

DISTRICT: _____

Public Plan - Needs Assessment for ESSER 3.0



General Information

LEA Name	Arlington Community Schools	Director of Schools	Jeff Mayo
Address	12060 Arlington Trail, Arlington, TN 38002		
Phone #	(901) 389 2497		

Students & Enrollment

Mission & Vision	Mission: Empower and inspire all students toward lifetime learning, career success and good citizenship. Vision: To fully engage and inspire our staff, parents, and community to create an environment where students can achieve their highest potential and become productive citizens in an ever changing, challenging world.				
Grades Served	K-12	# of Schools	4	Total Student Enrollment	4909
Race/ Ethnicity	American Indian/Alaska Native	.04%	Asian	2.69%	
	Black/African American	12.49%	Hispanic	7.8%	
	Native Hawaiian/Pacific Islander	.1%	White	72.81%	
	Multiracial	4.07%			
Economically Disadvantaged	4.8%	English learners	7.5%		
Students with Disabilities	11.8%	Foster	.12%		
Students Experiencing Homelessness	.02%	Students in Military Families	5.9%		
Migrant	0%	Students with High-Speed Internet at Home	98.8%		

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	<p>Provide information on any increase in the number of students whose “first time” experience in a formal school setting will be 2021-2022.</p> <p>Seventeen Kindergarten students from the 2020-2021 year will have their “first time” experience in a formal school setting during the 2021- 2022 school year. These students were virtual learners for the entire 2020-2021 school year. Three of these students did attend the 2021 Summer Learning Camp, which was in person.</p>	<p>Based on observation of these students, it is likely they will need continued support to assist them in acclimating to the learning environment understanding/following rules and procedures, and building stamina for a full day of in-person instruction. Students will be closely monitored throughout the school year so that any instructional gaps can be assessed and addressed through interventions, tutoring, and/or future summer learning camps. Social/emotional needs will also be closely monitored and addressed by teachers, counselors, and administration.</p>
Instructional Days		
Days In-Person	<p>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.</p> <p>Elementary: 175 days/100% in person</p> <p>Middle: 175 days/100% in person</p> <p>High: 70 days/40% in person; All AHS students were virtual on Mondays, then attended school in-person two days during the remainder of the week on a rotating schedule (Group A: T/TH; Group B: W/F. Teachers were present in the building 175 days/100% to teach students both in-person and virtually.</p>	<p>Arlington Community Schools did not have to close its doors at any time during the 2020-21 school year due to COVID-19. The district hired Safety Compliance Assistants, one per school building, to assist in maintaining COVID-19 protocols, including but not limited to social distancing, mask usage, and hand hygiene. Additional cleaning personnel was also on duty to assist in sanitization efforts throughout the ACS campuses. The district will need to continue to employ the Safety Compliance Assistants to aide in maintaining COVID-19 protocols and cleaning personnel to help keep our students, faculty, and staff safe and healthy, avoiding any closures due to COVID-19.</p>
Days Virtual	<p>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.</p> <p>Elementary: 0 days/ 0% virtual</p> <p>Middle: 0 days/ 0% virtual</p> <p>High: 105 days/60% virtual; All AHS students were virtual on Mondays, then attended school virtually two days during the remainder of the week on a rotating schedule (Group A T/Th; Group B W/F). Teachers were present in the building 175 days/100% to teach students both in-person and virtually.</p>	<p>Arlington Community Schools did not have to close its doors at any time during the 2020-21 school year due to COVID-19. The district hired Safety Compliance Assistants, one per school building, to assist in maintaining COVID-19 protocols, including but not limited to social distancing, mask usage, and hand hygiene. Additional cleaning personnel was also on duty to assist in sanitization efforts throughout the ACS campuses.</p> <p>The district will need to continue to employ the Safety Compliance Assistants to aide in maintaining COVID-19 protocols and cleaning personnel to help keep our students, faculty, and staff safe and healthy, avoiding any closures due to COVID-19.</p> <p>If needed, ACS will continue to offer Arlington Online to families for the 2021-2022 school year.</p>

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.

