

DISTRICT: Public Plan

Needs Assessment for ESSER 3.0

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.

TN Department of Education

DISTRICT: _____
Public Plan - *Needs Assessment for ESSER 3.0*

General Information

LEA Name	**Campbell County School**	Director of Schools	**Jennifer Fields**
Address	**172 Valley Street, Jacksboro, TN 37757**		
Phone #	(**423**) **562** - **8377**		

Students & Enrollment

Mission & Vision	**Vision: Excellence for Every Student, Eevery Day! Mission: To provide all students with the skills they need to be a**				
Grades Served	**PK-12**	# of Schools	**12**	Total Student Enrollment	**4892**

Race/ Ethnicity	American Indian/Alaska Native	**.04** %	Asian	**.4** %	
	Black/African American	**.6** %	Hispanic	**1.1** %	
	Native Hawaiian/Pacific Islander	**.1** %	White	**90** %	
	Multiracial	**.6** %			
Economically Disadvantaged		**53.7** %	English learners	**1.2** %	
Students with Disabilities		**21.2** %	Foster	**4.6** %	
Students Experiencing Homelessness		**8.5** %	Students in Military Families	**0** %	
Migrant		**.2** %	Students with High-Speed Internet at Home	**60** %	

This needs assessment for ESSER 3.0 is built to be a summary of the major elements to consider in strategic planning for effective resource 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 and thorough, with specific call-outs by individual school need. The state template is intended to provide the public with a data snapshot to inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

ACADEMICS		
Topic	**Supporting Data and Notes**	**Interpretation of Data and Identified Needs**
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.	**38**
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.	**175**
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.	**5**
Quarantine Closures	Summarize the number of days or weeks schools were closed due to quarantine and how that varied across the district. Differentiate between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average).	**Two schools went virtual for 10 days. The district went virtual for 5 days totoa..**
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.	**Student Quarantines and Isolations.**
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	**Virtual was provided for students in K-12. Their engagement level was at 95% based on the numbers in the Edgenuity**
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.	**Fall 23.08, Winter 30, Spring 22.22** **ED Students: Fall 14.08, Winter 15.61, Spring 9.87**
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	**Students scored about 5% lower in all categories than they hac**
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	**Composite 2018: 18.6 Composite 2019: 19.3 Composite 2020: 17.2 Composite 2021: 16.3**
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	**After-school tutoring was increased as well as remote tutoring**
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	**Additional enrichment was provided over the summer in summ**

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

STUDENT READINESS		
Topic	**Supporting Data and Notes**	**Interpretation of Data and Identified Needs**
Transitions and Pathways		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	**Students who were in virtual in fifth grade transition to middle school will have a unique challenge of both**
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	**Students who are leaving middle school to high school will have the same transition challenges that they normally do,**
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	**Students who are leaving middle school to high school will have the same transition challenges that they normally do,**
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	**The challenges are mostly cultural in that graduating high school is still an important rite of passage for students here,**
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.	**These numbers did not change very much. In fact, credit recovery became a bit easier to manage because the virtual**
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inabilities to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	**There were no changes in CTE enrollment, programs, etc.**
Course Availability	Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result of pandemic related challenge (not including CTE, which is referenced above).	**There were no courses that we could not offer in 2020-2021.**
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.	**The challenges in supporting students with disabilities, English Language Learners, etc. were providing them with resources they needed if they chose to do virtual schooling.**
Mental Health, Behavioral and Other Supports, Interventions and Staffing	Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.	**The challenges related to mental health and behavioral health were around virtual students whom we were not seeing daily. We were able to address this by installing a system by which every student talked to an adult every day**
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	**We hired more school nurses last year, so there weren't challenges or limitations except for those who were**

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EDUCATORS		
Topic	**Supporting Data and Notes**	**Interpretation of Data and Identified Needs**
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.	**9**
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.	**4**
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).	**8**
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	**0**
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	**0**

OTHER CONSIDERATIONS		
Topic	**Supporting Data and Notes**	**Interpretation of Data and Identified Needs**
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.	**0% - We distributd laptops to all students who did not have one.**
Access to High-Speed Internet	Summarize student and staff access to high-speed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access.	**60% of our students have acccess to high-speed internet. Students and staff who participated in virtual learning had access to high-speed internet 100% of the time through hot**
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	**It was difficult to space out at our smaller schools. Our larger schools were able to transition to distancing seamlessly.**

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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	**Interventionsts**
2	**McRel Tailored Professional Development**
3	**Educational Assistants**

STUDENT READINESS	
1	**Mental Health**
2	**Special Populations**
3	**CTE**

EDUCATORS	
1	**Class Size Reduction**
2	**Instructional Coaches**
3	**Assistant Principals**

FOUNDATIONAL ELEMENTS	
1	**Internet Upgrades**
2	**Communications Upgrades**
3	**Building Upgrades**

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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