


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: Jackson Madison County School System _____
 Director of Schools (Name): Dr. Marlon King  _____
 ESSER Director (Name): Dr. Vivian C. Williams _____
 Address: 310 North Parkway, Jackson, Tennessee 38305 _____
 Phone #: 731-664-2500 _____ District Website: www.jmcass.org _____
 Addendum Date: 9/7/2023 _____

Total Student Enrollment:	12,812
Grades Served:	PreK - 12
Number of Schools:	26

Funding

ESSER 2.0 Remaining Funds:	\$2,7760,021.43
ESSER 3.0 Remaining Funds:	\$24,508,098.33
Total Remaining Funds:	\$27,268,119.76

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$250,000.00
	Summer Programming		\$275,000.00
	Early Reading		\$200,000.00
	Interventionists		
	Other	\$799,005.00	
	Sub-Total	\$799,005.00	\$725,000.00
Student Readiness	AP and Dual Credit/ Enrollment Courses		\$75,000.00
	High School Innovation		
	Academic Advising		
	Special Populations		\$1,850,000.00
	Mental Health	\$59,224.00	\$550,000.00
	Other	\$7,158.00	\$2,523,501.33
	Sub-Total	\$66,382.00	\$4,998,501.33
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		\$1,600,000.00
	Sub-Total		\$1,600,000.00
Foundations	Technology		\$100,000.00
	High-Speed Internet		
	Academic Space (facilities)	\$26,250.00	\$45,000.00
	Auditing and Reporting		\$225,000.00
	Other	\$1,868,384.43	\$16,814,597.00
	Sub-Total	\$1,894,634.43	\$17,184,597.00
Total		\$2,760,021.43	\$24,508,098.33

Academics

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

Jackson-Madison County Schools is allocating ESSER funds for tutoring and credit recovery for our students who have shown the greatest academic need. In addition, we have offered summer camps for students who had academic gaps and needed to be closed before moving on to their next grade level. Teachers have been offered professional development in many different areas such as innovation, standards, differentiation, culture, climate, and integrating technology. A greater focus has been placed on utilizing technology methods in education to prepare teachers in case of another shutdown such as occurred in 2020 with the pandemic. More professional development is being offered to all teachers and staff to deal with the emotional side of what students may be dealing with/dealt with because of the pandemic and the shutdown of normalcy.

9/15/2023: Continue above strategies.

A strategic focus continues to be on accelerating academic achievement through tutoring and credit recovery for grades 9-12. Additionally, the district will support tutoring for grades K-3 while targeting 3rd and 4th grade, as well as investing in Tier II interventions, and online virtual courses to address teacher shortages.

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

Initiatives included in the "other" category include various items and services to support academic achievement and include the following: • Teacher stipends for after-school clubs, Freshmen Boot Camp, ACT Prep Camps, and Freshman Academy • Additional Pre-K Classes (teachers, assistants, supplies, materials, equipment) *Specialized learning camps *New innovative programs with institutes *Family support programs.

9/6/2023:

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.

To fully support learning loss and acceleration, the district has purchased a fully aligned ELA and math curricula, as well as mental health resources. Jackson-Madison County Schools is utilizing ESSER funds to provide more options and opportunities for career pathways for students in grades 6-12. Many new innovative programs have been put in place to allow for more opportunities including a new Healthcare Innovative initiative based on the need for health care workers as evidenced during the pandemic. Funds allocated towards student readiness have been focused on supporting the whole child, special populations, students in grades 6-12, and their families. A family support team has been set up with our Behavioral and Social Services division utilizing ESSER funds to include such things as a Mom's Book Club,

a parent café, reading workshops, and emotional counseling and development. These strategic allocations support student readiness and the school-related supports necessary to access high-quality instruction through providing each high school with multiple areas of focused pathways and CTE options,

Dual Enrollment/Credit, CTE Certifications, and Advanced Placement options. Each high school has a career-themed focus that aligns with high need jobs in our region and allows students to learn more about areas of interest. Innovation Impact Institutes will challenge the traditional approach to education in high schools with the goal for students to clearly understand why a lesson is important and how the knowledge can be used in the future in a college classroom or a career. Academic teachers are working with career instructors to connect what is learned in the classroom with skills needed for success after graduation. Utilizing funds from our Innovation High School Grant and ESSER 3.0, the creation of Innovative Impact Institutes are providing students with small learning cohorts with career, theme-based teaching and learning beginning in 9th grade. To introduce students to the skills and concepts in the Innovation Impact Institutes, JMCSS has developed middle school Innovation Impact Summits. Middle schools have traditional learning extending into the summer and after traditional school hours. The summits prepare students for the Innovation Impact Institute at their zoned high school. These programs are helping to prepare our students for real life experiences.

9/15/2023: Continue above strategies!

The district will continue to target special populations of students in need of innovative programs to accelerate their learning and goal toward high school graduation. This includes our Bridge Alternative Graduation Program, Reach Program for overaged middle schoolers, Online Course Selections for high schoolers, and targeted interventions for Tier II and III. Additionally, programs and staffing to address students' mental health.

