



DISTRICT: Public Plan

Federal Relief Spending

NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.

DISTRICT: Warren

Public Plan - *Federal Relief Spending*



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

LEA Name	Warren Schools	Director of Schools	Grant Swallows
Address	2548 Morrison St		
Phone #	(931) 259 - 2113		
District Website (where plan is posted):	www.warrenschoools.com		

Students & Enrollment

Mission & Vision		"One team, One goal, High Levels of Learning for All"								
Grades Served		P-12	# of Schools		12	Total Student Enrollment		6490		
Race/ Ethnicity	American Indian/Alaska Native			.8	%	Asian			1	%
	Black/African American			5.9	%	Hispanic			18.3	%
	Native Hawaiian/Pacific Islander			.3	%	White			73.6	%
	Multiracial				%					
Economically Disadvantaged				38.1	%	English learners			4.3	%
Students with Disabilities				13.5	%	Foster			.6	%
Students Experiencing Homelessness				2.6	%	Students in Military Families			.2	%
Migrant				.2	%	Students with High-Speed Internet at Home				%

Accountability

View the District Report Card: <https://www.tn.gov/content/tn/education/data/data-downloads.html>

Funding

ESSER 1.0 Allocation	\$ 1,629,651.60	ESSER 2.0 Allocation	\$ 8,338,012.45	ESSER 3.0 Allocation	\$ 18,725,991.53
ELC Allocation	\$ 1,719,834.77	Students Experiencing Homelessness Allocation:			\$ 110,220.14
TOTAL ALLOCATION:					\$ 30,523,710.49
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$ 6,670,409.60

Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		●
Community Engagement Template submitted and posted on website?	●	
Health and Safety Plan submitted and posted on website?	●	
Needs Assessment submitted and posted on website?	●	
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?	●	
Spending Plan submitted in ePlan and available to public?	●	

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

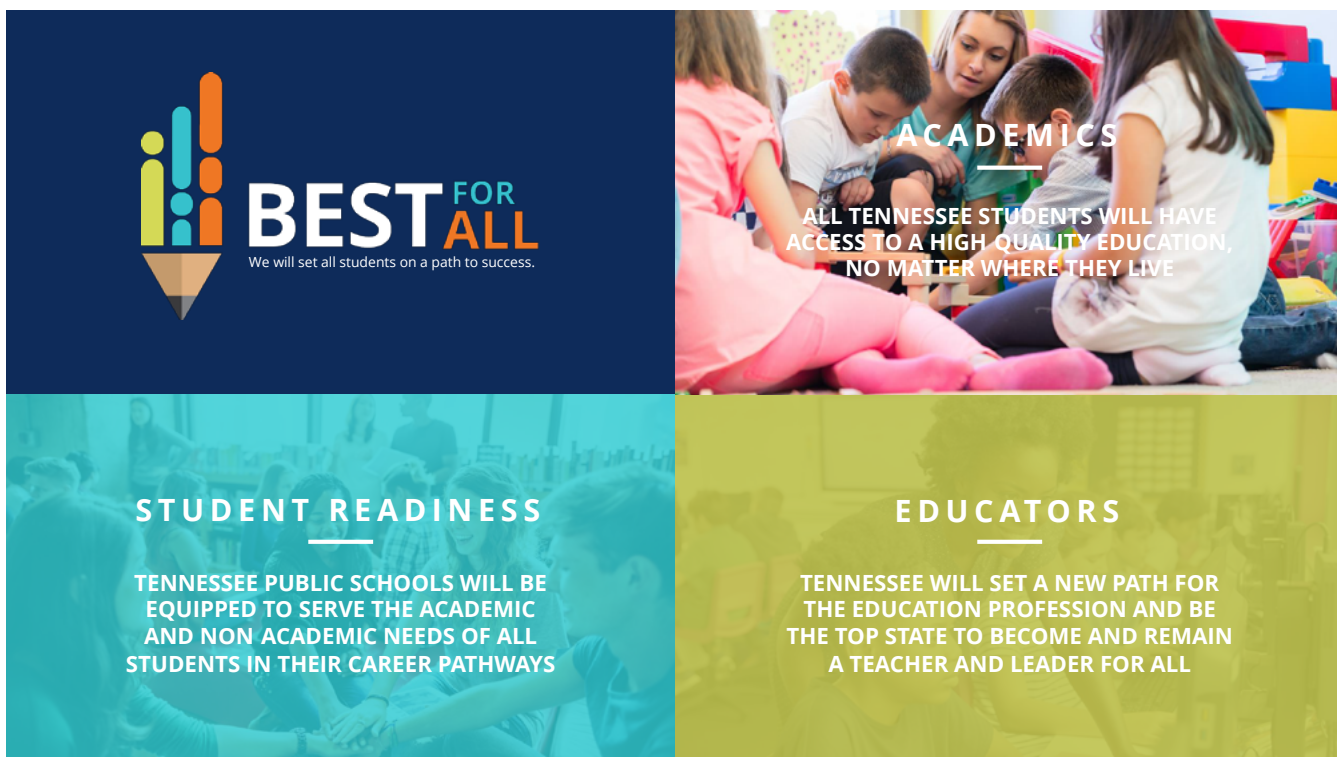
The district has planned to support students and staff by investing in tiered interventions, math coaches, i