	<p>In response to COVID-19, during the 2020-21 school year Arlington Community Schools offered to families Arlington Online, a completely online schooling option. For families who chose to utilize this option, 100% of the 175 school days this year were virtual. Approximately 15% of total student enrollment in the district was through Arlington Online.</p> <p>Elementary Arlington Online: 9.8% Middle Arlington Online: 15.5% High Arlington Online: 19.2%</p>	
Quarantine Closures	<p>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).</p> <p>Arlington Community Schools did not have to close its doors at any time during the 2020-21 school year due to COVID-19.</p>	<p>The district hired Safety Compliance Assistants, one per school building, to assist in maintaining COVID-19 protocols, including but not limited to social distancing, mask usage, and hand hygiene. Additional cleaning personnel was also on duty to assist in sanitization efforts throughout the ACS campuses. The district will need to continue to employ the Safety Compliance Assistants to aide in maintaining COVID-19 protocols and cleaning personnel to help keep our students, faculty, and staff safe and healthy, avoiding any closures due to COVID-19.</p>
Additional Impacts on Instructional Time	<p>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.</p> <p>During February 2021, Arlington was hit with a severe winter storm that saw snow and ice accumulation and temperatures plummet well below freezing. Due to this, ACS closed campuses for a week while we waited for the weather to become safe enough for students to return to class. At Arlington Middle School, students who learned in-person (non- Arlington Online students) were required to attend a virtual learning hub within the building. AMS worked to accommodate a maximum number of students in each classroom that would be within CDC and Health Department guidelines. The equivalent coverage of students per room rotated to the virtual learning hubs located in the gym and library. There, students were socially distanced in their desks and were able to participate in daily learning from their teachers, either live online or through virtual assignments for the day.</p>	<p>If a weather-related natural disaster occurs and prevent students from in-person learning for more than a week, Arlington Community Schools will need to ensure that all students will have an opportunity to participate in live online classes or receive virtual assignments daily.</p>

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Overall Impact	<p>Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.</p> <p>Elementary School AO At the elementary level, students learned from a teacher via Zoom sessions scheduled during regular school hours. This was accomplished through the use of a district-issued iPad (and hotspot, as necessary). Teachers additionally held online “office hours”, during which students could enter the Zoom session and ask questions, receive additional help in learning the content, or just conduct a mental health check-in. Students engaged with content from their teachers as well as various online platforms, including Seesaw, HMH, Padlet, and a variety of other text-based and outside resources that were available through ClassLink. At the 4th and 5th grade levels, students additionally utilized Schoology for assignments. Throughout the year, elementary AO teachers offered special dress-up days (beach, Halloween, favorite color, Red Ribbon Week, etc.) to engage students. Days were aligned with what was taking place in the regular school building, in addition to AO- specific days. Once per quarter, all elementary AO students were invited to a special drive-thru event at Central Office where they could briefly interact with their teachers in person (while observing safety protocols), receive treats, and holiday themed, content-connected activities to enjoy with their families. Students were additionally invited to participate in traditional end-of-year activities at the school, including field days and promotion/graduation programs.</p> <p>Middle School AO At the middle school level, learning was driven by the Edgenuity platform. This was accomplished through the use of a district-issued iPad (and hotspot, as necessary). Students also learned from a teacher via Zoom sessions scheduled during regular school hours. Teachers additionally held online “office hours”, during which students could enter the Zoom session and ask questions, receive additional help in learning the content, or just conduct a mental health check-in. Students engaged with content from their teachers as well as various online platforms, including Edgenuity, Schoology, HMH, Padlet, and a variety of other text- based and outside resources that were available through ClassLink.</p> <p>Throughout the year, middle school AO teachers offered special dress-up days (beach, Halloween, Red Ribbon Week, etc.) to engage students. Days were aligned with what was taking place in the regular school</p>	<p>In response to COVID-19, during the 2021-2022 school year Arlington Community Schools may need to continue to offer families Arlington Online (AO), a completely online schooling option.</p>

