District’s expectation of spending down at least twenty-five percent of funds per quarter while the ESSER Director, the Associate Superintendent of Finance and Operations and Superintendent, and other staff members ensure proper use of funds and implementation of programs. The Superintendent and Associate Superintendents hold monthly meetings with all Operators to ensure all schools are current on any changes or adjustments and she provides clear expectations for school implementation of grant programs and use of funds. The Superintendent will also monitor data and operator narratives regarding trends and student progress/success based on grant fund usage.

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.

The Achievement School District monitors each schools monthly spending to ensure the minimum requirement of 20 percent of ESSER 3.0 spending for learning loss is met.

Budget documents are submitted that show what line items and/or spending related to learning loss.

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.

To gain diverse and valuable internal and external stakeholder feedback the Achievement School District dispersed a District-wide survey assessment, leveraged mass email and text correspondence, utilized social media, and presented at community forums. Additionally, the ASD has sent follow-up requests to capture feedback from stakeholders that were not able to participate in the opportunities. The ASD will continue to solicit and seek opportunities to engage stakeholders and receive insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. The Achievement School District plans to keep its community stakeholders, parents, students, and staff informed through direct communication that provides periodic updates throughout the life of the ESSER and other relief funds. In addition, the district seeks to provide information in a way its families prefer to receive information; therefore, the ASD will continue to update families and communities through sending emails, texts, and robo calls. The ASD website will serve as an additional source of information for ESSER related updates. The ASD has created an ESSER dedicated page on the district website.

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 Achievement School District shared direct survey links to internal and external stakeholders to acquire meaningful feedback. Additionally, the ASD hosted in-person community forum meetings, sent SMS notifications, leveraged social media and dispersed in-person surveys to students and staff during the school day.

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

The ASD engaged a diverse population of stakeholders by leveraging various means of communication and feedback submission to obtain comments.

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.

The Achievement School District shared direct survey links to internal and external stakeholders to acquire meaningful feedback. Additionally, the ASD hosted in-person community forum meetings, sent

SMS notifications, leveraged social media and dispersed in-person surveys to students and staff during the school day.