

Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student group	Highest priority needs
Students from low-income families	Director of School Support Extended Day Learning Framework National Conferences Website enhancement Instructional Framework Intervention Materials (K-5 Math) Elementary Literacy Recovery Program Immersion/World Language Cadre Shortlidge CSI plan AIMS CSI Plan Stanton CSI Plan CIP plans (all schools) Summer Programming Children & Families First Campus Connect Summer Program Freedom Schools Springboard SmartSummer AIMS Summer Academy Stanton Summer Program 8-9th grade transition program 9th grade recovery program Skyline Summer program HB DuPont summer programming AIMS transition program Stanton transition program

Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)

Comparison of mp 4 to mp 3 and mp 4 from 2019:

- Districtwide the % of As and Bs among secondary students (55%) is 1% point less than the third marking period (56%); 11% points less than the fourth marking period in 2019 for students in grades 6-12(66%). (We didn't have a 4th marking period last year.)
- Failures among secondary students (17%) are up, 3% points more than the 3rd marking period (14%); and 11% points more than the fourth marking period in 2019(grades 6-12) (6%).

- o Below are some key comparisons *from the 4th to the 3rd marking period this year.*

District sub-group failure rate

- § Greater failure rate among Black students, up 6% points (28%)

- § Greater failure rate among Hispanic students, up 4% points (21%)

- § Greater failure rate among among White students, up 2% points (10%)

- § Steady failure rate among Asian students (3%)

- § Greater failure rate among students with disabilities, up 5% points (25%)

- § Greater failure rate among English Learners, up 2% points (22%)

Freedom School : The program also aims to address learning loss experienced as a result of the COVID-19 pandemic and build strong, literate, and empowered children by providing summer reading enrichment to children who might otherwise not have access to books.Children are taught using a model integrated curriculum that supports

children and families around five essential components: high-quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health, and mental health.

Measures:

% children maintaining or improving reading level, %students increased academic engagement, %students increased ethnic identity, %students increased SEL skills

Campus Connect:

Campus Connect summer programming designed to support students in high needs schools with a focus on improved academic and social and emotional outcomes. This full day programming that is literacy based, using the skill focused model, and supplemented with programming to support social and emotional well-being through our partnership with Children & Families First.

Measures::

1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.
2. Other: Number of participants that meet their RI and MI individualized growth target

Spring to Learning:

The goal of this summer literacy program is to improve academic outcomes while strengthening family/educator relationships. Students will also dive into STEM through modules. The goal is to provide hands-on, immersive, project-based learning experiences that result in authentic student engagement.

Measures:

	% children maintaining or improving reading level, %students increased academic engagement, %students increased SEL skills
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Data is not currently available. Students will be supported by the acceleration programs and social emotional resources listed previously.

Student group	Highest priority needs
English learners	Additional EL teachers SLOP Training for Teachers (schoolwide training for all teachers/staff) After school tutoring for newcomers After school tutoring for long term ELs Summer program National conferences ACE Program
Children with disabilities	Autism Services - Curriculum purchase and vendor contract for Professional Learning Autism Services - Service Coordinator Autism Services - Parent education and Sibling shop Special Services - Supplemental curriculum to address learning loss Special Services - Mental Health Wrap-Around services Vendor (ESS) Special Services - Counselor/Social Worker Special Services - Additional Psychologist & SLP Support for Evaluations for one year Special Services - Recovery Services - funding for

	<p>tutoring and small group instruction- one year Special Services & Equity - MTSS/Restorative Practices training and alignment Meadowood Transition Program Teacher and Coordinator (increased student enrollment due to 21 year olds staying in program) Early Years Program Curriculum purchase and Professional Learning</p> <p>Supporting Data:</p> <ul style="list-style-type: none"> ● Failure rate among secondary students with disabilities has increased an average of 5 percentage points (25%) in comparison with 19-20 SY ● Six secondary schools exceed the district's average failure rate of 25% with 3 middle schools ranging from 33-43% failure rates and 3 high schools ranging from 51-58% failure rates among students with disabilities ● For preschool students, spring 2020 Early Childhood Outcomes data was below the State Performance Plan target for both Growth and Within Age Expectations for all three Domains (Social/Emotional, Knowledge & Skills, Appropriate Behaviors) per RCCSD Spring 2021 LEA Determination ● Increased number of risk assessments district-wide for suicidal ideation especially among elementary age students ● Increased number of Outside Agency mental health placements (20-21 SY = 131 compared to 19-20 SY = 81)
<p>Students experiencing homelessness</p>	<ul style="list-style-type: none"> ● 14% increase of Red Clay students experiencing homelessness from SY20 ● McKinney Vento Professional Development for all building liaisons and school staff ● Prioritize students experiencing homelessness for in-person learning opportunities ● Not assume housing stability. Reopening plans and practices must assume housing insecurity and implement strategies to intentionally address student homelessness

	<ul style="list-style-type: none"> • Utilize self assessment tool to build capacity in the identification and support of MV students • SY21 Adoption of RCCSD Policy: Education for Homeless Children and Youth • RCEF donation of \$10,000 to assist with student needs not covered by the grant
Children and youth in foster care	<ul style="list-style-type: none"> • Foster Care Professional Development for all building liaisons • SY21 Adoption of RCCSD Policy: Educational Stability of Children in Foster Care • Collaboration with Kind to Kids Foundation and UGRAD programming to support academic success of students experiencing foster care

Student group	Highest priority needs
Migratory students	Continued collaboration with the DDOE to assist in identification After school tutoring Summer program

<p>Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)</p>	<p>Transition meetings and plans for all students returning to school from the criminal justice system or other outside placement.</p> <p>Board requested the district develop and propose a board policy for Transgender youth. Initial meetings in the spring, summer action items and review in fall of 2021.</p> <p>Schools have been targeting students with low performance and/or attendance to participate in the extended learning opportunities referred to in section one, low income students.</p>
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