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	<p>building, in addition to AO-specific days.</p> <p>Middle school AO students were invited to a special drive-thru event at AMS where they could briefly interact with their teachers in person (while observing safety protocols) and receive treats to enjoy with their families. Students were additionally invited to participate in traditional activities at the school, including sports, field days, and promotion/graduation programs.</p> <p>High School AO At the high school level, learning was driven by the Edgenuity and Schoology platforms. This was accomplished through the use of a district-issued iPad (and hotspot, as necessary). Students also learned from a teacher via Zoom sessions scheduled during regular school hours. Every Monday, when all AHS students were virtual learners, students met online with their teacher to understand the plan of the week, ask questions, and conduct mental health check-ins. Teachers additionally held online “office hours”, during which students could enter the Zoom session and ask questions, receive additional help in learning the content, or conduct additional mental health check-ins. Students engaged with content from their teachers as well as various online platforms, including Edgenuity, Schoology, Carnegie Learning, Padlet, and a variety of other text-based and outside resources that were available through ClassLink.</p> <p>Throughout the year, high school AO teachers informed students of the special dress-up days (college shirt, Red Ribbon Week, etc.) to engage students. Days were aligned with what was taking place in the regular school building. Students were additionally invited to participate in some of the traditional activities at the school, including sports and promotion/graduation programs.</p>	
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Student Achievement, Instructional Materials and Interventions

<p>Benchmark Data</p>	<p>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> <p>Based on the 2020-2021 diagnostic/screener data, the K-5 district averages for the percentage of students at or above grade level for reading were the following: Fall: 50% Winter: 73.5% Spring: 81%</p>	<p>According to the benchmark data, overall, students demonstrated substantial growth in both reading and math throughout the 2020-2021 school year. Maintaining and building on this progress will be a continued focus through the 2021-2022 school year especially as educators address ongoing challenges due to the pandemic – increased absences of teachers and students resulting in interruptions to instruction, unique needs of last year’s virtual students who have returned to in-person instruction this year, and persistent areas of learning loss/gaps. Teachers have received training and are utilizing Diagnostic, Prerequisites and TN Standards reports to identify students’ current proficiency levels and differentiate instruction to address learning gaps and meet students’ needs. Students are also provided with access to a digital</p>
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	<p>The K-5 district averages for math were the following: Fall: 31.5% Winter: 64% Spring: 81.5%</p> <p>The first grade 2020-2021 cohort (now second graders in 2021-2022) did demonstrate growth throughout the year in math (18.5% proficiency in the fall to 67.5% in the spring), however, compared to the other grades, there is a greater need for academic progress still to be made.</p>	<p>program that provides individualized instructional paths for reading and math. Tutoring and participation in summer learning camp will also be provided for priority students particularly current 2021-2022 second graders who have been the most academically impacted by the pandemic, according to the data.</p>
Literacy	<p>Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.</p> <p>The 2020-2021 school year looked very different compared to previous school years and our early learners appeared to be the most impacted by Spring 2020 closures. Schools administered a diagnostic/screener at the beginning of the year to provide information on student performance to help guide instruction and identify potential learning loss. Our Tier 1 numbers were not as high as in previous years. According to the Fall reading diagnostic data, only 57% of kindergarten students, 27% of first graders, and 41% of second graders were performing on grade level. Teachers also experienced additional challenges due to COVID – meeting the needs of remote learners, increase in absence rates, and limitations on small groups and, use of shared materials (such as books and manipulatives) due to safety protocols. However, teachers worked diligently to assess and address learning loss and gaps. By Spring 2021, the data showed growth across K-2 at 88.5% of Kindergarteners, 79.5% of first graders, and 79% of second graders performing at or above grade level.</p>	<p>There will need to be a strong focus on foundational skills moving forward as the district enters its second year of implementation of high-quality ELA instructional materials. ACS will continue to provide teachers with on-going professional development as summer learning opportunities and fall in-service will provide a continued focus on foundational literacy skills across K-5.</p> <p>As a result of the diagnostic data for the fall of 2020, teachers met in PLCs, RTI meetings, and collaborative sessions between schools to review data, share resources, and make needed adjustments to the pacing guide. By Spring of 2021, students showed growth across K-2. Moving forward, ACS teachers extend this practice through the 2021-2022 school year.</p>
ACT	<p>Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.</p> <p>Utilizing the 2020 cohort ACT data, the Class of 2020 scored an overall composite score of 23, two-tenths higher than that of the previous class. Only 4 other districts of the 127 with reportable data reflected a higher ACT composite score. Gains were observed from the previous class in regard to the English, Reading, and Science subtest scores; however, a slight decline occurred between 2018 to 2019 in all subtests. All areas with the exception of math, a decline of .2, are higher than that of the Class of 2017. 67.5% of students achieved Ready Graduate status via the 21 on the ACT, showing almost a 3% increase from that of the previous cohort. When</p>	<p>Moving forward, more strategic targeting of student assistance is needed. One area involves student placement in Prep for the ACT, Postsecondary, & Career courses based on student need as student results show gaps with some student groups, especially with Students with Disabilities and Economically Disadvantaged in terms of increasing English proficiency. Access to more programs that provide individualized paths can also assist students in identifying areas of need and providing remediation in those areas.</p>

