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: Elizabethton City Schools
Public Plan - *Needs Assessment for ESSER 3.0*

General Information

LEA Name	Elizabethton City Schools	Director of Schools	Mr. Richard VanHuss
Address	804 S. Watauga Ave. Elizabethton, TN 37643		
Phone #	(423) 547-8000		

Students & Enrollment

Mission & Vision	The mission of Elizabethton City Schools is the development and growth of its children in the knowledge and skills which enable them to achieve their potential as complete human beings, share in and contributing to the enjoyment and enrichment of their own lives, the lives of others, of the community, and the world. Vision: To maximize educational opportunities for children To actualize a facilities improvement and maintenance plan for Elizabethton City Schools To expand parenting/community education and involvement To build trust with funding agencies through accountable practices To build collaborative relationships with higher education, post-secondary institutions, and other agencies for the purpose of student and teacher education To improve student and staff productivity though a positive school system climate To have our students effectively compete in a global job market

Grades Served	PreK-12	# of Schools	5	Total StudentEnrollment	2,584

Race/Ethnicity				
American Indian/Alaska Native	0.3%	Asian	1.4%
Black/African American	5.2%	Hispanic	3.3%
Native Hawaiian/Pacific Islander	0.2%	White	89.6%
Multiracial	5%		

Economically Disadvantaged	21.8%	English learners	0.5%
Students with Disabilities	16.3%	Foster	0.3%
Students Experiencing Homelessness	3%	Students in Military Families	0.5%
Migrant	0.1%	Students with High-Speed Internet at Home	69%

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.	According to current enrollment data and information, 50 Kindergarten students will be experiencing a formal school setting for the first time during the 2021-2022 school 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.	Elizabethton City Schools experienced 137 in-person instructional days for the 2020-2021 school year. 80% of the school year was considered in-person for all grades.
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.	Elizabethton City Schools experienced 36 virtual days for the 2020-2021 school year. 20% of the year was considered virtual for all students.
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).	T.A. Dugger Junior High (6-8 grade) was the only school within Elizabethton City Schools to close due to quarantine. This quarantine lasted 5 days and as an alternative to in-person learning, approximately 615 students attended virtually for the 5 quarantined days.
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.	4 day in-person/1 day virtual for all students Chromebooks did not arrive until January
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	K-2: The teachers focused on Phonics, Reading practice, grammar, high frequency words, writing, and math. They made weekly interactive Google Slide presentations and/or posted a daily agenda for the students to work through. Their daily Google Meet consisted of a phonics lesson or interactive read aloud. The teachers worked hard to build those parent/student relationships with virtual students and on hybrid/virtual days with their in-person students by being available via email, text, phone, Google Classroom, and Google Meet. 3-5: The teachers had daily on-line lessons for their students either by posting a video recording of their instruction or hosting a live Google Meet. Their lessons focused on math, ELA, social studies, and science. Everything that was happening during in-person instruction was also available digitally on Google Classroom. The teachers worked hard to build those student/parent relationships with virtual students and on hybrid/virtual days with their in-person students by being available via email, Google Classroom, and Google Meet. 6-8: Synchronous and Asynchronous learning opportunities were provided for our virtual learners. One day of the week, Wednesday, was dedicated to virtual instruction. This provided time for our teachers to make personal connections with our students who selected to remain distance learners throughout the year and an opportunity for them to build relationships with their peers.

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
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| | | 9-12: First semester specific teachers were assigned to teach distance learners. This became an issue when students' needs changed throughout the semester with keeping students with their same schedules and courses. During the second semester all teachers taught both in-person students and distance students with the same class. This provided the opportunity for students to develop relationships with their peers. Synchronous and Asynchronous learning occurred throughout the year. Wednesdays were devoted to engaging all students in virtual learning and to provide dedicated time for our virtual learners.

