Identifying Needs of Underserved Students – CHRISTINA SCHOOL DISTRICT

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.

Student group	Highest priority needs
Students from low-income families	Our highest priority for the responded to the needs of our underserved students continues to be: • Rapid identification of academic, social, emotional, mental health and basic needs. • Adopting universal screeners to ensure students are assessed early and often for an academic, social, emotional, mental health or basic needs as a result of the impact of COVID 19. • Creating academic programming to meet those identified needs which includes tutoring, after school programming, devices for every student, wifi access for every student, summer programming, credit recovery programming and the hiring of a Multi-tiered Systems of Support Coordinator to collect data and work closes with schools to ensure academic, social, emotional and mental health needs are coordinated. • Creating space in our school day for social emotional learning and purchasing a social emotional curriculum for each school which includes training and coaching. • Providing social workers and counselors to every school to ensure emotional, mental health and basic needs are rapidly identified and met when needed. This also includes equipping our social workers and counselors with the necessary resources, tools, materials and programming they need to meet the needs of students and families. • Support learning pods but continuing to partner with community based organizations in our district to provide safe and brave learning spaces for students and families. Our metrics include the following: • Achievement data (before, during and after school closures) • Attendance data (looking at trends and sub-groups) • Homeless data (locating families and ensuring they have access and opportunity) • Behavior Data (looking at trends and sub-groups) • MTSS Screener & Data Service Center Student Needs Report (aligning the two to identify students in need of targeted support) • Parent/Teacher/Staff/Student surveys (getting all voices in the room to help us adjust and maintain relevant programming) • School walkthroughs and informal/formal meetings with school and instructional leaders.

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)	Our Racial/Ethnic Group(s)	Our Highest Priority
	Black	Ensuring opportunity and access (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra curricular activities and emphasizing racial and social justice through culturally relevant teaching practices and curriculum.
	Hispanic/Latino	Ensuring opportunity and access (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.
	White	Ensuring opportunity and access (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities and emphasizing racial and social justice through culturally relevant teaching practices and curriculum.
	Asian	Ensuring opportunity and access (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial, and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.
	Other	Ensuring opportunity and access (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.

Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	**Cis-Gender Male**	**Ensuring equal access and opportunity to academics, social/emotional/mental health and basic needs. This includes a safe and healthy environment both in and out of the classroom.** • **Academics** • **Facilities** • **Counseling** • **Inclusionary practices taught on all campuses.**
	Cis-Gender Female	**Ensuring equal access and opportunity to academics, social/emotional/mental health and basic needs. This includes a safe and healthy environment both in and out of the classroom.** • **Academics** • **Facilities** • **Counseling** • **Inclusionary practices taught on all campuses.**
	Non-Cis Gender Male	**Ensuring equal access and opportunity to academics, social/emotional/mental health and basic needs. This includes a safe and healthy environment both in and out of the classroom.** • **Academics** • **Facilities** • **Counseling** • **Inclusionary practices taught on all campuses.**
	Non-Cis Gender Female	**Ensuring equal access and opportunity to academics, social/emotional/mental health and basic needs. This includes a safe and healthy environment both in and out of the classroom.** • **Academics** • **Facilities** • **Counseling** • **Inclusionary practices taught on all campuses.**

Student group	Highest priority needs
English learners	In addition to early intervention academic, social, emotional, mental and basic needs screening, administer additional assessments to identify any language needs. Ensure opportunity and access for all (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial, socio-ecomomic and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.
Children with disabilities	Review every Individualized Education Plan at the beginning of the school year and make adjustments for returning to school. Identify additional service aids and modifications and baseline data for review at the end of the new IEP period. Provide additional academic, social, emotional, mental health and basic needs supports to students and families. Ensure all students have tools and resources to work towards newly agreed upon benchmarks and goals. Ensuring opportunity and access (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.
Students experiencing homelessness	Providing housing, job and other social work assistance through our partnerships with DHSS and the Dual Generation Center. Ensuring all referrals are made in a timely and efficient manner. Supporting learning pods in the community and in shelters, where we can, to provide families and students with safe and brave learning spaces outside of school. Ensure opportunity and access for all (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial, socio-economic and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.

Student group	Highest priority needs
Migratory students	In addition to early intervention academic, social, emotional, mental and basic needs screening, administer additional assessments to identify any language needs. Maintaining school/district resources and connections for families in order to ask/answer questions and offer support. Maintain connections with other districts and charters to ensure smooth transitions for migratory families/students. Ensure opportunity and access for all (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial, socio-ecomonic and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.
Children and youth in foster care	Ensuring the facilitation of best interest meetings throughout the school year and supporting academic, social, emotional and mental health needs/recommendations. Ensuring all referrals are made in a timely and efficient manner. Supporting learning pods in the community and in shelters, where we can, to provide families and students with safe and brave learning spaces outside of school. Ensure opportunity and access for all (wifi, devices, rigorous course opportunities, social emotional learning, mental health supports, assistance with basic needs, counseling, extra-curricular activities, emphasizing racial, socio-ecomonic and social justice through culturally relevant teaching practices/curriculum and eliminating language barriers by ensuring translators/translation when needed.

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)	Students Learning in Criminal Systems	**Maintaining school/district resources and connections for families in order to ask/answer questions and offer support.** **Ensure smooth transitions back to comprehensive schools or district programming.** **Utilize support personnel to identify and provide wrap around supports needed before, during and after transition from different learning systems.** **Maintain connections with other districts and charters to ensure smooth transitions for migratory families/students.**
	Low Show/No Show Students	**Utilize support personnel to follow up on family needs, including home visits and outreach.** **Ensure all necessary referrals are made in a timely and efficient manner.** **Utilize support personnel to identify and provide wrap around supports needed for students and families.** **Maintain connections with other districts and charters to ensure smooth transitions for transient families.**
	Students of Diverse Backgrounds	**Utilize support personnel to follow up on family needs, including home visits and outreach.** **Ensure all necessary referrals are made in a timely and efficient manner.** **Utilize support personnel to identify and provide wrap around supports needed for students and families.** **Maintain connections with other districts and charters to ensure smooth transitions for students from diverse backgrounds.**