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	<p>examining the subgroups of the 2020 cohort in regard to ACT results, a clear gap exists from the overall composite score to the overall composite for the following 2 student groups: Students with Disabilities (7% of all testers) and Economically Disadvantaged (8% of all testers). In comparison to the overall percentage of those scoring a 21 (Ready Graduate qualification), those two groups had only 27.3% and 32.4% respectively achieve the 21 overall composite scores. The black or African American subgroup (17.5 % of testers) and English Learners subgroup (1.29% of testers) both showed a composite score of 20.2. White, Asian, and English Learners had the lowest percentage of students to score below a composite of 19. Furthermore, the analysis reflects differences in regard to subgroup proficiency depending on student group. All but three student groups--- Students with Disabilities, Economically Disadvantaged, and English Learners--- averaged the lowest in the math subtest while the other three groups reflected the lowest score on the English subtest. More differences also exist among student groups in regard to College Readiness results. While data shows the lowest area of College Readiness in math for all students, student group results reflect the lowest area of College Readiness in science for Black or African American, Economically Disadvantaged, English Learners, and Students with Disabilities. On the other hand, both the Asian and Hispanic student groups show Math College Readiness 6-7% lower than that in science. All student groups except Students with Disabilities showed the highest percentage of College Readiness in English; whereas, Students with Disabilities showed the highest percentage in Reading.</p>	
Interventions (Above and Beyond RTI)	<p>Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.</p> <p>Teachers proactively worked to assess the progress of students in their classrooms daily. Teachers regularly assess students' skills and responsiveness to instructional strategies by providing additional supports and remediation as a whole-class, small-group, or individual level as necessary during Tier 1 instruction. PLC's were re-structured during the 2020-21 school year for teachers to address learning gaps during Tier 1 instruction and develop an instructional cycle. Teachers involved students in differentiation, problem solving, and ownership for supplemental supports. Before and after school tutoring was provided for individualized acceleration and remediation. Also, AIR (Arlington Intervention & Redirection) was re-opened to serve struggling high school students both AO and on campus students. Students who were failing multiple classes were assigned to the program to redo and make up failing and missing assignments. All students were required to attend school in the building for the support program.</p>	<p>The district will need to ensure the progression of standards through meaningful experiences that foster and develop foundational skills, higher order thinking, knowledge and academic vocabulary. In addition, teachers will need to proactively work to assess the progress of students in their classrooms daily.</p>

