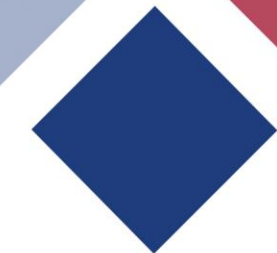




ESSER 3.0 Plan

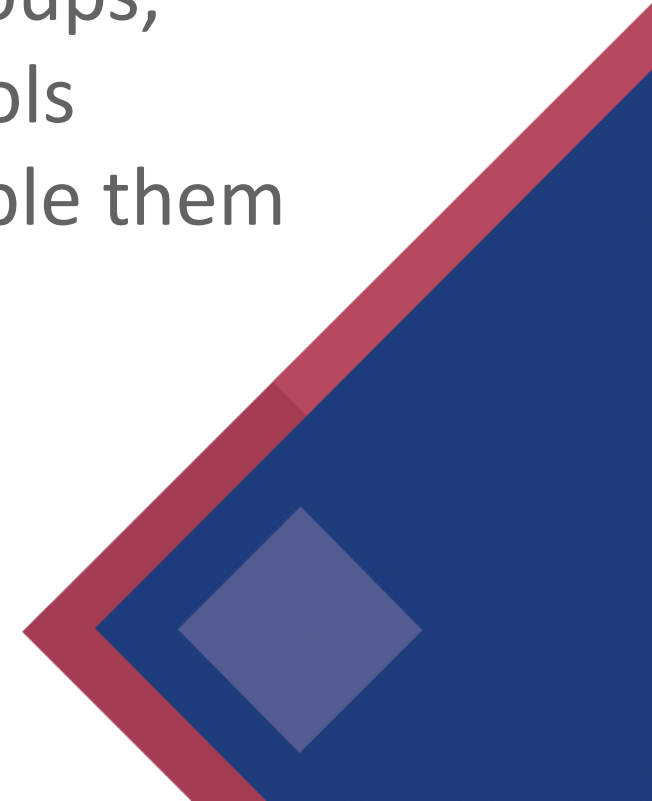
August 2, 2021



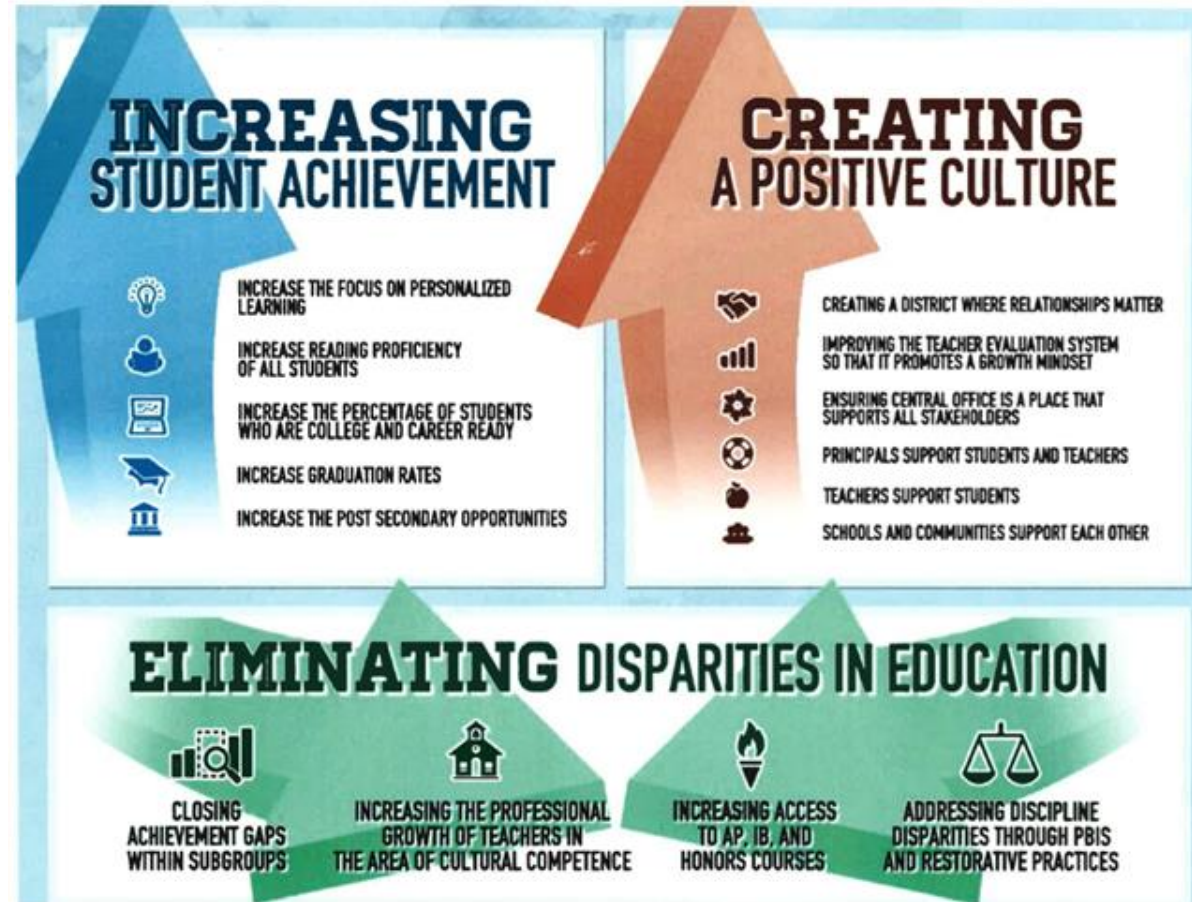
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KCS Vision for ESSER Funds

Knox County will strategically use ESSER 3.0 funds so that all students, across all schools, and all student groups, will have access to the continuing support and tools needed to thrive in grade level instruction to enable them for success post graduation.



