



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.



ESSER 3.0 Public Plan Federal Relief Spending

On Friday, Aug. 27, 2021, Knox County Schools submitted an application to the State of Tennessee in accordance with the Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021.

As part of that application, the district submitted a “Public Plan – Federal Relief Spending.” In an effort to make that plan readily accessible, the questions (which were developed by the U.S. Department of Education) and answers submitted by KCS are reprinted below.

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: Knox County Schools
Director of Schools: Bob Thomas, Superintendent
Address: 912 South Gay Street, Knoxville, TN 37902
Phone #: (865) 594-1800
District Website (where plan is posted): KnoxSchools.org

Students & Enrollment

Mission & Vision: To provide excellent and accessible learning opportunities that empower all students to realize their full potential. To grow lifelong learners who contribute their talents, strengths and skills to build a stronger community.

Grades Served: Pre-K – 12

of Schools: 88

Total Student Enrollment: 61,526

Race Ethnicity:

- American Indian/Alaska Native 0.4%
- Asian 3.0%
- Black/African American 16.9%
- Hispanic 10.8%
- Native Hawaiian/Pacific Islander 0.3%
- White 68.7%

Multiracial %

Economically Disadvantaged 26.3%
English learners 5.1%
Students with Disabilities 14.1%
Foster 0.6%
Students Experiencing Homelessness 0.7%
Students in Military Families 0.4%
Migrant 0.1%
Students with High-Speed Internet at Home

Accountability

View the District Report Card: <https://reportcard.tnedu.gov/districts/470>

Funding

ESSER 1.0 Allocation: \$12,909,061.04
ESSER 2.0 Allocation: \$50,810,033.57
ESSER 3.0 Allocation: \$114,112,117.74
ELC Allocation: \$0
Students Experiencing Homelessness Allocation: \$120,000.00
TOTAL ALLOCATION: \$177,951,212.35
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*): \$40,648,026.40

Summary of Requirements

District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)? Yes
Community Engagement Template submitted and posted on website? Yes
Health and Safety Plan submitted and posted on website? Yes
Needs Assessment submitted and posted on website? Yes
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted? Yes
Spending Plan submitted in ePlan and available to public? Yes
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." TN ALL Corps Tutoring Program, credit recovery, reading specialists, foundational skills PD, college and career counselors for middle and high school

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. 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.

SUMMARY

Academics

Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$20,016,676.62	11.248%
Summer Programming (Supplement to State Funding)		%
Early Reading (Pre-K – 3rd)	\$3,082,000.00	1.73%
Interventionists	\$0	0%
Other	\$38,456,272.43	21.611%

Student Readiness

Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$0	0%
High School Innovation	\$2,282,000.00	1.282%
Academic Advising	\$8,816,526.25	4.954%
Special Populations	\$1,233,381.00	.693%
Mental Health	\$4,890,000.00	2.748%
Other	\$296,813.78	.167%

Educators

Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$6,952,595.00	%3.907
Grow Your Own	\$1,783,080.37	1.002%
Class Size Reduction	\$0	0%
Other	\$20,114,759.93	11.304%

Foundations

Topic	Amount Spent	Percentage of Total
Technology	\$32,732,884.09	18.394%
High-Speed Internet	\$275,000	.155%
Academic Space: Facilities*	\$15,897,622.91	8.934%
Auditing and Reporting (1% min. recommended)	\$321,650	.181%
Other	\$20,799,949.97	11.689%

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: KCS is focused specifically on K-3 foundational skills, middle grades mathematics, and Algebra I; however, there are supports for building a coherent system across all subjects, grades, and schools. The allocations provide the following opportunities to invest time and resources: 1) a clear vision for foundational skills proficiency and middle grades and Algebra I proficiency with a specific walk-through tool to capture baseline and set improvement goals for high-leverage pedagogy in those areas; 2) a robust assessment system to identify skill and knowledge gaps as well as professional development on using the data to make strategic decisions to support student learning; 3) investments in teacher continuing education in evidence-based, high-leverage strategies within each discipline; 4) invest in capacity-building at the school with external partners to support high-quality instructional materials and efforts to identify, diagnose, prescribe, and measure learning difficulty and the intervention and remediation strategies. Additionally, the district is investing in re-building a coherent system of evaluation, subject area supports, new teacher induction and mentoring, and leadership development that focuses on data-driven decision-making, and student outcomes both academic and social/emotional. Finally, KCS is using the ESSER 3.0 dollars to invest in direct student support with high-dosage tutoring in foundational skills and middle grades math. High school students will have access to the Tennessee tutoring services, credit recovery sessions, and school-specific tutoring options.