K-12: One issue that we faced with virtual instruction was the delay in receiving our one-to-one devices for our students. We ordered Chromebooks in July 2020 and did not receive these Chromebooks until January 2021. This delay caused difficulty in providing Synchronous and Asynchronous instruction during the first semester of school. |
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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.	enCase Benchmark Data: **Annual Projected % Proficient** **3-8 Math**: 38% **3-8 ELA**: 32.23% **Alg I**: 31.05% **Alg II**: 27.65% **Geometry**: 19% **Eng I**: 29.45% **Eng II**: 31.7% **Aimsweb K-2: Early Literacy Data** indicates students made substantial improvements throughout the year. **TIER II & III data** **Kindergarten**: Fall 61%; Winter 53%; Spring 26% **First Grade:** Fall 51%; Winter 49%; Spring 33% **Second Grade:** Fall 40%; Winter 34%; Spring 18% **Aimsweb K-2: Early Numeracy Data** indicates students made substantial improvements throughout the year. **TIER II & III data** **Kindergarten**: Fall 57%; Winter 39%; Spring 22% **First Grade:** Fall 50%; Winter 41%; Spring 32% **Second Grade:** Fall 51%; Winter 34%; Spring 21%
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	Early reading was impacted by the reduction of in-person instructional days available to students. For students who selected in-person instruction they were able to meet 4 days a week and then have one day of virtual learning a week. Early Literacy Aimsweb data does not indicate a significant impact on scores. Due to not administering 2020 Spring Universal Screeners it is difficult to compare the accuracy of the impact. In 2019/2020 our Winter Early Literacy Kindergarten US data indicates 71% or our students were proficient with grade level skills. In 2020/2021 our Spring Early Literacy Kindergarten US data indicates 74% of our students were proficient with grade level skills. In 2019/2020 our Winter Early Literacy First Grade US data indicated 66% proficiency and our 2020/2021 Spring Early Literacy First Grade US data indicated 67% proficiency. 2019/2020 Second Grade Winter Early Literacy data indicated 77% proficiency and 2020/2021 Spring data indicated 82% proficiency.

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ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	2018-2019 - ACT Average 20.7 - 53.6% of all students scored a 21 or higher. 40.7% of ED students scored a 21 or higher. 14.3% BHN students scored a 21 or higher, and 3.4% of SWD scored a 21 or higher. 2019-2020 - ACT Average 21.9 - 44.4%% of all students scored a 21 or higher. 25.7%% of ED students scored a 21 or higher. 33.3% BHN students scored a 21 or higher, and .09% of SWD scored a 21 or higher. 2020-2021 - ACT Average 20.8 - 47.5% of all students scored a 21 or higher. 29.8% of ED students scored a 21 or higher. 6.3% BHN students scored a 21 or higher, and 0% of SWD scored a 21 or higher. The current 3-year trend listed represents the latest available data. All students' percentage dropped during 19-20 by 9% but then increased by 3% for the 20-21 school year. ED students followed the same trend as all students with a decrease in 19-20 but a slight increase in the ED percentage by 20-21. BHN and SWD had the most significant change in that by 20-21, both had decreased in percentage - specifically with SWD having no students score a 21 or above on the ACT. The above 3-year trend also indicates a 99% participation rate average.
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	After school virtual tutoring was made available to students for both distance and traditional track students. We also partnered with Milligan University to provide Virtual tutoring for our students. This partnership supported our students and teachers, as well as, helping pre-service teachers to obtain some practicum hours. Virtual students were given the opportunity to come in as needed on Wednesday to get caught up and/or allow us to collect data. We facilitated this process in many different ways to ensure the family/student was comfortable with the arrangement. We made many trips delivering and picking up student work.
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	Our Extended School Program was able to continue throughout the year by keeping students within their schools instead of bringing them together as a district. COVID protocols were in place during the ESP times. Athletics at both the middle school and high school operated throughout the year adhering to TSSAA and CDC guidelines. School activities, family nights, field trips, etc. were greatly impacted and reduced due to the difficulty of meeting COVID guidelines. Family engagement activities were also impacted. Schools were unable to hold family engagement activities and/or events. Group work and peer-interactive lessons were constrained and absent due to social distancing restrictions and regulations. We also missed out on the valuable assistance of volunteers who are normally available due to constraints with social distancing inside our schools.