ESSER funds provide an opportunity to accelerate our progress for all students in alignment with our strategic mission



Points of Emphasis

1. “You cannot outwork a pandemic.” *(Commissioner Schwinn)*

- The 20-21 student achievement data we are receiving shows declines in proficiency across the board.
- These data are not a reflection on the effort of our teachers and school leaders.
- Instead, it is a reflection on the disruptions all students faced last year.
 - Student absence *(from sickness and quarantine)*
 - Teacher absence *(from sickness and quarantine)*
 - Periodic school closure
 - The learning curve of virtual instruction
- These disruptions caused all students to a varying degree to experience challenges in mastering certain concepts and therefore gaps in their overall learning.

2. “At a minimum it could take 3-5 years to close some of the achievement gaps caused by the pandemic.”

- To be clear....it may take 3-5 years get us back to proficiency levels KCS experienced pre-Covid.

3. KCS has a sense of urgency to teach, lead and support students like our hair is on fire for the next 5 years. *(Shannon Jackson)*



The staff, teachers, leaders, and parents of KCS have the heart and determination to get the job done. Our students' futures depend on us.



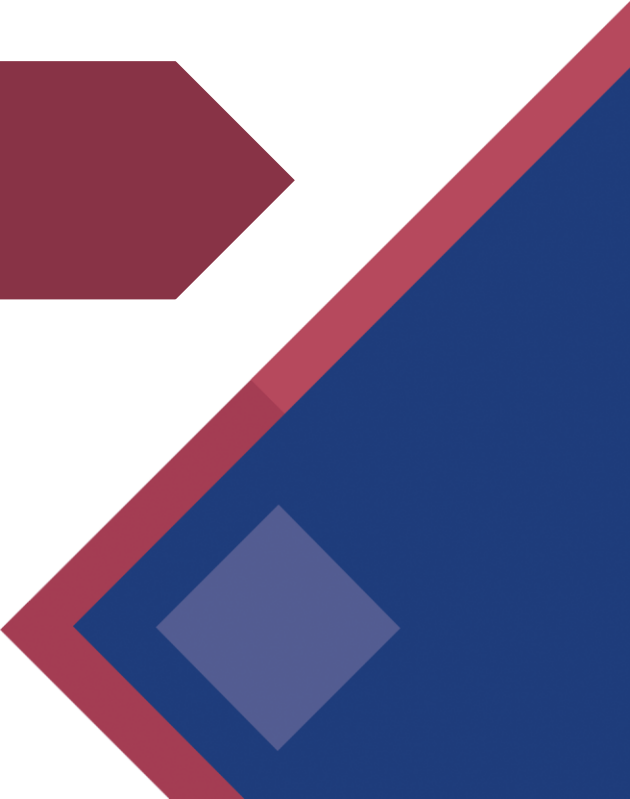
KCS must focus both on a short-term and long-term response to student outcome gaps

Immediate

Long-Term

Next 12-24 months

Next 3-5 Years



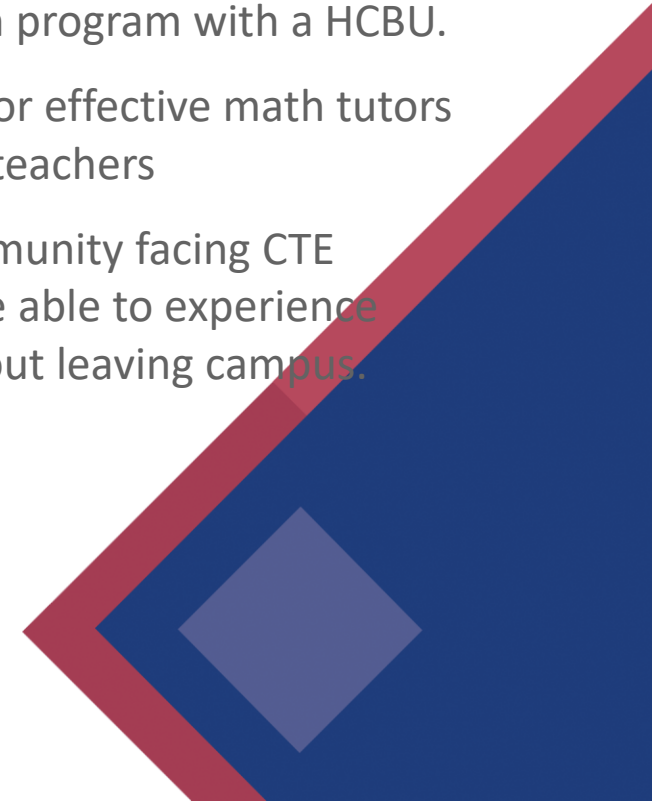
ESSER will address both immediate student needs and invest in long-term strategies for improvement