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	674	15%	3	1:3	Tutors work with students in the 25-41st percentile.
1st Grade	657	15%	3	1:3	Tutors work with students in the 25-41st percentile.
2nd Grade	669	15%	3	1:3	Tutors work with students in the 25-41st percentile.
3rd Grade	662	15%	3	1:3	Tutors work with students in the 25-41st percentile.

4th Grade	709	15%	3	1:3	Tutors will expand to include students in the 10th-24th percentile.
5th Grade	667	15%	3	1:3	Tutors will expand to include students below the 25th percentile.
6th Grade	654	15%	3	1:3	Tutors work with math students in the 25-41st percentile.
7th Grade	689	15%	3	1:3	Tutors work with math students in the 25-41st percentile.
8th Grade	693	15%	3	1:3	Tutors work with math students in the 25-41st percentile.
9th Grade	744	15%	3	1:4	KCS will use the free high school tutoring services.
10th Grade	739	15%	3	1:4	KCS will use the free high school tutoring services.
11th Grade	696	15%	3	1:4	KCS will use the free high school tutoring services.
12th Grade	701	15%	3	1:4	KCS will use the free high school tutoring services.

* Participating in TN ALL Corps? Yes

* Plan to use free high school tutoring services through TDOE? Yes

Summer Programming

Brief Description of Summer Programming (Differentiate between TN Learning Loss and Student Acceleration Act and additional resources provided by the district): As part of the TN Learning Loss and Student Acceleration Act, KCS hosted Summer Learning Camps blended with STREAM camps for rising 1st-5th graders at 30 sites. All 16 middle schools hosted summer camp for four weeks, and all high schools hosted bridge camps for four weeks. KCS plans to continue to offer this opportunity for students as long as there is funding.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary	3879	29%	6	35	Summer Learning Loss Camps and STREAM
Middle	1641	9%	4	32.5	Summer Bridge Camps
High School	932	5%	4	14.0	Summer Credit Recovery and Tutoring
HS Transition	422	9%	4	26.25	Summer Bridge Transition Camps

*Applied to TDOE for transportation grant? Yes

Literacy

Link to TN Foundational Literacy Skills Plan:

https://www.tn.gov/content/dam/tn/education/students/found_lit/Knox%20County%20Approved%20F LSP.pdf

Grade Band	Spending Amount Planned on ...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$0	\$0	
Elementary	\$4,483,214.86	\$3,082,000.00	Benchmark Advance 2022, Great Minds, Geodes
Middle	\$1,645,578.19	\$0	Amplify ELA, Great Minds
High School	\$1,232,089.79	\$0	Springboard ELA

- * Participating in Reading 360 Summer Teacher PD (elementary)? Yes
- * Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)? Yes
- * Participating in Reading 360 PK-12 Literacy Implementation Networks? Yes
- * Participating in Reading 360 Early Reading Implementation Networks? No
- * Participating in Ready4K with TDOE and the Governor’s Early Literacy Foundation? Yes
- * Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports? No
- * Provided families with information on FREE at-home decodables? Yes
- * Using the free universal screener provided to districts? Yes
- * Considering use of free TDOE supplemental instructional materials for math (elementary)? Yes
- * Considering use of free TDOE math professional development, implementation support and networks? Yes

