

DISTRICT: Lawrence County

Public Plan - Needs Assessment for ESSER 3.0



General Information

LEA Name	Lawrence County School System	Director of Schools	Michael Adkins
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Students & Enrollment

Mission & Vision	Mission: Schools and Community: Working Together for Student Success Vision: The Lawrence County School System envisions an inclusive, welcoming, and safe educational environment in which all students are valued, held to high expectations, and are successful.				
Grades Served	PreK - 12	# of Schools	13	Total Student Enrollment	6448
Race/ Ethnicity	American Indian/Alaska Native	0.20%	Asian	0.5%	
	Black/African American	3.60%	Hispanic	2.90%	
	Native Hawaiian/Pacific Islander	0.05%	White	96%	
	Multiracial	0.002%			
Economically Disadvantaged	40%	English learners	0.70%		
Students with Disabilities	15%	Foster	1.4%		
Students Experiencing Homelessness	1%	Students in Military Families	0%		
Migrant	0.016%	Students with High-Speed Internet at Home	80%		

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.	LCSS had 20 kindergarten students and 16 Pre-K students who chose to complete the 2020-21 school year as remote or virtual students. These 36 students will increase the number of LCSS students whose "first time" experience in a formal school setting will be 2021-2022.
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.	Elementary- 137 days, 78% Middle- 135 days, 77% High- 115 days, 65%
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.	Elementary- 39 days, 22% Middle- 41 days, 23% High- 61 days, 35%
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).	LCSS had three high schools shift to remote learning due to quarantine issues during the 2020-21 school year. Each school was on full remote learning for approximately 10 days, which impacted approximately 1900 students. LCSS had two schools in which grades 6-8 shifted to full remote learning for 10 days each, impacting approximately 800 students total during the school year.
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.	LCSS had two elementary schools shift to remote learning during the 2020-21 school year due to staffing issues. This impact was for seven days each. LCSS was also closed for 8 school days during the 2020-21 school year due to weather related closures.
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	LCSS began the 2020-21 academic school year with 1:1 devices for Grades 3 through 12 and 2:1 in Kindergarten through Grade 2. K-2 students accessed the curriculum through packets and recorded lessons. Grades 3 - 12 accessed the curriculum through a mixture of packets, asynchronous, synchronous and concurrent instruction, activities, and assignments. Engagement in virtual instruction increased as all stakeholders became more familiar and comfortable with the various learning formats. Overall, LCSS saw a decrease in student engagement in virtual instruction from lower grades up through the grades. As LCSS has focused on the social emotional well-being of its students, faculty, and staff, relational experiences for students during the various learning models remained strong.

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 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.	<p>easyCBM Reading - Kindergarten-2nd above 25th percentile Fall 71.8% Winter 72% Spring 68.9%</p> <p>STAR Reading - 2nd-8th Grade above 25th percentile Fall 65.6% Winter 69.9% Spring 67.9%</p> <p>iReady Math Screener - Kindergarten - 8th On Grade Level Fall 13% Winter 29% Spring 47%</p> <p>Achieve3000 3rd-8th College & Career Ready On Track based on Lexile Level Beginning of Year - 18.8% End of Year - 35.7%</p>
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	A negative impact can be seen when comparing early reading pre and post pandemic LCSS data. The 2020-21 3rd graders scored 86.3% above the 25th percentile on the STAR assessment at the end of 1st grade, pre-pandemic. The same 3rd graders scored 67.1% above the 25th percentile on the STAR assessment at the beginning of the 2020-21 school year post-pandemic.
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	A negative impact can be seen when comparing LCSS's ACT pre and post pandemic data. Little impact can be seen in participation rates.
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	LCSS purchased a high quality math resource (K-8) and adopted a high quality ELA curriculum (K-12) with digital resources to support instruction during hybrid and remote learning. Achieve3000, SmartyAnts and iReady were purchased to increase supports available for remediation and acceleration.
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	All enrichment programs, school activities, and extra-curricular activities were greatly impacted during the 2020-21 school year. All of these types of activities were either completely stopped, reduced, or limited during the school year.