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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.	We typically have in-person orientations for each grade level (6-8) in middle school. For the 20-21 school year, this was only done for 6th grade students and was broken down alphabetically into much smaller groups. Additionally, students who elected to participate in distance learning were experiencing middle school curriculum for the first time without having ever set foot in the building.
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	Students who complete 8th grade in our school system typically participate in multiple culturally enriching activities that help develop them into more well-rounded individuals before they enter high school. These events include trips to study local history and a trip to Washington, DC to explore national landmarks and US History. These opportunities were not available during the 2020-2021 school year.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	We typically have in-person orientations for all incoming 9th-grade students and students new to the district. For the 20-21 school year, this was only done for 9th-grade students and was broken down alphabetically into much smaller groups. Additionally, students who elected to participate in distance learning were experiencing high school curriculum for the first time without having ever set foot in the building.
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	Elizabethton High School (EHS) graduation rate for the 2020 school year was 88.9%. For the 2021 school year, EHS increased the graduation rate + 4.09% to 92.99%. This data demonstrates a significant improvement compared to previous years.
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.	Our credit recovery needs were elevated in the spring of 2021 and also this summer during summer school. Our district office funded additional seats for a capacity that was three times the normal number of students we typically serve in summer school. Ninety five percent of our students attempting to recover credit over the summer were able to do so. We were still able to achieve our AMO for graduation rate and improve from last year despite the challenges we faced but it did not come without a large need for credit recovery during the school day. Again, these opportunities were made available by increasing the amount of licenses needed for our approved credit recovery program so that the increase in student load would be manageable
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.	In the fall of 2020 EHS did not allow Distant Learners (DL) to take higher level CTE classes. We were better prepared with Chromebook and best practices to accommodate DL students in all classrooms. Perhaps, the pandemic handcuffed our numbers in places. Course catalog description as part of our Fall 2020 re-opening: *Courses available for students on the Distance Learning Track are listed below. Remaining courses in the Course Catalog are available on-campus only. In the event of school closure, on-campus courses will be made available online: Online CTE and Elective Courses (based on availability and enrollment) Agriscience, Maintenance, Light, and Repair 1, Health Science, Aviation 1, Intro to Aerospace, Computer Applications, Digital Arts 1, Principles of Engineering & Design, Cyclone Experience, (9th grade only) And Senior Capstone (12th grade only)* In the spring this was changed to allow students to take all classes in person or remote.

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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 as a result of the pandemic. Full-time virtual learners were given the option to only take some courses in-person because they were not able to be tailored to fit a virtual environment 5 days per week. In-person and hybrid learners were offered all courses in our catalog.
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 greatest challenge in supporting special populations during the 20-21 school year existed in providing services to students who either elected to remain distance learners or who were on mandatory quarantines. Academic supports could be provided virtually through platforms like Google Classroom and Canvas, but many other supports such as OT/PT and speech had to be delivered either in-home or virtually.
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.	While counselors were able to utilize technology to meet with and provide support to virtual learners, these sessions were limited by what could be observed on a screen. This limited the counselors' ability to witness social interaction and process non-verbal information (i.e., body language).
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	ECS has one full-time nurse at each of our five schools to serve the student population. Additionally, we employ a nurse within our SPED department and a district-wide RN. Their greatest challenges involved contact tracing, ensuring social distancing/quarantine procedures at school for symptomatic students, and general availability in the event that one or more of them had to quarantine after close contact with a positive case.

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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.	In the 19-20 school year, we had 5 classified retirements. In the 20-21 school year we had 3. For the 19-20 school year, we had 3 certified staff retire. For the 20-21 school year, we had 6 certified employees retire. The number of certified retirements doubled but was still very small compared to the total number of certified staff we employ.
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.	In the 19-20 school year, there were 26 classified & 9 certified resignations for a total of 35 resignations. In the 20-21 school year, there were 30 classified & 8 certified resignations for a total of 38 resignations. The difference is so small that it is hard to determine what may be the cause.
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).	Of the 227 certified staff members, only 2 staff (.09 %) faced more than 2 quarantine periods. Of the 209 classified staff, only 2 staff (.96 %) faced more than 2 quarantine periods.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	There were no vacancies for the teacher of record in ECS during the 2020-2021 school ye
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	There were no "critical" vacancies that impacted the district.