Immediate Strategies

- Tutoring (3 different models- ES. MS. HS)
- Create transition program to support incoming 6th and 9th graders
- Create better data tracking and reports on high school student course taking and pathways
- Offer incentives for teachers to utilize planning periods to support students in credit recovery

Long-Term Strategies

- Grow our own Reading Specialist for every elementary school. (12-18 month process in collaboration with UTK)
- Establish a Grow Your Own program with a HCBU.
- Develop a fast track path for effective math tutors to become certified math teachers
- Establish at least one community facing CTE pathway for students to be able to experience work-based learning without leaving campus.



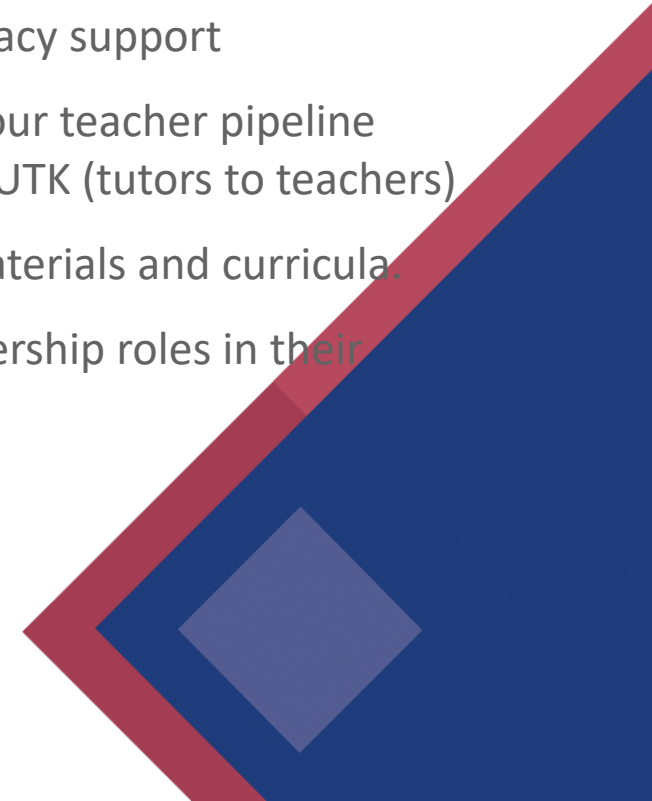
Our plan is full of research-based strategies with innovative flexibility

Research-based Strategy

- High Dose tutoring
- Train and support reading specialist
- Provide students with mental health supports
- Monitor student course taking and strengthen CTE offerings
- Creation of data dashboards for effective decision making and communication.

Space for Innovation

- Monitor and research different models for supporting secondary literacy support
- Create new strategies for our teacher pipeline through certification with UTK (tutors to teachers)
- Additional intervention materials and curricula.
- Expansion of teacher leadership roles in their schools





ESSER Planning Process



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ESSER 3.0 is a federal grant program from the American Rescue Plan (ARP) 2021

- Funds from the Elementary and Secondary School Emergency Relief Fund (ESSER) were allocated to the state of Tennessee
- Funds were then allocated to districts based on their Title 1 funding
- Knox County was allocated a one time allotment of \$114,112,117.74
 - \$1 million allocated to Emerald Academy
 - \$14.3 million off the top as indirect cost
 - \$98.7 million to spend
- These funds must be fully exhausted prior to September 2024

