

# DISTRICT: Grainger County Schools (290)

## Public Plan - Needs Assessment for ESSER 3.0



### General Information

LEA Name	Grainger County Schools	Director of Schools	Dr. James Atkins
Address	7850 Rutledge Pike, Rutledge, TN 37861		
Phone #	( 865 ) 828 - 3611		

### Students & Enrollment

Mission & Vision	Teach. Learn. Succeed.					
Grades Served	PK-12	# of Schools	8	Total Student Enrollment	3052	
Race/ Ethnicity	American Indian/Alaska Native	0	%	Asian	0	%
	Black/African American	0.75	%	Hispanic	6.3	%
	Native Hawaiian/Pacific Islander	0	%	White	91.3	%
	Multiracial	1.6	%			
Economically Disadvantaged	76	%	English learners	4.9	%	
Students with Disabilities	22.8	%	Foster	0.85	%	
Students Experiencing Homelessness	0.46	%	Students in Military Families	0	%	
Migrant	0.29	%	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
<b>Kindergarten</b>		
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.	<b>We do not expect to see any increase from our typical PreK/K enrollment.</b>
<b>Instructional Days</b>		
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.	<b>Elementary - 112 = 62%</b> <b>Middle - 110 = 61%</b>
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.	<b>Elementary - 68 = 38%</b> <b>Middle - 70 = 39%</b>
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).	<b>Elementary - 10 days due to quarantine</b> <b>Middle - 15 days due to quarantine</b> <b>High - 23 days due to quarantine</b>
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.	<b>GCS closed one day for inclement weather, and one day for a water line break</b>
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	<b>Teachers in all grade bands used the same curriculum with virtual students as those who were in person, which led to</b>
<b>Student Achievement, Instructional Materials and Interventions</b>		
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.	<a href="https://docs.google.com/spreadsheets/d/1MYGu9ItxTHcyvrzK8S67WN2cvOVaDnelazc-nluMMn/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1MYGu9ItxTHcyvrzK8S67WN2cvOVaDnelazc-nluMMn/edit?usp=sharing</a>
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	<b>Easy CBM benchmark data indicates the percentage of student</b>
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	<b>ACT scores for the 2020-21 graduating class are comparable to years past with a slight increase. GCS composite score from</b>
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	<b>GCS hosted Summer Learning Camp for four weeks during June</b>
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	<b>GCS did not allow field trips for the 2020-21 school year. Schoo</b>

*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
<b>Transitions and Pathways</b>		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	<b>Due to COVID restrictions during 20.21 and school closures in 19 20 transition meetings/nights for upcoming 7th graders</b>
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	<b>Due to COVID restrictions during 20.21 and school closures in 19 20 transition meetings/nights for upcoming 9th graders</b>
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	<b>Due to COVID restrictions during 20.21 and school closures in 19 20 transition meetings/nights for upcoming 9th graders</b>
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	<b>Virtual learning and access to reliable internet connection during times of school closure adversely impacted</b>
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.	<b>There was an increase in the number of students required to participate in credit recovery opportunities in June 2021</b>
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.	<b>There was no decrease in the number of CTE courses, concentrators, completers, or inabilities to participate in</b>
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).	<b>All courses were able to be offered during the 2020-21 school year</b>
<b>Special Populations and Mental Health</b>		
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.	<b>Helping/guiding SWD on how to access virtual instruction presented challenges throughout the 20.21 school year. GCS' economically disadvantaged students lacked consistent</b>
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.	<b>Access to appropriate mental and behavioral resources is limited. One contract with a behavioral health company was utilized to provide counseling services to students;</b>
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	<b>We did not have a shortage of nurses. However, our school nurses had many challenges with increased safety protocols</b>

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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.	<b>Twelve employees retired at the end of the 2020-2021 school year. Five of those employees were certified personnel. This was an increase of three employees that retired from the</b>
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.	<b>There was no difference in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years</b>
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).	<b>0 employees faced MORE than 2 quarantine periods. GCS had 6 employees quarantined for 20 or more days.</b>
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	<b>5</b>
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	<b>The most critical vacancies that impacted the district were non certified positions. Bus drivers, substitute teachers, and cafeteria staff were our most impacted areas</b>

## 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.	<b>0%. Each student in the school system was issued a device and had constant access to a device.</b>
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.	<b>A survey at the beginning of the school year revealed that approximately 15% of families did not have access to the internet at their home, and a greater percentage did not have</b>
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	<b>Class size numbers were large and classrooms were too small to socially distance properly.. School buses sometimes had to quarantine all riders due to inadequate social distancing on</b>

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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	Summer learning camps, STREAM camps, BRIDGE camps
2	Hiring additional teachers to reduce class size
3	Expanding technology access for all students

### STUDENT READINESS

1	Utilize our universal screener to support students and classroom instruction.
2	Social-emotional and mental health supports
3	Providing support for RTI

### EDUCATORS

1	Hire ELA and Math Interventionists
2	Investing in the implementation of high quality instructional materials
3	Training and professional development

### FOUNDATIONAL ELEMENTS

1	ESSER 3.0 supervisor/manager to lead projects related to ESSER 3.0 funds
2	Improve learning environments by replacing HVAC units and school roofs
3	Investing in school buses to properly maintain social distance