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
Salaries of KCS Staff (teachers, coaches, supervisors)	\$3,302,945.66	Students had lessons and school work available during the Spring 2020-21 closure.	All students had access to 6 weeks of packets during their meal pick-ups and lessons during the 2020	Salaries for teachers, alternative school teachers, special education teachers, coaches

			closure, and another 4 weeks of lessons and materials during the summer. Lessons were available on the East TN PBS and the KCS website.	and supervisors in the development of instructional packets for KCS at home instruction during school closure (ESSER 1).
Canvas Subscription	\$322,666.40	Students who are unable to attend school during COVID complications will be able to continue learning remotely.	Throughout 2020-2021 school year students were able to continue to access materials and instruction when schools could not meet in person.	Knox County purchased a one year subscription for Canvas learning management system that support online and distance learning (ESSER1).
CASE 21 Benchmark Assessment (K-12)	\$2,752,100.00	Teachers will be able to identify students who are falling behind the standards and provide intentional remediation.	Predictive scores for every student on TCAP, three times a year.	CASE Benchmark Assessment (ESSER 2 and ESSER 3)
Software Subscriptions for Virtual School	\$60,000.00	Students will have an educational environment that is engaging with tools that allow virtual teachers to have an interactive classroom.	Virtual formative assessment tools to monitor student progress.	Nearpod, Seesaw, Padlet, Edpuzzle, iReady ELA/Math (ESSER 2)
Math and ELA Curriculum and Intervention Materials	\$15,634,479.37	Students will have access to high quality materials that are suitable to both in person and virtual instruction.	All students have access to grade level content and curriculum with a consistent scope and sequence.	*\$7,360,882.84 identified on pg 6 under instructional materials. (ESSER 2) Intervention materials and math curriculum (ESSER 3)
Transportation for Summer School	\$2,800,000.00	Students will attend summer school.	Transportation is not a barrier for students to be	Summer school transportation (ESSER 2)

			able to attend summer school.	
Permanent Full-time Sub	\$6,205,581.00	Provide consistency within classroom instruction.	Reduces number of waivers district may have to request to maintain in-person classroom instruction.	1 permanent full-time sub provided for every school (ESSER 3)
Supplies for new teachers Student Incentives	\$217,000	Providing resources for two vulnerable populations, new teachers and students experiencing homelessness.	Lower incidence of new teacher burnout and higher attendance rates for students who may be experiencing homelessness.	Classroom materials for new teachers (ESSER 3). Student incentives (Homeless Grant).
External partner to support math curriculum implementation	\$2,448,000.00	Students will have access to a higher quality math curriculum.	Student math achievement on TCAP will increase with significant increases in vulnerable populations.	External partner supporting math leaders and teacher leaders with the implementation of Illustrative Math in grades 6 thru 8.
PD	\$4,713,500.00	Providing continuing education for teachers to refine their practice to continue to provide high quality instruction.	Progress monitor students on foundational skills screener, benchmark, and end of year summative exams.	Strengthening unit planning, coaching cycles, high quality instructional development, and professional learning communities at each school.

STUDENT READINESS

Tennessee schools will be equipped to serve the academic and nonacademic 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: Develop and implement an integrated systems model of career advising and academic support based on the KCS portrait of a graduate/ready graduate, to

prepare students for their post-graduation choices beyond high school. KCS identified baseline and target goals related to postsecondary success such as:

- a) the percentage of students meeting ready graduate criteria,
- b) average ACT score,
- c) percentage of students taking at least one early postsecondary opportunity,
- d) a percentage of students passing English I course at the conclusion of 9th grade,
- e) percentage of students passing Math courses at the conclusion of 9th grade,
- f) a percentage of students at mastered or on track levels in Algebra I as measured by the EOC, and
- g) a percentage of students at the mastered or on track levels in English II as measured by EOC.

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$0	
High School Innovation	\$2,282,000.00	FORD NGL contracted services to re-imagine high schools, middle school advisory curriculum, vocational curriculum, equipment for students participating in work-based learning career practicum courses, professional development for academy staff in partnership with Ford Next Gen Learning.
Academic Advising	\$8,816,526.25	2 additional social workers to support student attendance (ESSER !), on site career related experiential learning from guest businesses, career exploration software for middle school, Youscience softare middle and high school, 32 college and career counselors in middle and high school, 8 academy coaches for work based learning experiences, external consultant to complete assessment on KCS counseling programs, SCUTA software to track counseling data.
Other	\$296,813.78	2 nurses 10 hours per week for 12 weeks (ESSER 1), 3 guidance counselors for virtual school (ESSER 2), 22 workers (Homeless Grant).