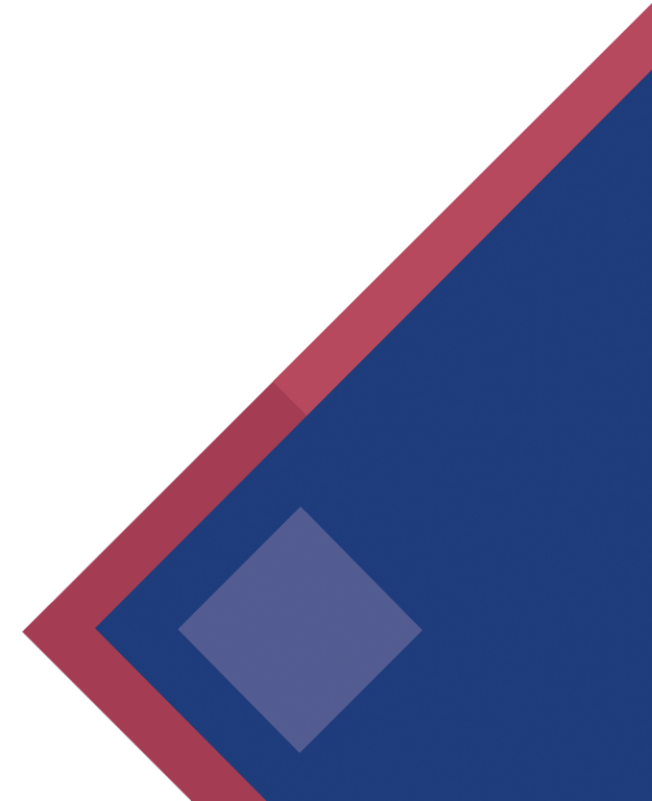
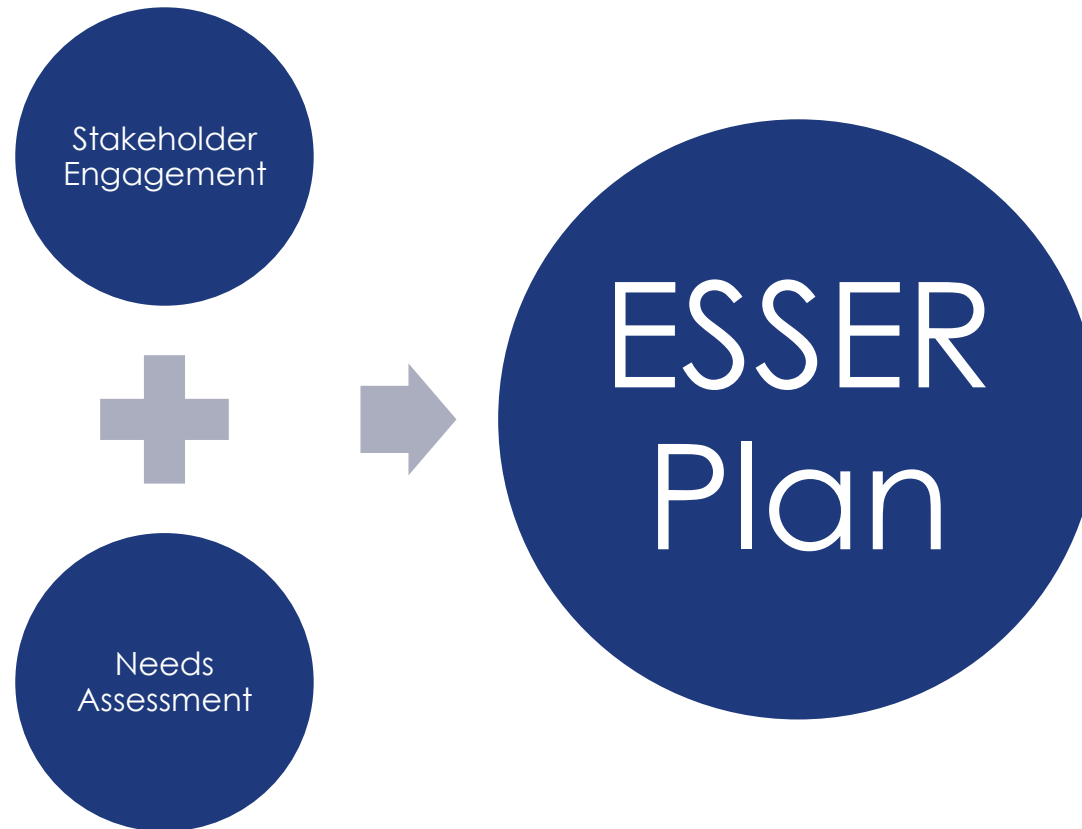
There are specific requirements districts must meet when allocating this money

- We must use at least 20% of funds to address learning loss through the implementation of evidence-based interventions.
 - These interventions must respond to students' social, emotional, and academic needs.
 - They must address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - Remaining funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic.
- Tennessee is providing additional funds and resources for districts allocating 50% of funds to activities that support the academic and mental health needs of students and staff (*KCS is involved in ongoing conversation with TDOE*)
 - Planning supports
 - Ongoing implementation supports for monitoring

To apply for these funds Knox County Schools must complete a number of actions

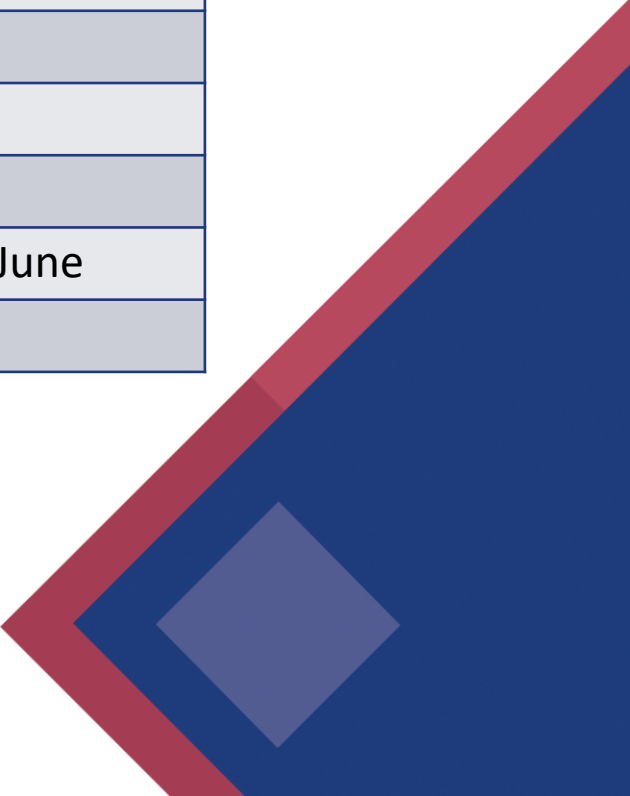
- All plans are due to TDOE no later than August 27, 2021
- ESSER Plans must include meaningful public consultation
 - Include: Families, students, teachers, principals, school and district admins (incl. special education), school leaders, other educators, school staff, advocacy organizations representing student groups
 - Opportunity for input and meaningful consideration of that input
- Plans must be made publicly available on the district website and on the state website within thirty (30) days of submission and an approved application