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department's strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.



¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$ 671,908.67	2.20 %
Summer Programming (Supplement to State Funding)	\$ 923,116.40	3.02 %
Early Reading (Pre-K – 3rd)	\$ 38,275	0.13 %
Interventionists	\$ 615,800	2.02 %
Other	\$ 1,291,738.16	4.23 %

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$ 399,740	1.31 %
Academic Advising	\$ 77,377	0.25 %
Special Populations	\$ 1,311,977	4.30 %
Mental Health	\$ 2,664,705.77	8.73 %
Other	\$ 1,645,025	5.39 %

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$ 2,301,221.98	7.54 %
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$	%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$ 1,625,105.41	5.32 %
High-Speed Internet	\$	%
Academic Space: Facilities*	\$ 16,791,763.10	55.01 %
Auditing and Reporting (1% min. recommended)	\$ 158,957	0.52 %
Other	\$ 7,000	%

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment:

The district saw a need for more support in the subject area of math. Also, through alternative settings, there was a need to support students through virtual instruction, afterschool tutoring, and summer school. The district has planned to fund more advising, virtual options, support math teachers through coaching, better connectivity, and more training in curriculum and differentiation for teachers.

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten	16	%	3-4 Days	1:3	Skills based ELA and Math Instruction for h
1 st Grade	29	7.30 %	3-4 Days	1:3	Skills based ELA and Math Instruction for homework assignments and Virtual Sessions for students not at sch
2 nd Grade	29	6.50 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
3 rd Grade	37	7.46 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
4 th Grade	33	7.88 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
5 th Grade	50	10.48 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
6 th Grade	170	38.55 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
7 th Grade	227	48.20 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
8 th Grade	173	33.66 %	3-4 Days	1:3	Skills based ELA and Math Instruction for h
9 th Grade	48	11.60 %	2	1:4	ELA and Math Skill Tutoring
10 th Grade	56	11.40 %	2	1:4	
11 th Grade	44	10.70 %	2	1:4	
12 th Grade	41	8.70 %	2	1:4	

	Yes	No
* Participating in TN ALL Corps?		●
* Plan to use free high school tutoring services through TDOE?		●

ACADEMICS (continued)

Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

Teachers focused on the skills students needed to have in order to be successful in the upcoming school year. Teachers worked on those skills missed due to closures, quarantines, and isolations. Also, STREAM activities were offered daily at the elementary and middle school levels for student acceleration.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary	1096	48 %	4	7	Skills based instruction for Math/ELA, interv
Middle	430	30 %	4	7	Skills based instruction for Math/ ELA, interv
High School	95	20 %	4	7	Credit acceleration course and skills based instruction for Math/ ELA
HS Transition		%			
					Yes No
* Applied to TDOE for transportation grant?					•