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

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$1,233,381.00	Enhance employability skills for students with low incident disabilities.	1 Spec Ed teacher to supervise students as they participate in hands-on training implemented in a host business in our community, 5 educational assistants to support community based instruction, drug screening cost for students working in 'hospital classrooms', instructional materials, materials to set up community based like instructional experiences in KCS classrooms, equipment for 'in-house' community based learning experiences, professional development for teachers in the implementation of community based learning experiential classrooms (ESSER 3.0)

Students in Foster Care	\$0		
Students Experiencing Homelessness	\$0		
Migrant	\$0		
Mental Health Supports	\$4,890,000.00	Reduction of discipline referrals and an increase in student and staff attendance.	Social emotional curriculum, additional mental health counselors, mobile crisis therapist, consultant contract to evaluate programs needed to address chronic absenteeism and behavior challenges that disrupt learning, professional development for the department of school culture, restorative interventionists, and school administrators (ESSER 3.0)
Other	\$		

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

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
Nurses	\$7,913.78	Contact tracing during the pandemic.	Number of students identified for exposure to C-19	2 Nurses, 10 hours per week for 12 weeks (ESSER 1.0 Funding).

Guidance Counselors	\$209,900.00	Provides virtual option for students whose families needed a virtual option to be able to return to school.	19,000 students served in 2020-2021 and about 900 will be served in 2021-2022	3 Guidance positions to support students attending one of Knox County Schools virtual schools (ESSER 2.0 funding).
Social Worker	\$79,000.00	Weekly support to students and their families focusing on mental health, community resources and wrap around services.	Number of students and families able to be served will increase.	Social worker will provide wrap-around services to support mental health, connect guardians to community resources, promote a positive school relationship and decrease chronic absenteeism (Homeless Grant).

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: The district needs assessment identified hiring and retaining highly-effective, certified math teachers as a priority based on the number of vacancies throughout the school year. The district is identifying highly-effective math teachers who can serve as mentors to new teachers, hiring math teachers as apprentice to them, and identifying tutors who can become part of a Grow Your Own math teacher program.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$6,952,595.00	Increase the percentage of experienced teachers students have access to in Knox County Schools.	Extended contract in 2022-2023 school year for teachers in CSI, ATSI, TSI schools, stipends for teachers identified to be department chairs in elementary, middle and high schools,

			stipend for highly effective math teachers, professional development for administrators to enhance onboarding and mentorship plan for new admin and teachers (ESSER 3).
Establishing Sustainable Teacher Recruitment Models	\$1,783,080.37	Increase the number of certified teachers in hard to staff areas so students have access to highly effective teachers.	Tuition and fee reimbursement for approximately 17 math tutors identified for Grow Your Own w/each tutor being reimbursed up to 60 credit hours towards math certification, hire 6 apprentice math teachers to mitigate math teacher shortage (ESSER 3).
Class Size Reduction	\$0		
Other	\$20,114,759.93	Students will have access to highly effective educators in areas identified in the district needs assessment.	Content coaches to develop curricular materials for KCS home instruction during school closure (ESSER 1.0), admin during school closure (ESSER 1.0), virtual teachers (ESSER 2.0), educational assistants for virtual school (ESSER 2.0), 2 instructional coaches for virtual school (ESSER 2.0), stipends for approximately 993 K-3 teachers to attend foundational reading course and earn microcredentials (ESSER 3.0), stipends for school culture department staff providing prof development (ESSER

			3.0), stipends for summer professional development (ESSER 3.0), external partner to develop walk through tool for math (ESSER 3.0), external partner to develop walk through tool aligned to instructional priorities (ESSER 3.0),
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- * Participating in Grow Your Own? Yes
- * Participating in Aspiring Assistant Principal Network? Yes
- * Participating in Diverse Leaders Network? Yes
- * Participating in Rural Principal Network? No
- * Participating in Turnaround Principal Network? No
- * Participating in Principal Supervisor Network? No
- * Participating in TASL Academies? Yes
- * Participating in TDOE Special Education and ESL additional endorsement grants? Yes
- * Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board? Yes
- * Encouraged participation in or actively utilized Best For All Central? Yes