A robust needs assessment and stakeholder engagement inform the KCS plan



KCS held several ESSER stakeholder engagement opportunities through the summer

Opportunity	Timeline
Stakeholder Survey	June 16 – July 1
Principal Advisory Council Focus Group	June 17
Elementary Teacher Focus Group	June 21
Secondary Teacher Focus Group	June 21
Family Advisory Council Focus Group	June 23
Community Meetings	June 24 and 29
District Needs Assessment and Planning Sessions	Throughout mid- to late-June
Individual Board Member Interviews	July 13-15



Stakeholder Survey Responses

Survey Completion

- 13,921 surveys were opened and started
- 10,261 (76%) of surveys were completed
 - 132 surveys were completed in Spanish

Participant Profile

- 10,214 (73%) identify as a family members
- 2,564 (18%) identify as a teacher
- 1,536 (12%) identify as students
- 945 (7%) identify as support staff
- 404 (3%) identify as “other education or community interest group”
- Participants could respond in more than one group (e.g., teacher and family member)

Feedback engaged participants around state priorities and several trends emerged

Academics

- Additional tutoring programs
- Interventionists to work with students
- Early reading trainings and support
- Need for a clear set of instructional priorities

Educators

- Class size reduction
- Support for new teachers via mentoring
- Focused teacher diversity strategy
- Additional leadership opportunities for teachers
- Collaborative planning opportunities

Student Readiness

- Mental health supports—expansion of current contracts and additional staff
- Additional high school and middle school programming and equity of that programming across schools

Foundational Elements

- Continued support for technology investments and equity of technology
- Facilities improvements to improve health and safety

A number of implementation considerations were also highlighted during stakeholder feedback

Additional needs focused on:

- Frequent progress reports with data on impact and needed changes
- Equity across resources and programs
- Ongoing stakeholder/community engagement

These stakeholder trends aligned with many of the needs identified through the needs assessment

- Elementary Focus -K-2 Literacy –The pandemic seems to have had larger negative impact on reading for students in primary grades.
- Middle School Focus - 6-9 mathematics- Algebra I is an important prerequisite with strong proficiency rates aligned to success in higher levels of math throughout high school. Algebra I is also a reliable predictor of high school dropout rate.
- High School Focus – **Triage rising junior and senior classes to increase graduation rates** (Explore additional credit recovery models).
- All grade-levels – provide **non-academic supports as students return to learning**, and as we increase academic expectations.