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School Activities and Enrichment	<p>Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.</p> <p>COVID-19 impacted enrichment programs and school activities during the 2020-21 school year. To mitigate the spread of COVID-19 safety protocols were in place to protect teachers and students. Therefore, many students did not have the opportunity to participate due to social distancing which limited in-person collaboration and project-based learning. Many programs such as tutoring were held virtually which resulted in low attendance. As a result of limited school activities and enrichment, schools shifted support to students' social and emotional needs by establishing weekly morning meetings, restorative circles, and opportunities for student voice to be represented such as student choice on class assignments. Students and families were still able to participate in a few activities such as Perennial Math competitions, spelling bees, and Math/Literacy Nights, however, they were held virtually.</p> <p>Full-time Arlington Online K-5 students also had an opportunity to participate in "drive-through" holiday activities several times throughout the school year. They received goodie bags with treats and fun, seasonal STEM activities to do at home. School clubs, theater, musical art performances, and athletics were all impacted by COVID which also impacted athletic scholarships and academic scholarships that require more than an academic or athletic component.</p>	<p>In accordance with CDC recommendations of COVID-19 protocols for the 2021-2022 school year, ACS will need to allow students the opportunity to get back to working/performing together in a group setting which would help to alleviate some of the social and emotional anxiety experienced by students.</p> <p>In addition, the district will need to allow competitions, art performances, and athletic participation in order to have the best opportunity for athletic and academic scholarships.</p> <p>In efforts to maintain our multiple-year designation as "Best Communities for Music Education", we must provide social-distanced space for students to practice and perform. Enrichment via fine arts no doubt serves our students well, as each graduating class earns \$30 million plus in scholarships each year. Expansion of the Band Room will support us in continuing our programs and promote well-rounded student success.</p>

STUDENT READINESS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Transitions and Pathways		
Transitions into Middle School	<p>Summarize challenges for students new to middle school during the 2020-21 school year.</p> <p>There were many challenges for students new to middle school during the 2020-21 school year. Because of early school closures, many students entered middle school with learning loss. Based on the results of the first CASE Benchmark assessments, incoming middle school students showed a 2% decline in mathematics. Many students experienced middle school with different instructional models- online, and in-person. These sudden and ongoing shifts in format have been disruptive to instruction in general, leading to learning loss for all sub-groups of students. Due to COVID-19</p>	<p>ACS will need to continue to offer high-dosage tutoring to improve the decline in mathematics learning loss.</p>

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	<p>exposures, student attendance has been impacted which also impacted student instruction. Fifth-grade students usually take a field trip to the middle school during the spring to get acquainted with the school and teachers before beginning sixth grade in the fall. An orientation and ice cream social are also provided for the upcoming sixth graders and their families. Due to COVID-19, these in-person activities were canceled, and virtual sessions were provided.</p>	
<p>Transitions from Middle School</p>	<p>Summarize challenges related to students who are leaving middle school in Spring 2021.</p> <p>There are many challenges for students who are leaving middle school in Spring 2021. Many students experienced different instructional models—online, and/or in-person. These sudden and ongoing shifts in format have been disruptive to instruction in general, leading to learning loss for all subgroups of students. Students had to become acclimated with synchronous and asynchronous (no explicit face-to-face direct instruction from a teacher) activities, in addition, progress monitoring and one on one assessments were more challenging in the remote learning environment which created anxiety for many students as well as learning loss. Due to COVID-19 exposures, student attendance has been impacted which also affects student instruction. Students who opted for online learning during the 2020-21 school year will now have to adapt to face-to-face learning for the 2021-22 school year which could create additional anxiety.</p>	<p>Due to the lack of face-to-face direct instruction for the 2020-2021 school year, some students will experience anxiety as they adapt to in-person instruction. Teachers will need to monitor the students behavior and recommend interventions as needed.</p> <p>Additionally, ACS will need to continue to offer students high-dosage tutoring to improve learning loss.</p>
<p>Transitions into High School</p>	<p>Summarize challenges for students new to high school during the 2020-21 school year.</p> <p>Challenges involved multiple modes of learning for students – remote, in-person, and online. Many of the virtual students did not have the first year in person at the local high school setting. Also, these students were not able to participate in career orientations to help support the selection of CTE courses and focus areas.</p>	<p>Due to the learning challenges students may have experienced, teachers will need to proactively monitor students behavior and academics to determine if intervention is needed. An interventionist should be available to provide services based an individual student’s needs.</p> <p>Some students may need more one-on-one support to help establish an academic career path that might encompass CTE and focus area courses.</p> <p>ACS will need to continue to offer students high-dosage tutoring to improve learning loss.</p>
<p>Graduation Rates</p>	<p>Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.</p> <p>Fortunately, we have not experienced any major challenges related to not</p>	<p>ACS will need to continue their practice of personal counseling with all students/families as they set their schedules and proceed on their track towards graduation. The district will need to remain mindful to review the overall and subgroup data for graduates in order to continue on an upward trend.</p>