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.	Prior to the pandemic, we were not a 1 to 1 district. With our ESSER 1.0 grant, we purchased 1500 Chromebooks & 200 teacher laptops. We also utilized a combination of the Remote Technology Grant and the Continuous Learning Grant to purchase the devices needed to serve students in a remote learning environment. Teacher laptops were ordered in early June and delivered in mid-July. Unfortunately, this was not the case with our Chromebooks. They were ordered in early June but were not delivered until late January/early February. Our district had some Chromebooks, so we distributed those to students who did not have access to a device. Approximately 20% of our elementary students were without a school device for almost 60% (6 months) of the school year. Approximately 15% of our junior high and 20% of our high school students were without a device for 60% (6 months) of the school year. Many of our students were using their own devices to allow us to

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		successfully navigate the challenges of remote learning. There were some students who still did not have a device. In those situations, the teachers worked on ways to provide printed material and feedback through various modes of communication.
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.	Our hotspot devices were also delayed. We received those devices in November. We also installed outside wi-fi connections on each school campus that would allow students with no connectivity to upload and download assignments from their cars in the parking lot. All staff and students who needed high-speed internet access were provided with a hot spot by the end of November.
Facility Constraints	Summarize facility constraints that impacted instruction (ie.space concerns leading to hybrid schedules).	All three of our elementary schools were built in the late 1950's/early 1960s. Our junior high school was built in 1940. Our newest building, the high school, was built in the mid-1970s. While these buildings are well-constructed and have served the community well, they were not built with the constraints of a pandemic in mind. Many of the rooms are small and do not allow for social distancing as required during the COVID-19 pandemic. As a result, when infection rates increased in our area, we operated on a hybrid schedule. We also had remote Wednesdays throughout the school year to allow for deep cleaning halfway through each week. This also assisted administrators in minimizing the number of quarantines as a result of positive cases. Our junior high, high school, and one of our elementary schools are still on a two-pipe HVAC system, which limits the amount of fresh air that can be brought into the building. This has also been a challenge during the pandemic when fresh air is needed.

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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	In consultation with our school leaders and community stakeholders, we determined our district could mitigate learning loss and accelerate student achievement by participating in the TN All Corps Tutoring program.
2	Additional interventionists at the three elementary schools will enable them to serve more students during the RTI intervention blocks to mitigate learning loss and provide additional intervention instruction.
3	Class size reduction teachers at the middle (TAD math) and high (EHS English) schools will enable teachers to accelerate academic achievement by serving fewer students per class.

STUDENT READINESS	
1	Our school leaders and stakeholders identified the need for mental health therapists to address the social, emotional, and academic needs of our students.
2	It was also determined that additional school counselors/advisors be added at the middle and high school levels for social, emotional, and academic readiness.
3	In addition, we identified the need for a school social worker to address the social, emotional, attendance, and academic needs of our students.

EDUCATORS	
1	Based on our needs assessment we did not experience excessive retirements, resignations, nor extended quarantines due to the pandemic. However, we will closely monitor our educator needs due to planned retirements over the next few years.
2	We will collaborate with Milligan University on the Grow Your Own grant to develop ECS employees (i.e. teacher assistants) as highly effective educators to employ when the degree and certification are complete.
3	Class size reduction teachers at the middle and high schools will enable teachers to accelerate academic achievement by serving few students per class.

FOUNDATIONAL ELEMENTS	
1	We determined the need to purchase devices to successfully implement remote learning (student Chromebooks, teacher laptops, hotspots/internet connectivity, & Boxlight panels).
2	It was also determined that we purchase new rooftop units for school facilities to improve fresh air circulation.
3	The completion of a new addition at T. A. Dugger Junior High School would allow smaller class sizes and improve fresh air circulation in the building.

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.*

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