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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.	As school was completely virtual during spring of 2019, the transition activities, including family orientations, typically held for student new to middle school were canceled. Virtual Open House was available in August 2020. Small group tours were held for students when Hybrid Learning began in the fall. Students and parents were more apprehensive due to the lack of orientation and/or transition to middle school.
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	As school was completely virtual during the spring of 2019, the transition activities, including family orientations, typically held for students leaving middle school were canceled. Small group tours were held for students when Hybrid Learning began in the fall. Students and parents were more apprehensive due to the lack of orientation and/or transition to high school.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	As school was completely virtual during the spring of 2019, the transition activities, including family orientations, typically held for students new to high school were canceled. Small group tours were held for students when Hybrid Learning began in the fall. Students and parents were more apprehensive due to the lack of orientation and/or transition to high school.
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	Due to the impact of restrictions imposed with the pandemic, student engagement and motivation was very low. Many Senior activities were limited or canceled. These students had seen the cancellations that occurred during the Spring of 2019 and feared the same. Academic engagement and motivation was greatly impacted with the lack of social interaction and the moves between models of instruction (virtual, hybrid, and in-person).
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.	Due to the impact of restrictions imposed with the pandemic, student engagement and motivation was very low. Academic engagement and motivation was greatly impacted with the lack of social interaction and the moves between models of instruction (virtual, hybrid, and in-person). During the 2021 summer, LCSS provided Summer School at each of the three High Schools. This provided a time for students to recover credit lost during the 20-21 school year. In person instruction was offered for English I & II, Algebra I & II, and Geometry. Online credit recovery was offered as well for other courses. Credit recovery will also be offered in the 21-22 school year at each location.

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CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inability to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	LCSS did not decrease the number of CTE courses and was able to accommodate students to ensure participation in CTE coursework needed to fulfill concentrator and completer status.
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).	Algebra I was only offered to 8th grade students with gifted IEPs. In previous years, qualifying 8th graders were bused to high schools to take Algebra I.
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.	Students with disabilities faced a lot of challenges during the 2020-21 school year. All students receiving services for special education had the option to attend school 4 days per week during the hybrid A/B schedules, but many of them were still faced with time at home during quarantines from the school setting as a result of having COVID or being exposed to COVID either within the community or in the school setting. During these times, students were not able to access in person learning and accessed lessons remotely through work packets, online learning, and other activities. Students and parents also struggled with learning the additional technology pieces necessary to deliver instruction through the remote learning and/or concurrent learning models throughout the school year. Even though Wi-Fi was made available through a variety of options, some students and families continued to struggle with downloading assignments. Students lacked understanding of material outside of the traditional classroom setting and were not always available for teachers to contact in alternative ways to help with re-teaching lessons. Related services also took on a whole new look for remote learners. Where there had been people to physically help students manipulate objects or movements, other methods were researched and tried to help students during remote learning times. In some cases, parents became caregivers during the school hours and learned from related service providers to help support the needs of their students. Students who were in the referral process were not easy to meet with for testing to compete eligibility requirements within the set timelines. Students during the 2020-21 school year experiencing homelessness were more difficult for schools to identify due to the educational models being non-traditional as a result of the pandemic. This made it difficult for school staff to connect with these students and learn of their individual situations and notify the liaison. Without students being identified, they are unable to receive the support services offered to students experiencing homelessness. Historically, those students do not offer this information to schools without the proper engagement and building of relationships; this year made that more difficult to do.

