

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 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: Murfreesboro City Schools_____

Director of Schools (Name): Dr. Trey Duke_____

ESSER Director (Name): Dr. Maryam Hill _____

Address: 2552 South Church Street_____

Phone #: 615-893-2313_ District Website: www.cityschools.net_____

Addendum Date: 09/15/2022_____

Total Student Enrollment:	9340
Grades Served:	Pre-K-6th
Number of Schools:	13

Funding

ESSER 2.0 Remaining Funds:	1,427,691.47
ESSER 3.0 Remaining Funds:	9,295,950.11
Total Remaining Funds:	10,723,641.58

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		205,607.33
	Summer Programming		
	Early Reading		
	Interventionists	337,925.00	783,141.12
	Other	663,067.54	1,086,500.00
	Sub-Total	1,000,992.54	2,075,248.45
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		234,632.35
	Mental Health	63,299.76	600,411.46
	Other		344,372.26
	Sub-Total	63,229.76	1,179,416.07
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	27,755.60	1,027,168.51
	Sub-Total	27,755.60	1,027,168.51
Foundations	Technology	60,244.40	
	High-Speed Internet		
	Academic Space (facilities)	29,280.00	4,035,762.52
	Auditing and Reporting		
	Other	246,189.17	978,354.56
	Sub-Total	335,713.57	5,015,117.08
Total		1,427,691.47	9,295,950.11

Academics

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

Needs assessment indicated the need to continue to increase academic achievement by continuing to focus efforts on closing gaps associate to the COVID- 19 learning loss. Allocations focus on servicing students who have a deficient in Reading or Math. ESSER 3.0 funds will be used for 10 Academic Interventionist. Interventionist will work directly with the bottom 25 percentile in Math and Reading to help close and prevent learning gaps from widening.

Funds will continue to be used to support direct instruction for students' grades K-6. We retained 15 teachers (13 Regular Education and 2 Special Education) to lower student teacher ratio to ensure students were able to receive services following COVID guidelines. It allowed teachers to focus on learning loss for students who do not meet intervention threshold, but are experiencing learning gaps.

Funds will be used to provide professional development for teachers to support a varied level of differentiated instruction to students who experienced learning gaps related to COVID. The area of focus is on professional growth and learning associated with learning loss.

We have allocated funds for extended contracts for teachers of before/after school tutoring for students experiencing a greater learning loss associated with COVID. MCS will employ 158 teachers at 35 hours per fiscal year to deliver high dosage tutoring.

Fund allocations will focus on minimizing learning gaps for ESL students, especially those adverting affected by COVID. The district will hire a district ESL coach to ensure schools have specialized support in identifying and meeting the needs of English Language Learners.

We have allocated funds for extended contracts for teachers of before/after school tutoring for students experiencing a greater learning loss associated with COVID. MCS will employ 158 teachers at 35 hours per fiscal year to deliver high dosage tutoring.

To provide a reasonable statistical estimate for average learning loss across schools and student subgroups, district leaders will compare Spring 2021 TNREADY scores to Spring 2021 IReady, Aims Web, and Lexia benchmark assessments to identify baseline for learning loss.

Similarly, Fall IREADY diagnostics will be reviewed to Spring 2021 TNReady scores to identify correlations in learning loss.

A standard analysis of IReady data will provide teachers with specific learning targets for learning loss.

Extended contracts will be executed after schools hours; therefore, time allocation will support students identified.

Teachers will focus on growth measures identified by the correlation between TNREADY and benchmark diagnostic test.

Effectiveness will be measured by standard proficiency.

Funds will be used to provide professional development for teachers to support a varied level of differentiated instruction to students who experienced learning gaps related to COVID. The area of focus is on professional growth and learning associated with learning loss. This will be assessed via participant surveys.

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

Fund allocations will focus on academic rigor. Funds will be used to purchase Math textbooks and Imagine Learning. The need to provide textbook as a resource to increase academic rigor by equipping teachers to challenge students to think, perform, and grow to a level that may or may not have prior to COVID-19. Effectiveness will be assessed via examining alignment with district scope and sequence, benchmark and TCAP testing.

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.

Needs assessment indicated the need to continue to provide targeted support for students that attributed to the trauma increase academic achievement by continuing to focus efforts on closing gaps associate to the COVID- 19 learning loss.