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

• High-quality instructional materials to support the science of reading and literacy • Additional fine arts supplies and materials • Additional fine arts equipment • Instructional supplies and materials for Montessori classrooms • High-quality instructional materials for math adoption • Textbooks for K-12 Eureka Math. Student paperback novels • Learning Management System • Online digital curriculum of various kinds.

9/15/2023: Continue above strategies!

The district purchased Tier I Math Adoption that is currently being implemented for FY23-24. Additionally, the district included the purchase of 9-12 Literature and 6-12 Social Studies curriculum to supplement the these core subjects based on data from 2023 TN Ready and EOC results showing negative gains.

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.

One of Jackson-Madison County Schools' Belief Statements is "Invest in employees by providing financial and professional support." Funds were allocated for staff members to receive multiple bonuses for going above and beyond their normal duties due to Covid-19 during the 21/22 school year. Additionally, funds were allocated for all staff members to participate in cultural competency training and who meet certain attendance requirements. Funds were allocated for a partnership contract with local universities to create innovative opportunities for mentoring and supporting pre-service teachers for state licensure. The teacher partnership will support staffing due to resignations, retirements, and health risks as a result of Covid-19. Teachers were able to attend a Teacher Leadership Conference where they were able to choose attendance at over 96 workshops and lunch was provided for them.

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

*Professional Development Bonus for employees who meet the criteria (benefits included) • Benefits for Teacher Literacy Training Stipend Grant *Stipends for Tech Coaches

9/15/2023: Continue above strategies!

The district will offer wellness bonuses to address the overall social-emotional and physical health of personnel with calculations based on participation.

Foundations

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

Jackson-Madison County Schools is committed to improving all facilities over a long-term period. While responding to, preparing for, and aiming to prevent Covid-19, with ESSER funds, the district is able to improve our facilities quicker in order to realize one of our Belief Statements to "Educate all students in a safe, nurturing school environment that promotes healthy choices and opportunities for optimal learning." ESSER Funds are supporting replacement of outdated HVAC, windows, doors, traditional water fountains, outdated carpet, and bringing our facilities up to code with additional space allowing for social distancing. The district is also still working diligently to expand technology in schools providing individual devices to students and teachers, as well as interactive boards in classrooms to further support teaching and learning. This technology allows teachers an opportunity to foster engaging lessons, support virtual learning options should the need arise, and further advance student learning. Teachers and leaders are able to engage in learning opportunities around the use of technology. Technology support and maintenance for the system's network and equipment to support on-line learning has also been provided. The district also partnered with T-Mobile, United Way, Jackson Housing Authority, and through an Amerigroup Grant, provided Wi-Fi hotspots to all families that expressed the need for internet connectivity. Funding will also be used for device tracking software to support effective and efficient accounting of student and staff devices and technology equipment. Additionally, for those families who prefer their students learn at home

instead of in-person at a school, funds were allocated to purchase a building to house the staff and equipment needed to educate and serve this special population of students and families.

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

• PPE for schools • Additional custodians (salary and benefits) • Covid-19 Response Sanitizer (salary and benefits) • Covid-19 Response Team Stipends (stipend and benefits) • Chemicals, cleaning supplies • Lawn care equipment • Cleaning and sanitizing equipment • Additional routes for bus drivers due to driver shortage (stipend and benefits) This is an ongoing issue. • Tires, tubes, vehicle parts for additional bus routes

• Cleaning supplies to disinfect buses • Capital Projects system-wide related to student and school safety • Building Purchase to house the district’s CyberSchool • Building purchase for more spacing for graduations, teacher in-service, career days, recruitment workshops • Indirect cost.

9/15/23: Continue with above strategies in focusing on the cleanliness of all buildings and buses.

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 Deputy Superintendents of Academics and Operations meet regularly with the ESSER Program Director to assess progress on the use of ESSER funds, implementation, and the effectiveness of the support. ESSER 3.0 agenda items are integrated into weekly meetings with the Director of Schools. The Deputy Superintendents and ESSER Program Director collaborate with department heads and principals on projects to gather immediate and continuous feedback. The Director of Schools will provide updates to the School Board. The Program Director works to actively monitor the use of ESSER funds. In collaboration with the Fiscal Services and Federal Programs Departments, budgets and amendments are prepared to ensure statutory requirements are met. In addition, the Program Director collaborates on a regular basis with schools and relevant department heads in order to collect and record the necessary data for appropriate record keeping, reporting, monitoring, and auditing purposes. Before requisitions are entered and approved, the Program Director audits each request to ensure funds are expended per the approved ESSER grant allocations. District policies, protocols, and procedures for purchasing and inventorying items will be applied in the oversight, administration, and execution of all ESSER funds by using all available sources of data and by working in conjunction with all schools and departments to monitor the effectiveness of the allocated funds and most importantly to track student progress. This information is made available to the community through school-based meetings, community meetings, school board meetings, and through all district communication outlets.

9/15/23: Continue with above strategies!

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.

