



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: Public Plan

Needs Assessment for ESSER 3.0

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DISTRICT: Warren

Public Plan - Needs Assessment for ESSER 3.0



General Information

LEA Name	Warren County Schools	Director of Schools	Grant Swallows
Address	2548 Morrison St, McMinnville, TN 37110		
Phone #	(931) 668-4022		

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%
			%	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%
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Migrant	.2%	Students with High-Speed Internet at Home	
%			

allocation for those funds. The department also encourages updates to ESSER 1.0 and 2.0 spending plans to align with needs as they are updated and develop. Local plans and those submitted through InformTN for the comprehensive district plans will likely be more detailed inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

ACADEMICS

Topic	Supporting Data and Notes	
Kindergarten		
50%+ School Year Remote	Provide information on any increase in the number of students whose “first time” experience in a formal school setting will be 2021-2022.	There are mainly 40 first graders who were either VIP (our virtual option in WCS) all year or were home-schooled in 20-21, 454 new kindergarteners this year, and 2 students who are in 2nd/3rd grades who were homeschooled all years up to this year.
Instructional Days		
Days In-Person	Total number of in-person days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	As a whole, students in Warren County participated with in person learning 136 days last year. Summer school and tutoring was set in place to combat the learning loss from less in-person days. We will continue to improve those initiatives in our district.

Days Virtual	Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	Students in Warren County were in a virtual setting 44 days last year.
Quarantine Closures	Summarize the number of days or weeks schools were closed due between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average).	Schools were required to prioritize when it came to filling in the gaps for students in person learning and those in a virtual setting. Only three schools had grade bands that were completely quarantined. All other schools were able
Tennessee Department of Education • tn.gov/education		to remain open with individual quarantines of students and Pg 4
		teachers.
Additional Impacts on Instructional Time	Summarize any other significant impacts on instructional time (more than 5 days). Examples may include: staffing shortages, weather or natural disasters, technology access or issues, etc.	Warren County Schools was able to fill all staffing positions. We did not miss more than our allocated inclement weather days and no schools reported students with prolonged connectivity issues.

Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	At the Kindergarten level, virtual instruction was not effective. In the successful cases, the students had very involved parental support. In grades 1-2, virtual instruction was more successful. It was not ideal, but the teachers did not feel like it could not be done. The teachers found ways to engage the students through games, videos, or online activities. Grades 3-12 struggled in the beginning. Students were not engaged and did not complete work. Once teachers began to video lessons, virtual students felt more a part of the class and as a result student engagement increased.
Student Achievement, Instructional Materials and Interventions		
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	Please see attached reports from Aimsweb Plus for benchmark data.
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	Literacy scores decreased in Warren County Schools. Comparing Kindergarten from SY19-20 to SY 20-21, there was a decrease in each testing period. First grade had similar numbers in the top ten percent, but the number of students in the 25th and below range increased greatly.

ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	Warren County Schools' ACT data has remained low the last few years. We did not see a decline or increase in any groups.
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	We invested in before and after school tutoring as well as summer school. Overall, some gaps were filled for students; however, there is still a great need to support students who were not actively engaged while in the virtual setting.
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	These programs continued in many ways they have in the past. There were no field trips and no outside visitors allowed in schools, but students were still provided enrichment activities during the regular school year.

STUDENT READINESS

Topic	Supporting Data and Notes	
Transitions and Pathways		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	Students are behind on standards taught in person and in a virtual learning environment. There is a large amount of unfinished learning that needs to be addressed and prioritized early this school year so that students do not continue to fall behind even more.

Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	Students are behind on standards taught in person and in a virtual learning environment. There is a large amount of unfinished learning that needs to be addressed and prioritized early this school year so that students do not continue to fall behind even more.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	Remote learning with all new teachers in a completely new setting caused most students to not feel engaged and a
		part of the school environment. As a result, more relationship building skills are need more now than ever.
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	Counselors met weekly to discuss candidates for our virtual instruction program. These students needed an alternative schedule in order to have access to the credits they needed to graduate.
Dropout Rates and Disengagement	Summarize challenges related to expected drop-out rates credit recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years.	Teachers had to reach out more often, even on a weekly basis to attempt to reengage students in school and see the importance of finishing. Most students had jobs and did not want to stop working to work on their schoolwork. We had to track students as a group effort as there were not enough teachers to contact that many students individually.

CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inabilities to participate in coursework needed to	There was an increase in concentrators in 2019-2020 due to the CTE Concentrator definition changing. Since there was an increase in 2019-2020 (due to concentrator definition changing) the 2020-2021 concentrator number was less than 2019-2020. It is the opinion of the district, that the decrease in CTE Concentrators in 2020-2021 is due to more students being marked CTE Concentrators in 2019-20 due to a concentrator definition change and is NOT pandemic related. Even though CTE Concentrators decreased in 2020-2021 the CTE Concentrator number was still more than the CTE Concentrator number in the past 5 years (except for 2019-20).
Course Availability	Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result	Warren County Schools was able to provide all courses originally planned for the school year.
	of pandemic related challenge (not including CTE, which is referenced above).	

Special Populations and Mental Health

Special Populations	Summarize challenges related to supporting students with disabilities, English learners, students experiencing homelessness, students in foster care, migrant students, and economically disadvantaged students during the 2020-21 school year.	There were several challenges for our district during the Covid pandemic. Our prioritized needs include focuses on any possible learning loss for our students with disabilities. As we know many of our students regress over breaks, or any time they are out of school. We tried to address this in summer school programming by offering services in addition to Tier 1 curriculum.
Mental Health, Behavioral and Other Supports, Interventions and	Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.	Teachers and staff was not able to touch base with students in the same ways we have in the past which, in turn, made well visits even more important. Not all students could be reached by a phone call or an email, so SROs had to assist in locating students and confirming their well-being as well as actual location in our county.
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	Some nurses had childcare issues. Nurses were considered essential, but their families still depended on them when their children or spouses were quarantined. We used sub nurses or PRNs to cover when a school nurse was out of school. Covid was a huge strain on their personal lives in that contact tracing could go well into after school hours. That itself dominated most of their time to where they were not serving students as they usually do.

EDUCATORS

Topic	Supporting Data and Notes	
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Staff Retirements	Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	For Warren County Schools, 20-40 retirements a year is typical for us. We did not exceed that number.
Staff Resignations	Summarize differences in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	For Warren County Schools, 20-40 staff resignations a year is typical for us. We did not exceed that number.
Extended Quarantines	Provide the number and percent of instructional staff and non- instructional staff who faced more than two quarantine periods (10 days or longer).	There were 71 staff members or teachers who were quarantined up to the allowed 10 days. Our district did not formally track data after that.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	We were able to fill all available positions, even if this was done with a waiver. There was only one vacancy this school year that could not be filled and it was not COVID related.
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	There were no critical vacancies for our district during 20-21.

OTHER CONSIDERATIONS

Topic	Supporting Data and Notes	
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Access to Technology	Provide the percent of time when students learning in a virtual environment did not have consistent access to a device. Provide this information for elementary, middle, and high school grade bands.	None of the schools reported extended connectivity issues. Our district sent out hotspots to families in need. At the end of the school year, we had extra hotspots we had not given out.
Access to High-Speed Internet	Summarize student and staff access to highspeed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access.	Our district purchased hotspots for all those in need, and the district combined with T-Mobile for the free WiFi through the year.
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	Classroom sizes did not make it easy to socially distance. Cafeterias were not able to hold normal capacity with distancing in place. The hallways at the high school were not able to house all students needed. There are several capital projects in place to increase those areas as well as alternative schedules in place to help schools accommodate.

Summary of Key Priorities

For each of the sections below, list the top 3 investments your district will make to address the data indicated above and accelerate student achievement.

ACADEMICS

1	Math Coaches
2	Virtual School- Staff and curriculum
3	District data and testing supervision

STUDENT READINESS

1	Capturing Kids Hearts training and implementation
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1	Effective instructional materials (eg. Supplies, trainings, and curriculum)
2	Bonuses, stipends, Grow Your Own Participants
3	Capturing Kids Hearts training and implementation

FOUNDATIONAL ELEMENTS

1	Increasing access and functionality of devices as well as internet speeds
2	Upgraded facilities- air quality and additional spaces to assist with social distancing
3	Additional classrooms and spacing in schools

SUPPLEMENTAL RESPONSES

2	Early Warning System- added features from the year before to increase awareness of students at risk
3	Technology improvements in high school classrooms

EDUCATORS

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SUPPLEMENTAL RESPONSES *(continued)*

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