Funds will be used to provide professional development for teachers on meeting the needs of Special population students (SPED, ELL, Economically Disadvantaged) who were and continue to be affected by the impact on COVID-19. These professional development opportunities will provide teachers with a varied level of resources and strategies for students to implement in conjunction with related services that are in place. Professional development will focus on RTI 2-B, intervention, culturally responsive practices and Imagine learning for EL. This will be assessed by district benchmark data, teacher and administrator surveys.

Funds will be used to hire one FTE Speech Pathologist for one year to help students whose progress in communication skills were negatively impacted. School closings and virtual services resulted in limited face-to-face speech and language treatment. By employing an additional speech language pathologist, students will aim to recoup lost skills that were not acquired during the COVID-19 closing of schools. This will be assessed by analyzing data of students served and students’ language skill acquisition.

Accessing online platforms for distance learning during COVID-19 closures created a greater barrier to educational opportunities for students who have severe to profound visual impairments. As a result, there are learning gaps present in reading, writing, math, and daily living, Orientation and Mobility, assistive technology, self-advocacy and other areas of the Expanded Core. Fund allocation will be used to hire one Visually Impaired teacher. This teacher will work to teach students how to access traditional educational curriculum, as well as create programs and implement instruction to address the

individualized needs of each student with a visual impairment. Vision teacher will be assessed by Direct observation of student performance on IEP goals and parent/teacher observation

Fund allocations will focus on accessibility of academic rigor. Funds will be used to purchase Imagine learning for ESL students. Imagine learning will act as a resource to assess and address different learning levels caused by COVID-19 school closures for students. Effectiveness will be assessed via examining alignment with district scope and sequence, benchmark, TCAP and WIDA testing data.

Fund allocations will be used to focus on the mental health and support for students experiencing trauma associated with COVID-19. Closing of schools, social isolation, food scarcity and parental unemployment, the coronavirus pandemic destabilized kids' support systems. Therefore, providing more support with hiring two FTE counselors, one FTE social worker and contracting STARS counselors for 1 year will aide in the increase number of office school counseling office refers. This will be assessed with the TEAM School Service personnel rubric and referrals.

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

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.

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

Funds will be used for one FTE Federal Programs bookkeeper for three years and one FTE ESSER Federal Director for three years. ESSER Federal director will oversee funding allocations, oversee grant programming and implementation of services. These two positions will work together to supports the development and implementation of innovative instructional programs to achieve identified needs based on COVID 19 deficient.

Fund allocations will be used to provide professional development for Federal ESSER Federal Director and the Federal Programs bookkeeper. This professional development will help to ensure appropriate training for the district to ensure the awareness of policies and guidelines with regard to the assigned programs. Grant allocations, audits and program progress monitoring will assess effectiveness.

Foundations

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

Funds will focus on replacing HVAC units to increase clean air supply in five schools. HVAC replacement will increase the delivery of clean air and dilute potential contaminants. This would help building ventilation, to reduce the spread of disease and lower the risk of exposure. Effectiveness will be assessed air quality checks, HVAC inspections and monitoring of flow meters.

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

Funds will be used to ensure proper usage and upkeep of Chromebooks. Our district is currently 1:1 and in order to ensure that computers are performing at maximum capabilities, refresh is a necessity to for durability of devices. This will be assessed by monitoring malware and systems updates. This will involve approximately 1,400 Chromebooks.

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.

MCS will adhere to Part 200 of the Uniform Administration Requirements, Cost Principles and Audit Requirements for Federal Awards for ESSER 3.0 and all grant funds as documented in the District's Uniform Grants Guidance procedure. The District is guided by state and federal rules and regulations, and local policies and administrative directives, including the Davis Bacon Act for wage determination.

Financial reporting includes documentation of receipts, expenditures, procurement, inventory and fixed assets, and construction progress. The accounting software system tracks ESSER 3.0 funds separately from other funds by a unique sub-fund number as determined by the State of TN Department of Education.

Expenditures will be reported in EPlan at least monthly. This serves the dual purpose of reporting year-to-date expenditures and requesting reimbursement of grant funds. These funds may be requested in advance of anticipated recurring salaries or payment of large invoices. MCS staff understands that these funds must be expended within 72 hours of receipt to maintain compliance with the Cash Management Improvement Act (CMIA).