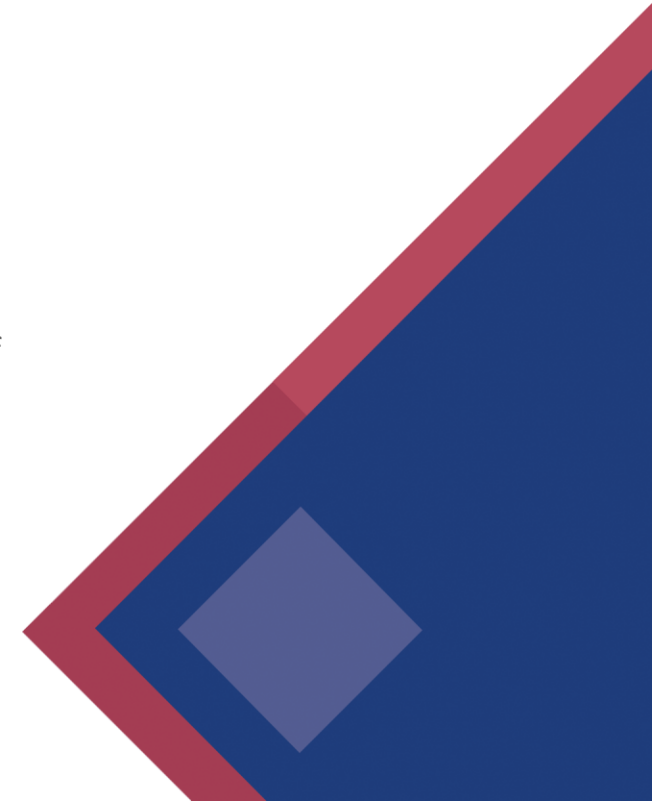
ESSER Plan Priorities



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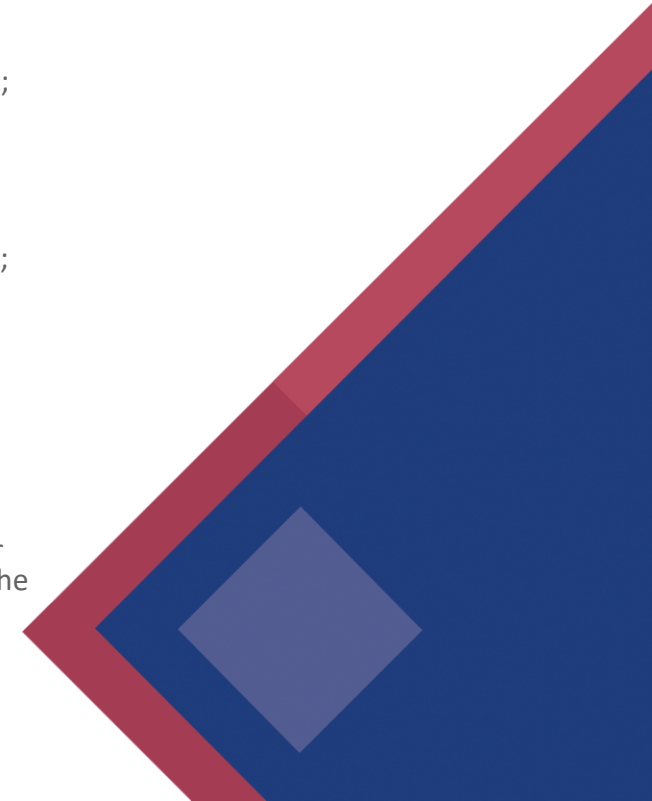
Priority 1: Strengthen Early Foundational Skills

- Allocated Resources: \$15,000,000
- Identify and define instructional expectations for primary grades that will enable them to meet 3rd grade expectations
 - Supports: Create clear goals for student proficiency; Provide training and resources to administrators and teacher leaders in each school; Develop a walkthrough tool outlining key foundational skills practices and pilot that tool
- Build professional development opportunities for teachers, administrators, and educational assistants to meet the identified instructional expectations
 - Supports: Provide training to administrators, coaches, and teacher-leaders on foundational skills expectations in math and ELA; Develop a community of practice group of administrators and teacher-leaders (Teaching and Learning days) to meet regularly; Partner with UTK to develop a reading specialists program.
- Strategically deploy resources based on KCS's instructional outcomes
 - Supports: Hire and train 150 tutors for K-2 tutoring groups across the 25 elementary schools with the largest literacy and math deficits; Hire and train interventionists for K-2 foundational skills; Purchase teacher editions of the *Benchmark Advance* curriculum for tutors; Collect data on tutoring and intervention programs
- Create systematic ways to make data available to stakeholders outside of the state report card
 - Supports: Engage leaders in professional development on analyzing foundational skills and benchmark assessment data; Create a progress report for families on literacy progress with suggestions for at-home literacy supports



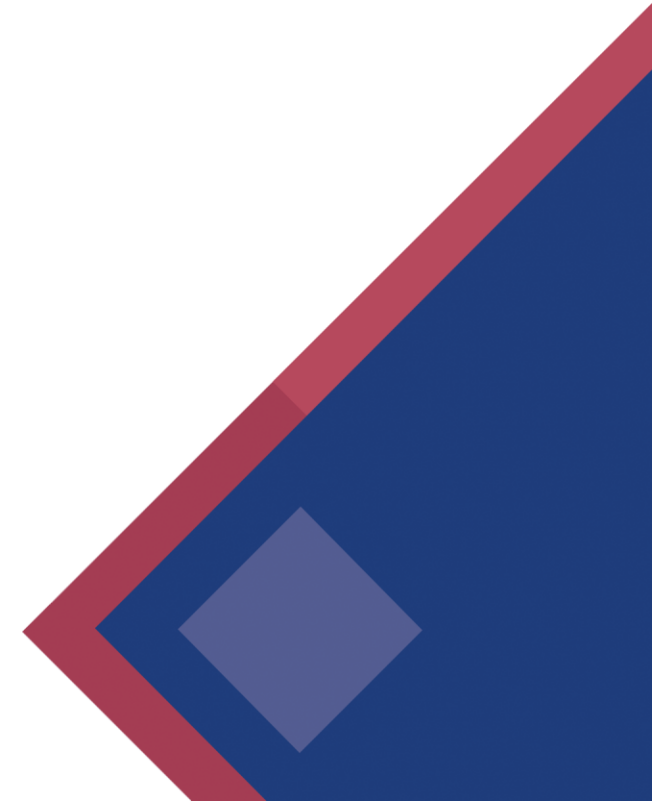
Priority Area 2: Strengthen math skills in 6th Grade through Algebra I to establish a firm math foundation for high school and post-secondary

