



# 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.*

# DISTRICT: Newport - 151

## Public Plan - *Needs Assessment for ESSER 3.0*



### General Information

LEA Name	NEWPORT CITY SCHOOL DISTRICT	Director of Schools	SANDRA W. BURCHETTE
Address	301 COLLEGE STREET, NEWPORT, TN 37821		
Phone #	( 423 ) 623 - 3811		

### Students & Enrollment

Mission & Vision	Learning and Working to a Higher Standard				
Grades Served	PK - 8	# of Schools	1	Total Student Enrollment	672
Race/ Ethnicity	American Indian/Alaska Native	0.2	%	Asian	3.3 %
	Black/African American	2.7	%	Hispanic	4.0 %
	Native Hawaiian/Pacific Islander	0.2	%	White	83.9 %
	Multiracial	5.5	%		
Economically Disadvantaged		34.7	%	English learners	3.6 %
Students with Disabilities		14.7	%	Foster	1.0 %
Students Experiencing Homelessness		0.1	%	Students in Military Families	0.2 %
Migrant		0.2	%	Students with High-Speed Internet at Home	92.1 %

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.	Four out of 88 (or 4.5%) of students in Kindergarten
<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.	164 days (91.1%) with 6 remote days and 10 stockpile days
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.	6 remote days (3.3%)
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).	6 remote days (3.3%)
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.	10 stockpile days (5.5%)
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-8) Consistent engagement, ability to offer virtual instruction for those who chose it or were on temporary quarantine
<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.	(ELA) 72, 76, 77%; (Math) 69, 73, 77%; (K-2 ELA) 50, 60, 62%; (3-5 ELA) 81, 82, 80%; (6-8 ELA) 86, 86, 88%
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	(Compared to 18-19) K had more students improved that prior years; 1st had scores lower than a typical year; 2nd typical of prior years (70% avg or above); 3rd slightly down (69% vs 74% in 18-19)
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	N/A
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	2 interventionsists (K-8); phonics (K-2) and math (K-2)
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	Limits were placed on outside visitors, field trips, and assemblies

*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.	6-8 students are in the same building with K-5; little challenges were faced in transitioning beyond prior end of year early closing.
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	Restrictions were placed on in-person visits to the high school and visitors from the high school's various departments (required virtual)
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	Restrictions were placed on in-person visits to the high school and visitors from the high school's various departments (required virtual)
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	N/A; Newport City does not have a high school
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.	N/A; Newport City does not have a high school
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.	N/A; Newport City does not have a high school
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).	N/A; Newport City does not have a high school
<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.	Changes included internet access and support services (OT, PT, and Speech) that required creative scheduling the use of virtual delivery of services.
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.	Students were able to access counseling services via Zoom, but limitations of being at home made it difficult to ensure conversations were private and assess need for additional supports. Limitations to the ability to assess the needs for food or other necessary items.
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	The nurse spent time having to help with contact tracing/screening students for potential COVID symptoms/exposure.

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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.	No observed differences
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.	No observed differences
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).	instructional = 0; non-instructional = 0
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	N/A
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	N/A

## 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.	N/A
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.	20 loanable hotspots at the beginning of the year, expanded to 46 through T-Mobile grant; met the needs of students/staff
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	N/A

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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	Part-Time Interventionist
2	Afterschool Programs
3	Early Reading Training

### STUDENT READINESS

1	Curriculum Items
2	Mental Health Supports
3	Special Populations Supports

### EDUCATORS

1	Class Size Reduction
2	Strategic Retention
3	Hard-to-Staff Incentives

### FOUNDATIONAL ELEMENTS

1	Technology and Internet Upgrades/Maintenance
2	Safe/Healthy Academic Spaces
3	Facilities Upgrades/Maintenance

## 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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