Literacy

Link to **TN Foundational Literacy Skills Plan**: <https://www.warrenschools.com/district-departmentsands>

Spending Amount Planned on...			Description
Grade Band	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$ 38,275	Funding paid stipends for teachers attending the Read360 Training. TDOE did not pay fringes for stipends. ESSER 3 supported fringes on those stipends only.
Elementary	\$	\$	
Middle	\$	\$	
High School	\$	\$	
			Yes No
* Participating in Reading 360 Summer Teacher PD (elementary)?			•
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?			•
* Participating in Reading 360 PK-12 Literacy Implementation Networks?			•
* Participating in Reading 360 Early Reading Implementation Networks?			•
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?			•
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?			•
* Provided families with information on FREE at-home decodables?			•
* Using the free universal screener provided to districts?			•
* Considering use of free TDOE supplemental instructional materials for math (elementary)?			•
* Considering use of free TDOE math professional development, implementation support and networks?			•

ACADEMICS (continued)

Other: Academics

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Overdrive, TrueFlix, Bookflix	\$ 100,000	increase reading participation	reading screening scores and useage of programs	Upgraded platform to assist in access to library books. bands, To replace and then also add to is a need to have options for different grade particularv the older students
NIET Consult	\$ 100,000	increase teacher effectiveness	student achievement data	District wide strategic planning to combat learning loss and prioritize goal setting
Equitable services for private/ non public schools	\$ 3,403.64	health and safety of students and community	increased participation	Supply air purifiers and cleaning supplies
Math Curriculum for intervention	\$ 590,000	reduce gap for at risk students	screening and benchmark scores	Differentiated curruculum to decrease skill gaps for students at their instructional level
Math Adoption	\$ 393,909.52	increased fidelity of curriculum access	student achievement and benchmarking data	Upgraded curriculum to align standards taught to the revised state curriculum
Testing and Data Supervisor	\$ 104,425	early identification	early intervention, remediation, and enrichment numbers	Lead data study with administration to address learning loss and acceleration
	\$			
	\$			
	\$			
	\$			

STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of 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:

Distance Learning school will be able to interact and work with students in real-time classroom settings virtually. In order to promote highschool innovation, boxlights were purchased as this school is not a title I school and all other schools recieved that equipment from that pool of money. We also plan to partner with NIET to provide training to all administrators, coaches, and teachers on best practices in the classroom in all subject areas. This partnership will help

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$ 399,740	Boxlights and Edgenuity
Academic Advising	\$ 77,377	Virtual School Curriculum Instructor
Other	\$	

	Yes	No
* Received an Innovative High School Grant?		●
* Using or planning to use free ACT preparation courses?	●	
* Using or planning to use free and online AP Access for All?	●	
* Received an Early Postsecondary Expansion Grant?		●
* Received a Middle School STEM and CTE Grant?		●
* Received a STEM Designation?		●
* Participating in the free Work Keys program?		●
* Using or planning to use free STEAM Resource Hub?		●
* Received a Governor's Civics Seal Grant?	●	
* Plan to participate in computer science networks and related grants?	●	

STUDENT READINESS *(continued)*

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$		
Students in Foster Care	\$		
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$ 2,664,705.77	Culture and climate improvements	Mental Health Curriculum, Capturing Kids Hearts/ Professional development for teachers to better meet the needs to their students
Other	\$ 1,311,977	Increase Achievement	Before and afterschool tutoring for all Special Populations subgroups.