Jackson-Madison County Schools' position on meeting the requirements to spend 20% of ESSER 3.0 on direct services to students to address learning loss has not changed. The district will utilize ESSER 3.0 funds to strategically support acceleration through in-school activities, summer camps, specific afterschool clubs, out-of-school time programs, and Saturday clubs focused on STREAM activities and Foreign Language Exploration for K-8 students. Additional activities will focus on Freshman Boot Camps, Freshman Academy, ACT Prep Camps, CTE Certifications, and Dual Enrollment to support accelerating students to college and career readiness.

The district has purchased additional high quality instructional materials to support reading instruction, particularly early literacy where the largest learning loss occurred. The district is utilizing ESSER 3.0 funds to purchase standards-aligned math textbooks and digital resources that support teachers with academic recovery, remediation, acceleration, digital curriculum for virtual programs, credit recovery, and reading/math intervention resources. Additionally, the district has used funds to provide high achieving students with an opportunity to engage in EPSOs and CTE certifications that were limited due to school closures at the end of 2019-2020, and virtual and hybrid district schedules throughout the 2020-2021 school year. Funds have been used to purchase curricula to address mental health interventions designed to meet the social and emotional needs of students through engaging and enriching experiences. Funds have been allocated for additional positions of K-2 paraprofessionals to support early foundations, 3 RTI Coordinators to address multitiered systems of academic support, and a Chief Compliance/Monitoring Priority Schools funded with ESSER 3.0 to address increased learning loss, intervention, and to strengthen Tier I core instruction. These positions have now been hired with ESSER funding. Several digital instruction programs have been purchased to assist with curricula training and the needs of the students.

9/15/23: Continue the above strategies!

The district also targeted the allowable areas based on assessment results and focused the 20% to address learning loss and recovery for all K-12 students. This includes staffing to address paths to graduation, mental health, class-size reduction, and teacher shortages.

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.

The district's forms of family and community engagement have not changed in the past six months. As we serve the Jackson-Madison County community, the work that we do every day will reflect the needs and priorities of our community. One of our system's goals is "Improving community engagement and the parental experience." JMCSS will continue to engage with the community to build stronger collaborations through a shared decision-making process by: • Engaging community stakeholders regularly through the Social and Behavioral Services and Family and Community Engagement Departments, • Coordinating resources for students and families through our External Affairs Department and Behavior and Social Needs Division, and • Identifying needed support structures in all schools and district departments to promote equity for the purpose of improving student outcomes. Keeping stakeholders informed on the progress of ESSER funding plans and programs, the district will continue to keep the community engaged

and informed by maintaining a page specific to ESSER. We will continue to share ESSER information with all community stakeholders through all district communication outlets (website, Twitter, Facebook, Superintendent Chronicle, For the District Videos, Press Releases.) ESSER updates will be on school board agendas throughout the duration of funding. Through school and community meetings, the district will gather data and feedback that will inform any needed revisions/updates to our plan. Our schools will each have family and community engagement plans which can include meaningful reporting on the implementation of ESSER funded programs and services and the gathering of family input.

9/15/23: Continue above strategies!

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 has used all methods stated in section one in an attempt to engage as many stakeholders as possible as we reviewed our plans to best serve our students, families, and community. Surveys were sent out (a survey form remains on our district website), input forms where stakeholders could give open-ended input regarding how ESSER funds could be best spent to ensure a safe return to in-person learning. In-person and virtual meetings that were open to the public were also held where ESSER funds were either the exclusive topic or an item on the agenda. In each form of communication, the district iterated how important stakeholders' input was in developing and implementing our plans. Our superintendent has also shared with stakeholders in school meetings, business forums, and healthcare sessions soliciting input and needs.

9/15/2023: Continue with above strategies and review of ESSER Survey Results!

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

Input was sought and considered from the following stakeholders: • Students • Parent/guardian/family • General education teachers • Instructional Coach/Literacy Lead • Special Education Teachers • ESL Teachers • CTE Teachers • Consulting Teachers • School Support Staff • Principals • Assistant Principals • District-Staff- Non-Certified • District Staff- Certified • Transportation Employees • School Board Members • Elected Officials • Tribe • Civil Rights Organizations • Advocates for English Language Learners, Children in Foster Care, Children Experiences Homelessness, and Children who are Incarcerated *Business leaders/local Chambers of Commerce *Media outlets and representatives *Local Healthcare Community members *Higher Education Institutes *Citizens/Constituents of the Jackson-Madison County Community.

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 district has used all methods stated in section one in an attempt to engage as many stakeholders as possible as we reviewed our plans to best serve our students, families, and community. Surveys were sent out (a survey form remains on our website), input forms where stakeholders could give open-ended input regarding how ESSER funds could be best spent to ensure a safe return to in-person learning.

In-person and virtual meetings that were open to the public were also held where ESSER funds were either the exclusive topic or an item on the agenda. In each form of communication, the district iterated how important stakeholders' input was in developing and implementing our plans. The district has worked diligently to share this information with all segments of our community and to follow through on any concerns or requested information.

9/15/23: Continue with above strategies!

Continuing to ensure transparency informing all stakeholders via media platforms of all district activities and the usage of ESSER funds in specified projects.

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.