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	<p>graduating students due to the pandemic. While some seniors chose to use our virtual options, counselors were on hand to meet with each student/family to ensure courses were available that would lead to graduation. Edits were made as needed and student/parents were able to make informed decisions. We now see that our Class of 2021 rate (96%) was one point higher than the 2020 rate (95%). We are proud to have maintained our grad cohort performance.</p>	
Dropout Rates and Disengagement	<p>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.</p> <p>Historically, we usually have 3-4 drop-out students (class of 500+) each year. Therefore, the drop-out rate is 2% or less. The pandemic year did not adversely affect this trend.</p>	<p>Counselors will need to continue to meet with students/families as they make educational decisions, especially when they are pondering drop-out. Alternatives and resources will need to be provided before the student/family makes the final decision.</p>
CTE	<p>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.</p> <p>CTE students were not allowed to participate in the internship program offered with local business partners due to COVID restrictions. Students were not allowed to be placed as employees in businesses through the work-based learning program due to COVID restrictions. Teachers had to monitor students through phone calls and virtual meetings with employers. This 4th level of a program of study, work-based learning, hindered teachers from being able to monitor students on the job. Students were not allowed to visit colleges and businesses to learn about post-secondary opportunities.</p>	<p>For the 2021-22 school year, students will need the opportunity to return to the workforce to support their transition from high school to post-secondary opportunities. Some students may need transportation to colleges and businesses.</p>
Course Availability	<p>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).</p> <p>Schools worked with students to offer them required and elective courses needed for transition to the next grade level.</p>	<p>The ACS school district will need to continue to offer students required and elective courses needed to transition to the next grade level.</p>