	Yes	No
* Applied for and received a TDOE trauma informed school grant?	●	
* Will receive a supplemental grant for serving students experiencing homelessness?	●	
* Applied for and received the ELC grant to support health and wellness activities?	●	
* Planning to apply for mental health grants (\$100,000 - \$200,000)?	●	
* Applied for an IDEA Partnership Grant to support students with disabilities?	●	
* Plan to use attendance support to identify and re-engage missing students?	●	

Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
IXL, Edgenuity, Pathblazer,	\$ 295,025	increased achievement	State and local testing results	programs combat learning loss, SEL strategy implementation to increase culture and
ICEV, Wilson Reading,	\$ 450,000	increased achievement	State and local testing results	programs combat learning loss, SEL strategy implementation to increase culture and
CKH, Rutherford	\$ 900,000	increase participation	office referrals, data reporting	Curriculum and instruction, teacher evaluation training, and SEL Support
	\$			
	\$			

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

Warren County Schools provided \$1000 stipends to all employees to for added responsibilities above their regular duties, supplemented summer work, and after school tutoring. Nursing staff was also compensated for after hours work with contact tracing and other Covid related issues.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$ 2,301,221.98	increased achievement and productivity	Homebound Liaisons/ check ins with students, tutoring services, summer support, health services related support, certified teacher stipends
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$		
Other	\$		

	Yes	No
* Participating in Grow Your Own?	●	
* Participating in Aspiring Assistant Principal Network?	●	
* Participating in Diverse Leaders Network?		●
* Participating in Rural Principal Network?	●	
* Participating in Turnaround Principal Network?		●
* Participating in Principal Supervisor Network?		●
* Participating in TASL Academies?	●	
* Participating in TDOE Special Education and ESL additional endorsement grants?	●	
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?		●
* Encouraged participation in or actively utilized Best For All Central?	●	

EDUCATORS *(continued)*

Other: Educators

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



Description of strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment:

Based on the needs assessment, several of our facilities needed major upgrades to provide students and teachers a safer and more accessible learning environment. To improve air quality, new HVACs and roofing systems will be addressed. Expansion of current spaces will allow more social distancing. Also, devices are crucial to access the number of compents of instruction and interventions along with added safety measures by preventing the need for

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$ 1,625,105.41	provide devices to educate while	Chromebooks	1:1 student devices in all grades, hot spots, Zoom meetings, gaggle
High-Speed Internet	\$			
Academic Space: Facilities*	\$ 16,791,763.10	Healthier and safer school environment	More students return to schools,	complete unfinished projects, HVAC improvements/replacements, classroom
Monitoring, Auditing and Data Collection and Reporting	\$ 158,957	fidelity of programs monitored	data collection in compliance to program details	compliance and reporting for ESSER
Other	\$ 7000	Healthier and safer school environment	increased attendance	Vector Fog Units for every school to sanitize classrooms for Covid

	Yes	No
* Participated in the TDOE device grant program?	●	
* Participated in the TDOE connectivity grant?	●	
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?	●	

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

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Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Boxlight Panels	\$ 1,056,150	upgraded technology throughout the district	increased participation rates	Continue to upgrade devices in every classroom
Chromebooks	\$ 1,403,500	easier access to curriculum and online materials	increased participation rates	expand one-to-one for grades 1-7
Classroom additions	\$ 4,210,759	easier social distancing and smaller classroom numbers	teacher:ratio in EIS	add additional classrooms to the existing building
	\$			
	\$			

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

Weekly meetings are being held at the finance department to review current expenditures, reimbursements, and planned expenditures. A spreadsheet is created and shared to track expenditures with a review taking place on a weekly basis. There are financial personnel assigned specifically to handle ESSER funds. Based on input from various stakeholders and on needs aligned with district priorities, WCS leadership will continue to ensure that expenses funded by ESSER 3.0 are reasonable, allowable (based on possible categories), and necessary. We will continue to adhere to our established internal controls, remain updated on related federal and state requirements and guidance, evaluate efficacy, contact TDOE Staff with questions and more. The plan and any amendments will be shared at board meetings, parent/teacher conference nights, and will be reflected on the district website.

Family and Community Engagement

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

WCS will engage families in the community by continuing to gather information from all stakeholders. More in person meetings are planned to take place, as well as more rounds of surveys sent out to gauge the pulse of the public.

SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and *be sure to include which area you are adding a response to at the beginning.*

SUPPLEMENTAL RESPONSES *(continued)*

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SUPPLEMENTAL RESPONSES *(continued)*

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