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
Salaries	\$860,332.15	Students had lessons and school work available during the Spring 2020-21 closure. Canvas courses were created for teachers to use in every content K-5.	All students had access to 6 weeks of packets during their meal pick-ups and lessons during the 2020 closure, and another 4 weeks of lessons and materials during the summer. Lessons were available on the East TN PBS and the KCS website.	Content coaches and administrative salaries for virtual programming (ESSER 1.0)

Virtual School Positions	\$18,004,336.18	Students in virtual school have academic outcomes that parallel their peers in traditional schools.	TCAP scores, EOCs, and skill screeners.	Virtual teachers, teaching assistants, and instructional coaches for the 3 virtual schools KCS opened in the 2021-2022 school year (ESSER 2.0).
Stipends for K-3 teachers	\$1,170,945.60	Students have access to updated evidenced based foundational skills instruction.	Reduction in number of students K-3 who require intervention.	Stipends for approximately 993 K-3 teachers to attend foundational reading course follow-up for microcredentials (ESSER 3.0).
Stipends for School Culture Staff	\$21,667.20	Students will have access to staff trained to support their behavioral and social/emotional needs.	Reduction in the number of discipline referrals.	Stipends for staff from school culture department to provide district training on behavior management, restorative practices, social emotional learning, and mental health (ESSER 3.0).
External Partner - Math Walk Through Tool	\$32,978.80	Students will have math classrooms implementing strategies that lead to automaticity and conceptual understanding.	Proficiency will be measured on the 9th grade Algebra 1 EOC.	Knox County Schools will partner with an external consultant to develop a walk through tool to establish a baseline for measuring the implementation of high-leverage strategies in math foundational skills instruction (ESSER 3.0).

External Partnership -Walk Through Tool on Instructional Priorities	\$24,500.00	Students will have classrooms implementing strategies that develop fluent readers.	Proficiency will be measured on 3rd grade TCAP reading scores	Knox County Schools will partner with an external consultant to develop a walk through tool to provide consistent feedback on instructional priorities (ESSER 3.0).
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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 KCS needs assessment, some student and staff laptops will need to be replaced to prepare for another instance requiring remote instruction. The academic facilities will address the missed opportunities to use CBI strategies with low incident disability students in real world and simulated activities. To progress monitor the impact of the ESSER allocations, KCS will hire a project manager to monitor and assess the impact of the strategies funded through this application.

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	\$32,732,884.09	Students and teachers will be able to pivot to remote learning if the need arises.	Continuous learning regardless of delivery mode	Student devices, teacher devices, document cameras, active panels, adaptive technology devices (ESSER 1, ESSER 2, ESSER 3).
High-Speed Internet	\$275,000.00	Students will have uninterrupted access to internet services.	Students will have completed assignments and participate in synchronous instruction.	Technology infrastructure as related to the renovation of Lincoln Park into the Newcomer Academy for EL students (ESSER 3.0)

Academic Space: Facilities*	\$15,897,622.91	Students in virtual school will have the same academic outcomes as their peers in traditional schools.	TCAP scores, EOCs, and skill screeners.	Build out 40 virtual studio spaces for teachers and students enrolled in KCS virtual school, increase classroom space at 1 elementary for social distancing, HVAC replacement at the alternative school and HVAC units at two high schools (ESSER 2.0). Renovation cost and related expenses of Lincoln Park into the Newcomer Academy, facility changes to support work-based learning career practicum courses (ESSER 3.0)
Monitoring, Auditing and Data Collection and Reporting	\$321,650	KCS will monitor the impact of additional resources provided with ESSER funding on student outcomes.	KCS will see higher academic gains for students, lower discipline incidents, and increased attendance and engagement.	Program manager for data collection and reporting (ESSER 3).
Other	\$20,799,949.97	Students will have access to technology tools and facilities that mitigate interruptions to learning because of pandemic related issues.	KCS will see higher academic gains for students, lower discipline incidents, and increased attendance and engagement.	Software to address connectivity issues and measure the effectiveness of the educational technology purchase, risk assessment and related software systems, program

				manager for data collection, non-public school allocation, charter school allocation, indirect cost (ESSER 1, ESSER 2, ESSER 3).
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* Participated in the TDOE device grant program? Yes