- Allocated Resources: \$15,000,000
- Identify and define instructional expectations for middle grades mathematics that will enable them to meet Algebra I expectations
 - Supports: Create clear goals for student proficiency; Provide training and resources to administrators and teacher leaders in each school; Develop a walkthrough tool outlining math practices
- Build professional development opportunities for teachers, administrators, and educational assistants to meet the identified instructional expectations
 - Supports: Provide training to administrators, coaches, and teacher-leaders on math expectations; Develop a community of practice group of administrators and teacher-leaders (Teaching and Learning days) to meet regularly; Identify and support at-risk classrooms; Train tutors in the curriculum and in best practices for tutoring
- Strategically deploy resources based on KCS's instructional outcomes
 - Supports: Hire and train 100 tutors for 6-8 math tutoring groups for students in the 25-41st Aimsweb+ percentile; Hire and train interventionists grades 6-8 math in Tier II and Tier III; Purchase teacher editions of the *Go Math!* and *Carnegie* curriculum for tutors; Collect data on tutoring and intervention programs
- Create systematic ways to make data available to stakeholders outside of the state report card
 - Support: Establish leading indicators for TNReady based on formative data; Engage in monthly reviews of math progress; Create a progress report template for middle and high schools to share math progress with families
- Attract, Recruit, and Retain highly effective middle grade math and Algebra I teachers
 - Supports: Identify highly effective math teachers in grades 6-9 and train them to mentor new teachers and stipend them to mentor apprentice hires; Hire certified or almost certified math teachers as an apprentice teacher with full pay to study the classrooms of the highly effective math teachers;



Priority Area 3: Develop and implement an integrated systematic model of career advising and academic supports based on KCS portrait of a graduate/ready graduate, to prepare students for their post-graduation choices

- Allocated Resources: \$18,000,000
- To address the effects of interrupted learning KCS will develop and implement a defined scope and sequence of learning for career and postsecondary education options
 - Supports: Establish sustainable industry partnerships for each high school to respond align the scope and sequence of academic and technical programs to post-COVID industry needs and postsecondary opportunities for student; Expand work-based learning opportunities for each high school based on equitable access; Expand pre-AP and other advanced programming for middle school students; Expand student exposure to career exploration through virtual job shadowing, a middle school advisory curriculum, expanding YouScience reporting; and providing career specific expos
- Create personalized plans for all students that align to the career and postsecondary pathway options
 - Supports: Create a sequence of student counseling checkpoints in grades 6-12 to plan to respond to the impact of prior or future interrupted learning through a partnership with Hatching Results; Develop a transition support program for incoming 6th and 9th grade students
- Review and analyze student course requests, enrollment, and pathways regularly
 - Supports: Develop Aspen customized data reporting on student course request, enrollment, and pathways to prevent further misalignment of classes due to missed schooling; Develop data reporting on student course request, enrollment, and pathways to prevent further misalignment of classes due to missed schooling; Establish structures within each high school to review student course request and enrollment patterns with on-track graduation indicators;



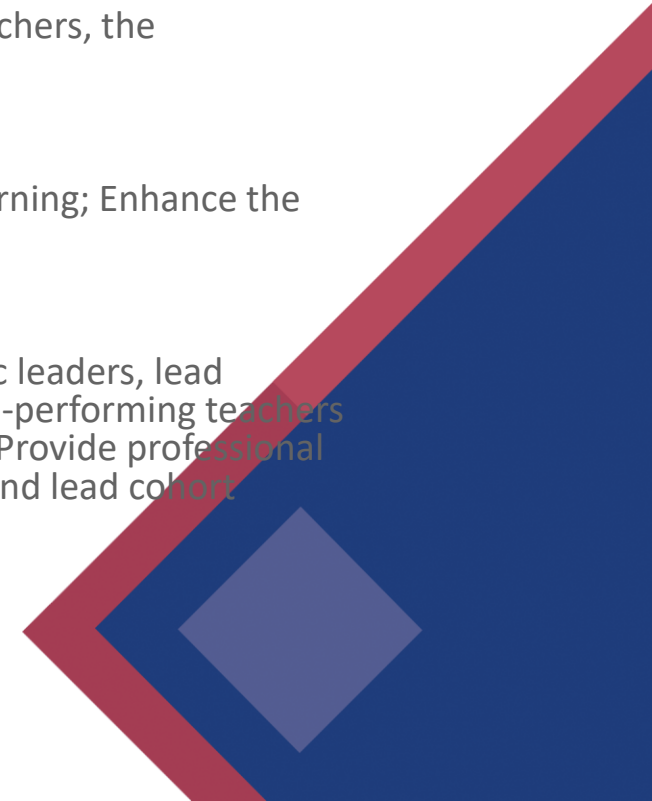
Priority Area 4: Identify and implement evidence-based interventions that will quickly close academic gaps and remove barriers to learning

- Allocated Resources: \$11,000,000
- Strengthen and re-engage PIT teams (Whole Child Support Teams)
 - Supports: Set vision and train on expectations for PIT teams; Provide ongoing support through time cards; Provide additional training on Forecast to analyze student needs
- Provide additional intervention supports for students
 - Provide restorative practices consultation for community building and restoration to schools with high absence rates during COVID and/or high percentages of students returning to in-person learning; Expansion of Helen Ross McNabb individual student counseling support; Create an afterschool and virtual tutoring option for high school students; Continue offering summer program options; Expand bank of intervention options; Purchase Curriculum which supports students on the Alternate Assessment working toward the Alternate Academic Diploma in all grade spans; Expand Project SEARCH to a second location;
- Create a coherent model for implementing and tracking intervention supports
 - Supports: Work with *Ed-Plan* to develop a districtwide dashboard to track student academic and behavioral intervention data.