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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 pandemic created many challenges for English Learners. One challenge was the increase of COVID related communications needed for speakers of other languages. Translations were often required for the many schedule changes, quarantine/contacts notifications, resources (lunches, family resources in first language, PEBT cards), and other COVID related requirements. Although many English Learners came all four days, many chose the hybrid or remote learning options. EL teachers spent a tremendous amount of time making sure students had packets at home and were logged into their classes. For many students access to internet was a barrier. Some families did not have internet, while others living in remote areas, had very poor or limited access to internet. It also was an effort to make sure parents understood the expectations of learning on days students were not in school. Parents and students alike, had limited experience with the technology used for remote learning. This was difficult for parents of English speaking students, but especially difficult for ELL families with little to no English. Students suffered from a lack of English Language exposure during closures which has widened the gap for many students. Parent involvement is a must and was limited to messages through Talking Points and phone calls during the past year and a half. We usually have parent English classes throughout the year to teach English and share strategies for working with children at home. This was one of many missed opportunities for ELL families during the pandemic. There were also instances where older children were kept out of school to care for younger siblings given the option to learn remotely and many daycares remaining closed. Older students also used remote learning days to work and help support their families. This is a trend that carried over to summer school. Although we highly recommended that our high school students attend summer school, most insisted that they had to work.
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.	Challenges include lack of staffing such as social workers to assist families through needs they had as a result of the pandemic regarding housing, food and job loss. More Social Emotional Learning resources and supports were needed for students and staff. A social worker is really needed in each school to help families. Counselors saw a spike in mental health related supports needed in each school, especially the high schools. Parents and students needed more support during Distance Learning.
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	Nurses that had to be out during quarantines or isolation put a major strain on schools mainly due to lack of subs available to help support the school. They were creative in supporting their schools when they needed to be out, but due to the length of time needed when out, it was difficult to find nurses to help support these schools.

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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 2020, LCSS had 15 instructional staff members retire and 10 non-instructional staff members retire. To date (2021) the number of instructional staff members who have retired is 14 and non-instructional staff members is 2. The number of 2021 retirees will possibly continue to grow as decisions are made throughout the summer.
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 2020, LCSS had 13 instructional staff members resign and 3 non-instructional staff members resign. To date (2021) the number of instructional staff members who have resigned is 3 and non-instructional staff members is 9. The number of 2021 resignations will possibly continue to grow as decisions are made throughout the summer.
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 165 staff that faced more than one quarantine or isolation period out of 557 total employees that were in quarantine/isolation. 29.6% of the employees that were in quarantine or isolation had two or more periods of time they were out. Of the total employees in the LCSS system, 19.7% had to quarantine more than once.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	During the 2020-2021 school year, LCSS had a total of two teaching positions that were unable to be filled. The positions required a certified math and special education teacher.
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.	At most, this should be approximately 15% of the time for all grade bands. For 9-12 grades, it would be less than 5% of the time (due to breakages). For middle school, 5% would be a close percentage. For elementary students, it would be closer to 21% due to our Pre-K through 2nd grade students. However, those schools adapted by utilizing lab devices and teacher devices to help families.

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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.	The school district offered high speed internet access at all campus locations, as well as internet-equipped buses in strategic locations within the county. Each campus also has outdoor, omni-directional wireless access points for students to be able to use at their discretion when they had the ability to physically come to any of our campuses. This capability was throughout the school year. Staff in the district were able to physically enter buildings even during remote learning times to record themselves and/or conduct virtual instruction.
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	HVAC units that do not provide appropriate ventilation and fresh air will be replaced at Leoma Elementary and New Prospect School. Improved air quality in the classroom will have a positive impact on instruction and the ionization capabilities of the new HVAC units will decrease the spread of airborne illness. Upgrades to access control doors at SHS and EOC will lessen contact with doors by having a non-touch entry. Additional upgrades to surveillance cameras at SHS and EOC will provide for better contact tracing of students. Various roofing improvement projects will decrease water penetration into the buildings and therefore lower moisture levels which will improve air quality.

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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	High Quality ELA Curriculum
2	High Quality Math Resource
3	Resources for intervention and acceleration of student learning

STUDENT READINESS

1	Additional Teachers and Educational Assistants
2	Student 1 to 1 Devices
3	Summer Learning

EDUCATORS

1	Retention Bonuses
2	New Teacher Technology Workstations
3	Professional Development to implement new programs with integrity and fidelity

FOUNDATIONAL ELEMENTS

1	Roof replacements
2	Units & windows for better circulation
3	New buses