* Participated in the TDOE connectivity grant? Yes

* Participating in the TDOE-T-Mobile partnership to increase high-speed internet? No

OTHER

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

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
Non-public School Budget and Equitable Services Escrow Account	\$850,993.27	Safe and healthy learning environment for students.	Decrease in the need for schools to move to remote learning because of the number of students and staff who may be COVID positive.	ESSER 1.0 funding for non-public schools.
Charter School Allocation	\$1,397,074.11	Student will have access to a facility and highly effective teachers for in-person learning.	The number of students that participate in in-person instruction.	Charter School Funding (ESSER 1, ESSER 2, ESSER 3).
Software	\$634,035.91	Students have access	Fewer disruptions	One year subscription

		to high quality and safe environment that supports their learning.	for students and teachers because of connectivity issues, and providing a safe online learning environment.	for off-site filtering software that will address connectivity issues to support online/distance learning (ESSER 1.0) Software to measure effectiveness of education technology investment (ESSER 2), risk assessment and related software system (ESSER 3).
Indirect Cost Rate	\$17,852,846.68			Indirect Cost Rate (ESSER 1, ESSER 2, ESSER 3).
Furniture/Equipment	\$65,000	Students with interrupted or limited formal education will have a sheltered learning environment to accelerate gap closure and language development.	Number of students who are able to successfully transition to their base school and earn a high school diploma.	Renovation of Lincoln Park to create the Newcomer Academy school to serve EL students, furniture and equipment for classrooms.

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
Math Curriculum	\$15,897,622.91	Growth in math achievement.	Student performance on Case 21, TCAP, and ACT increase	High quality standards aligned math curriculum K-12.

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.

The Federal Programs department will monitor the grant to ensure that programs and activities are being implemented and to ensure compliance with all reporting requirements. The Federal Programs Department will work with the Finance Department to facilitate monitoring and auditing related to ESSER 3.0 funds. The Federal Programs Department will also work with the Curriculum and Instruction Department to ensure funds are spent as budgeted and to discuss any reassessment of needs. The Director of Federal Programs and the Federal Programs Accountant will coordinate with the Supervisor of Accounting, the Senior Accountant and/or the Chief Financial Officer to discuss progress of spending and any needed revisions. Any revisions would be reviewed and approved by the Director of Schools and Executive Leadership Team.

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.

In conjunction with an external partner, KCS launched a stakeholder survey to families, community members, and staff. Executive leadership reviewed survey responses at the midpoint of the survey administration period and again at the completion of the survey window. During the survey period, the KCS Executive Team reviewed the midpoint survey responses against the data in the needs assessment to begin to identify priorities based on the intersection of the two documents. They also reviewed community input to determine if additional data needed to be considered in the needs assessment. KCS leadership and board members were also engaged in the community meetings to hear feedback from stakeholders firsthand. While they did not participate in the small group discussions, they listened, took notes, facilitated deeper questioning to understand the community input during the community listening sessions. Notes and trends from the focus groups were also shared prior to the process for identifying the key priorities in the plan. Ultimately, this information was compiled into a stakeholder feedback report at the conclusion of the open comment period, which ended on July 1, 2021. The Executive Team and other district leaders reviewed all the notes from the process to develop six priorities that aligned with the guidelines of ESSER 3.0, the needs assessment, and the stakeholder feedback. Additionally, the external consultant met with each School Board member during the month

of July to share the results of the needs assessment, stakeholder feedback, and list of key priorities with key actions. The draft plan was then presented to the Principal Advisory Council and the larger principal body for feedback. It was also published with the school board agenda and discussed at the August 4, 2021, meeting, which was also open for public comment. The final draft of the plan was approved by the school board on August 11, 2021. The district team completed the plan between August 11 and the August 27 submission date. KCS will present updates on progress in key areas at the board of education meetings, Teacher Advisory Council, Family Advisory Council, Disparities in Educational Outcomes Task Force, and Principal Meetings meetings. During these times, the participants will be able to ask questions and offer feedback.

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.