Special Populations and Mental Health

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<p>Special Populations</p>	<p>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.</p> <p>SWD: Some students with disabilities were impacted by COVID by becoming online learners as well as in person learners. The modified school schedule had students attending classes two days a week in person and online learning three days a week. This limited the face -to -face instruction with their special education teacher and their general education teacher. Those students impacted were students in our co teaching classes that provide both a special education teacher and a general education teacher for student success. Additional teacher support for learning loss would impact students getting back on track with their learning. The special education students in the most restrictive settings were limited to work-based learning in the school building as well as work-based learning opportunities outside of the school due to social distancing requirements from COVID.</p> <p>Many of our students with special needs have compromised immune systems, and their families have been hesitant to send them back to the school setting, opting for virtual sessions or homebound, when available. Therefore, many students are not receiving their support services (OT, PT, Speech) since they are not at the school site. Although some have agreed to try virtual sessions, it is evidently not as successful with this level of learner and unique need.</p> <p>ESL: The challenges related to supporting ESL students during the 2020-21 school year were the use of iPads. Many students had to learn how to use the device and become a good digital citizen of technology. Students also experienced challenges in use and care of instructional devices. Because much time was allocated to learning how to use the device, instructional time was lost.</p> <p>Economically Disadvantaged: The challenges related to supporting economically disadvantaged students are the family's lack of interest in the support and resources. This population has not been receptive of support or resources. Supports and resources are available in the event that the current population accepts the support.</p>	<p>As COVID-19 protocols are modified by the CDC for the 2021-2022 school year, students with disabilities and ESL students will need the opportunity to have more face-to-face instruction with additional teacher support to help students get back on track with their learning.</p> <p>ACS will need to continue to offer students high-dosage tutoring to improve learning loss.</p> <p>Although some families have not been receptive to the support and resources available, the district will need to retain those supports and resource services in the event families would like to accept the support.</p> <p>Due to COVID, families are reluctant to visit the school site for support services, however, we have found that they will come to our District Office location for meetings and services. (We observed the same thing when it came to state-mandated testing of our virtual students.) Parents feel more comfortable bringing their students to a controlled, less populated location. Our District Office building serves as a great place to offer individual support services, but we only have two small conference rooms (with large windows) for a potential location. These meeting spaces are used by staff for meetings, so there is great conflict in the schedule trying to have meetings and offer therapy services. The entire unfinished upstairs portion of District Office can serve as a great place to offer office space and confidential therapy service rooms for the therapists to provide services to students as they work on their IEP goals. Again, many of these learners are wheelchair bound, so completing the installation of the elevator is essential for accessibility to the therapy session rooms (upstairs).</p>
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<p>Mental Health, Behavioral and Other Supports, Interventions and Staffing</p>	<p>Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.</p> <p>The majority of outside mental health services, both inpatient and outpatient facilities, for students were unavailable due to COVID restrictions, or were at capacity due to rising needs of students across Shelby County and surrounding areas. Students were on waitlists to be seen for outside therapeutic services or were offered virtual counseling if outside services were available. Student Reported Challenges. Many students who participated in in-person learning experienced stress and fears related to the multiple transitions and expectations of social distancing, mask requirements, and utilizing a variety of virtual platforms as the primary means to complete course work. Students, whether they participated in online or in-person learning environments, experienced a lack of social interaction due to limited online communication, social distancing requirements, and as extracurricular activities were either not operating or restricted. Counseling and behavioral services professionals within the schools, which included school counselors, school psychologists, Social and Transition Specialists, and Behavior Coaches, conducted observations or interviews which were limited for online students to virtual classrooms and Zoom videos. This did not provide a thorough observation, interview, or interaction as the professional can only see what the student shows on the screen. Additionally, the student's home environment may impact observations.</p> <p>The overall effectiveness of the implementation of support and interventions were also limited by the teacher's/professional's observation and parent/guardian participation within the home.</p>	<p>Due to COVID restrictions, mental health services for students were unavailable to the rising needs of students. As a result, some students reported they experienced stress and fears.</p> <p>For the 2021-2022 school year, counseling and behavioral service professionals within the schools, which include counselors, school psychologists, Social and Transition Specialists and Behavior Coaches will need to conduct through observations, including the home environment, to identify the individual needs of students.</p> <p>ACS will continue to work with mental health services for both inpatient and outpatient therapeutic services for students identified with this need.</p>
<p>School Nurses</p>	<p>Summarize challenges related to shortages or limitations in school nurses (or similar).</p> <p>The district did not have any challenges with nurse staffing, however, the supports that were put in place to manage COVID19 were difficult on one nurse due to the number of students at the high school. One nurse managing 2,000 students was a challenge. As a result, the district had to employ an additional nurse.</p>	<p>The district will need retain the current number of nurses needed to accommodate the current student population at each school location.</p>

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EDUCATORS		
Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Staff Retirements	<p>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.</p> <p>During the 18-19 school year (Pre COVID), we had a total of 7 retirements. During the school years, 19-20 and 20-21, we had a total of 22 retirements (13, 19-20 school year and 9, 20-21 school year). During the 18-19 Pre COVID school year, we had 6 certificated staff to retire and 1 classified. During the 19-20 school year, we had 12 certificated staff to retire and 1 classified. During the 20-21 school year, we had 8 certificated and 1 classified to retire.</p>	ACS will need to make every effort continue to recruit qualified certificated and classified personnel to accommodate the Arlington Community School student population.
Staff Resignations	<p>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.</p> <p>ACS resignations remained consistent 18-19 Pre COVID in comparison to school years with COVID adaptations. During the 18- 19 school year we had 35 resignations, 30 resignations during the 19-20 school year, and 32 resignations during the 20-21 school year. The breakdown of certificated and classified resignations are as follows: 18 certificated and 17 classified for the 18-19 school year, 20 certificated and 10 classified for the 19- 20 school year, and 20 certificated and 12 classified for the 20-21 school year. ACS has had approximately twice the amount of certificated (instructional staff) resign during school years involving COVID.</p>	ACS will continue to recruit qualified certificated and classified personnel to accommodate the Arlington Community School student population.
Extended Quarantines	<p>Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer).</p> <p>We had 12 extended quarantines in our district out of 480 employees.</p>	<p>The quarantine extensions consisted of multiple exposures to COVID within households and outside of the workplace.</p> <p>The district will need to continue to employ the Safety Compliance Assistants to aide in maintaining COVID-19 protocols and cleaning personnel to help keep our students, faculty, and staff safe and healthy.</p>