The District has a written system of internal controls which provides reasonable assurance that charges to the ESSER 3.0 award meet the cost principles of reasonable, necessary, and allocable. Requests are reviewed in advance of purchase by the Program Director, Finance and the Director of Schools to determine allowability.

The federal bookkeeper, finance manager, and finance director review budgeted to actual revenues and expenditures on an on-going basis. Expenditure Reports are provided to department heads and program managers at least monthly for further review.

Requisitions are routed through an electronic approval system so that program managers, finance and the director of schools review and approve requisitions before becoming an authorized purchase order. Back up documentation, such as quotes, contracts and bid documents, may also be uploaded into the system to further evaluate purchases. Purchase requests without adequate funding, and requests that are deemed unallowable or unnecessary, will be denied. A budget revision may need to be approved before a purchase may be made. Budget revisions are approved by the Director of Schools and Board of Education. Some budget revisions require additional City Council approval.

The finance manager performs a pre-audit of invoices prior to payment to determine that this is a valid pre-authorized purchase. The federal bookkeeper and finance manager review personnel change reports to ensure employees are coded to the correct fund and budgeted line-item.

The Internal Auditor performs an annual site visit to all 13 schools. These internal reviews are shared with the finance manager and principal. Credit card and bank statements are balanced monthly.

MCS funds are audited annually by a CPA firm in accordance with state law and board policy. As a sub-recipient of federal funds in excess of \$750,000, a single audit will be performed as part of the annual audit. TNDOE staff supports the District by providing annual training, on-going technical assistance, and review of grant applications in advance of commitment of funds. District staff will monitor and review both program data and fiscal documents to maintain compliance with grant requirements

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 following will be used to measure and address learning loss:

Interventionist-These Interventionist will work directly with the bottom 25 percentile in Math and Reading to help close and prevent learning gaps from widening. The assessment of these positions will be Through TCAP and benchmark data.

Quarantine/Homebound Teachers-Continue to focus on high quality instruction for student when a student or their household is quarantined. Employing 4 virtual teachers will allow teachers to focus on the students that are present in the building, while ensuring high quality instruction continues to take place for students that are at home. This will be assessed by TEAM observations.

Extended contracts-before/after school tutoring for students experiencing a greater learning loss associated with COVID.

To provide a reasonable statistical estimate for average learning loss across schools and student subgroups, district leaders will compare Spring 2022 TNREADY scores to Spring 2022 IReady, Aims Web, and Lexia benchmark assessments to identify baseline for learning loss.

Similarly, Fall IREADY diagnostics will be reviewed to Spring 2022 TNReady scores to identify correlations in learning loss.

A standard analysis of IReady data will provide teachers with specific learning targets for learning loss.

Extended contracts will be executed after schools hours; therefore time allocation will support students identified.

Teachers will focus on growth measures identified by the correlation between TNREADY and benchmark diagnostic test.

Effectiveness will be measured by standard proficiency.

ESL specialist- to ensure schools have specialized support in identifying and meeting the needs of English Language Learners. This will be assessed by teacher and administrator surveys and WIDA scores.

Social Worker-This position would work directly with students and identifying/removing barriers associated with learning loss from COVID-19. This will be assessed by tracking referrals.

Professional Development-For Teachers to support a varied level of differentiated instruction to students who experienced learning gaps related to COVID. This will be assessed via participant surveys.

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.

MCS Director of Schools conducts monthly state of the schools addresses through local cityTV. MCS will conduct three community partner meetings during the 2022-2023 school year. MCS will conduct two district wide family engagement meetings during the 2022-2023 school year in addition to school family engagement meetings mandated by Title 1.

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.

As a Pre-K district, MCS engaged a minimum of 10% of total stakeholders by providing multiple attempts at seeking feedback from parent on behalf of students in grades Pre-k-3. However, allowing students in grades 3rd -6th to provide direct input with a survey.

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

MCS engaged stakeholders during community feedback meeting with diverse student populations. These meeting was specifically designed for community representatives who represent the needs of our historically underserved populations including children experiencing homelessness, youth in foster care, and underserved students. Attendees represented faith-based organizations, community non-profits, the Rutherford county health department, and the Child Advocacy Center.

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.

MCS continues to keep stakeholders informed through the cityTV monthly updates, district leadership and community partner meetings. MCS holds monthly teacher advisory council meetings and quarterly director's chat with employees and student/parent surveys.