

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
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Students from low-income families

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by-

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

Factors identified during data analysis across all measured subgroups:

- Participation rates at many grade levels were significantly lower than in previous years
- The pandemic has impacted learning outcomes and created areas of unfinished learning for many students.
- Lack of rigor in core curriculum materials, particularly in ELA and Mathematics
- Need for additional training and support for teachers in the foundations of literacy and numeracy, particularly for new teachers

Actions to address needs across all measured subgroups:

- Advance strategies to accelerate learning through the implementation of High Quality Instructional Materials and Practices in ELA & Math K-12
- Leveraging the master schedule to increase the focus on Tier 1 instructional time including the integration of SEL
- Provide ongoing Professional Learning and Support around proactively addressing student needs (personalizing learning, MTSS, Learning Recovery Plans)
- Increase competency of all stakeholders around data based decision making practices

Provide academic and social emotional support to all students, families and staff as we address access, equity and progress through learning recovery. We have foundational work that will be built on including continued implementation of the equity work with Rowan University and mental health/SEL work through Project DeLAWARE as we create a successful Multi Tiered System of Supports. Building on the Reimagining Professional Learning work with Johns Hopkins University (JHU) IDEALS connecting general and special education and specifically responding to findings in the landscape analysis of our services, processes and procedures. As we face the

	challenges of the pandemic our efforts will also include full implementation of the District Work Based Readiness Plan for College and Career Readiness.
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)	We have foundational work that will be built on including continued implementation of the equity work with Rowan University and mental health/SEL work through Project DeIAWARE as we create a successful Multi Tiered System of Supports. Addressing learning loss among student of racial or ethnic groups by- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	see above

Student group	Highest priority needs
English learners	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
Children with disabilities	As a result of the pandemic the Capital School District has contracted 3 behavioral interventionists to work with identified students with disabilities in specialized programs. Each of these interventionists have specialized training in Applied Behavioral Analysis and Educational Psychology. These interventionists will work directly with students as they transition back into school and assist teachers with developing and implementing appropriate behavior plans and interventions to ensure student success in their LRE. 3 interventionist @ \$90,000.00 each= \$270,000.00 The Capital School District has contracted with a school psychologist and 2 speech language pathologists to assist with the recoupment of skills and implementation of compensatory services to previously identified students whose services were disrupted by COVID-19 closure and remote learning. In addition these related service providers will assist with the identification of non-identified students with disabilities as a result of the pandemic. 1 school psychologist and 2 speech language pathologists @ \$90,000.00 each = \$270,000.00

Students experiencing homelessness

Addressing learning loss among students experiencing homelessness of the local educational agency, including by-

- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (B) Implementing evidence-based activities to meet the comprehensive needs of students.
- (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (D) Tracking student attendance and improving student engagement in distance education.

Additionally, the Office of Student Services will implement the activities outlined in their approved MV grant: Empowering Displaced Students & Families. Empowering Capital Families is both the title and the goal of our family activities. The activities in this project support the adage "knowledge is power". Knowing more allows parent/guardians to do more to support their children. The district and school provide regular multi-media contacts with families to provide parent/guardians with access to community and school resources to better meet the physical, educational and emotional needs of their entire family. Additionally, freedom from the stress of unmet needs such as food, clothing, etc. affords parent/guardians with the emotional energy needed to be more involved with their child's education.

All activities which have traditionally taken place within school buildings or in a face-to-face setting have been modified to a virtual format based on the current guidance for school building reopening and safety protocols, but as restriction ease, efforts will be made to offer a balance of in-person and virtual options for engagement. District and school staff have full Zoom accounts and have become proficient in hosting virtual meetings and presentations. All SY 2020 End of Year Best Interest meetings were facilitated using the Zoom platform, which increased participation of parent/guardians and school staff.

Monthly district parent/guardian/guardian workshops are held in addition to school specific events and 21st Century Community Learning Center programming. Each of these events (both virtual and in-person when allowed) provide opportunities for families to gain enhanced skills, as well as knowledge of school and community resources. Those who participate experience an increased sense of connectedness with school personnel, thus increasing the likelihood of future engagement.

	Parent/guardians of juniors and seniors are contacted directly by district staff to review graduation requirements progress and post-secondary plans developed by their student and to encourage their attendance at college nights, career fairs, etc. planned by school counselors. Finally, the addition of ESSER funds will allow the district to implement a centrally located, community-based family/parent center where families can access a food pantry and clothing closet, use amenities like washer/dryer and computer with internet access, and connect with the full-time MV liaison on questions about supporting student success.
Children and youth in foster care	Addressing learning loss among children and youth in foster care, of the local educational agency, including by- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. District and school foster care liaisons work directly with DFS, foster families, and students to ensure barriers to education are removed for these students. Progress for students in foster care is monitored along with MV student progress at the school level on a weekly basis and at the district level each month.

Student group	Highest priority needs
Migratory students	please see above
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)	please see above