Priority Area 5: Create a strategic approach to building teacher and school leader capacity to make instructional decisions

- Allocated Resources: \$10,000,000
- Set and monitor a clear set of instructional priorities
 - Supports: Establish yearly instructional priorities that focus on supporting student academic growth and recovering learning; Develop a coherent walkthrough tool to provide consistent feedback on instructional priorities; Provide supervisors with coaching support and professional learning as they support teacher leaders; Model common and coherent instructional strategies (i.e. Five Parts of a Lesson, Student Ownership) Provide TEAM Rubric training to support the transition from the TEAM model to the TIGER Instructional Framework: making clear connections for mentoring Stage I teachers, the curriculum, and continued implementation with the TIGER framework
- Enhance new teacher and new administrator supports
 - Supports: Strengthen the mentoring program for new teachers by creating a scope and sequence of learning; Enhance the yearlong onboarding and mentorship plan for new principals
- Enhance teacher leader supports
 - Supports: Identify and provide training, support and coaching for instructional coaches, content-specific leaders, lead teachers, administrators, and mentors; Content-specific leaders at each school - new role added to high-performing teachers to coach new teachers and lead their school in instructional strategies and responding to student data; Provide professional development to strengthen unit planning, coaching cycles, model high quality instructional strategies, and lead cohort content development and PLCs



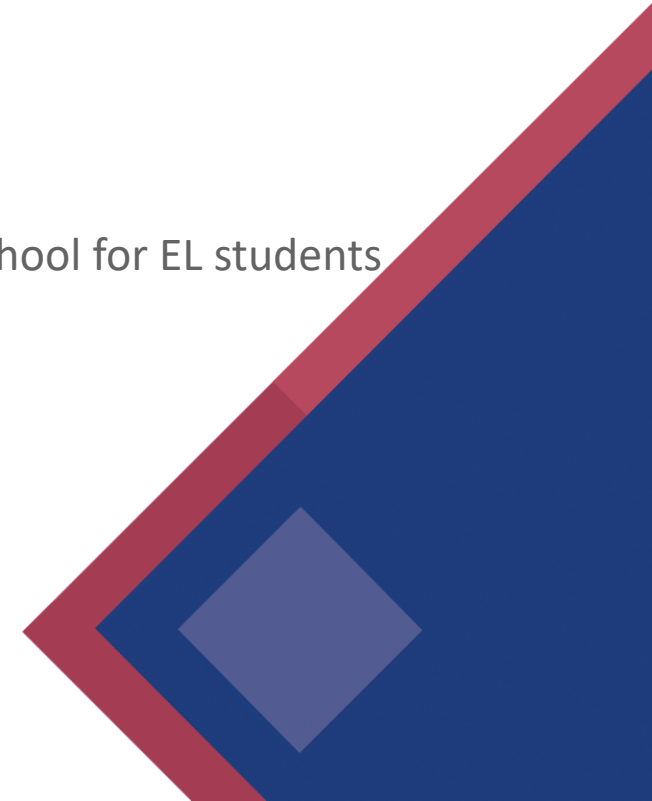
Priority Area 6: Create a plan for recruitment and retention of high-quality educators

- Allocated \$9,700,000
- Create incentives for hard to staff schools
 - Create an outreach strategy targeting higher education institutions with diverse population; Do a climate assessment with an external partner (initially with a few pilot schools) on each school's level of Inclusive Culture. After establishing a baseline, strengthen areas of weakness by developing an action plan, and compare the rates of retention with schools that are not intentionally focused on creating inclusive working environments.
- Continue development and expansion of Grow Your Own Program
 - Supports: Strengthen marketing strategies used to promote the current Grow Your Own program; Explore the possibility of creating a Grow Your Own Program with an in-state HBCU; Implement the High School to Teacher Residency Program (HSTRP) at UTK
- Create a cadre of permanent substitutes to fill staffing voids
 - Supports: Hire two full-time substitutes per building to provide staffing as needed and support tutoring



Priority Area 7: Create safe and healthy learning environments through facilities and technology improvements

- Allocated Resources: \$20,000,000
- Maintain technology investments
 - Supports: Promethian Panels, Document Cameras.
- Facilities Investment
- Supports: Lincoln Park Renovation to Support Newcomers Academy – self-contained school for EL students new to US; HVAC Upgrades



The strategies included the KCS ESSER plan will directly support student short and long-term needs

Through these funds, KCS students will:

- Receive instruction from specially trained reading specialists
- Utilize restorative practices to solve problems
- Have a personalized plan to support career and post-secondary readiness
- Work with tutors to improve skills in literacy and math
- Access work-based learning and industry aligned programs of study
- Receive clear data on reading progress to discuss with their families
- Engage with mental health professionals to support their social and emotional needs
- Access to 21st century technology in their classrooms and at home
- Build capacity at the school-level for impact beyond the 3 years of funds.



Questions? Comments?