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	These extensions consisted of multiple exposures to COVID within their household and outside of the workplace. Also, we had employees who had COVID beyond 10 days as documented by a medical professional.	
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year. We had 4 vacancies by the end of 1st semester for the remainder of the school year. We were able to fill the 4 vacancies with certified employees due to job-embedded and retirement options.	The district will need to continue its' practice of having job-embedded options to fill vacancies.
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year. Two of the 4 vacancies were in a hard-to-staff area. Last year, we did not have a SPED.	The district will need to be prepared to hire for a SPED position if needed.

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. Arlington Community Schools (ACS) has a 1:1 iPad program for all K-12 students. All students, in-person or virtual, had consistent access to a device over the entirety of the school year resulting in 0% of the time when students learning in a virtual environment did not have consistent access to a device.	The district will need to provide continuous service for students. ACS technology has created workflows to exchange any devices that needed support and will checked out a new device to students when needed. ACS technologies will continue to utilize programs like Zoom and TeamViewer to support parents and students at home for work orders that did not need device replacement.
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. At the beginning of the 2020 school year, Arlington Community Schools (ACS) used data from the data received from online enrollment information (over 4,538 students) and determined that twenty-six families have reported that they do not have internet connectivity at home. Also, eighty-nine families reported that they use a cellular hotspot or cellphone for	To support these students and families utilizing a home personal hotspot or cellphone, ACS determined that there was a need to increase the cellular iPad capacity. As a result, the technology department purchased twenty-six cellular iPads and data plans for these students before the start of the 2020-2021 school year, on top of thirteen cellular iPads purchased the previous year. Furthermore, ACS has five jetpacks to support teachers and students that have connectivity issues at home. During the year, ACS received money from the Connectivity Grant which allowed for an additional twenty cellular devices to be purchased. This allowed for the district to support new families that join the district over the year and flexibility to support if a family had internet connectivity

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	internet access.	issues during the year. With this increase in support, ACS was able to support all families and teachers that reported cellular needs throughout the year.
Facility Constraints	<p>Summarize facility constraints that impacted instruction (i.e., space concerns leading to hybrid schedules).</p> <p>The facility constraints that impacted instruction are small classes including overcrowding of the school building, and acoustic quality. As a result of these constraints, the middle school moved into “hubs”. Class sizes allowed only for 50% of the scheduled students in a class setting at a time to properly social distance. The other students were sent to a hub to complete a synchronous assignment without the assistance of a classroom teacher which impacted instruction as a whole. When those students returned from the hub, the teacher had to re-teach the content which in turn created more learning loss. Although, the hubs were in larger spaces throughout the building, those spaces were overcrowded by students. The acoustic quality interfered with learning as students were distracted by the noise level of band instruments and students singing because those classrooms were moved to the cafeteria.</p>	<p>As a result of overcrowding of the school building and acoustic quality, the middle school moved into “hubs”. Students were sent to a hub to complete a synchronous assignment without the assistance of a classroom teacher which impacted instruction as a whole resulting in learning loss.</p> <p>ACS will need to continue to provide high-dosage tutoring to improve learning loss.</p>

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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	Instructional Materials
2	Tutoring
3	Benchmark Testing

STUDENT READINESS

1	Tutoring
2	Instructional Materials
3	Instructional Applications

EDUCATORS

1	Professional Development
2	Recruiting
3	Technology Devices

FOUNDATIONAL ELEMENTS

1	Technology Devices
2	High Speed Internet
3	Safety Compliance Assistants