

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	<p>Ensuring students are meeting grade level expectations, both academically and socially, continues to be a top priority. For low-income students/families, providing additional resources is a need we are addressing (mental health supports, technology, academic remediation).</p> <p>For the 2021-22 school year, our focus is on ensuring that students return to the classroom are able to engage in a positive way. We know that when children are engaged, their learning increases and negative behaviors decrease. With about 40% of our school remaining virtual for the 20-21 school year, re-teaching many school norms is critical in order for students to be ready to learn.</p> <p>FSMA is committed to using some of our ESSER III funds to support the mental health of our low-income students. FSMA has hired an additional school psychologist/student support team member to help children who may need additional support as they transition back to in-person school.</p> <p>FSMA students did show many increases in certain subgroups on the SBAC assessment. Decision making for our low-income students is challenging because the less than 35% of our low-income students took the state assessment. Thus, we are looking at a broader data collection group. In comparing FSMA students to the students across the state, the following are the overall results:</p> <table border="1" data-bbox="737 1434 1211 1560"> <thead> <tr> <th colspan="2">ELA % Proficient</th> <th colspan="2">Math % Proficient</th> </tr> <tr> <th>State</th> <th>FSMA</th> <th>State</th> <th>FSMA</th> </tr> </thead> <tbody> <tr> <td>41%</td> <td>62%</td> <td>26%</td> <td>48%</td> </tr> </tbody> </table> <p>Please note that we recognize that these numbers may not accurately reflect our student body as only 47% of our students participating in state testing. Similarly, only 60% of students across the state participated in state testing. However, we feel this information does tell us that there is need to support all students, especially in math in the coming year.</p>	ELA % Proficient		Math % Proficient		State	FSMA	State	FSMA	41%	62%	26%	48%
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<p>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)</p>	<p>FSMA’s data from the Spring 2021 SBAC show that our students overall need additional support to grow their competencies in all areas. Our specific data is below: <u>FSMA’s ELA proficiency rates:</u> Multi-racial - 50% White – 65% Native American – 50% Hispanic/Latino – 66% Asian – 66% African American – 42%</p> <p><u>FSMA’s Math proficiency rates:</u> Multi-racial -44 % White – 49% Native American – 50 % Hispanic/Latino – 75 % Asian – 66 % African American – 27%</p> <p>In addition to this information, FSMA will utilize the data and screeners given at the beginning of the year to determine specific subgroup needs. FSMA's Anti-Bias/Anti-Racism team is focused on ensuring that all students have equity in access to learning opportunities.</p> <p>Our focus will be on providing additional small group or individualized instruction in the areas of weakness for each child. Our Montessori approach allows for individualization and will allow us to ensure we meet every child where they are and move them as far as possible in the coming year.</p>
<p>Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p>FSMA ensures that all children, regardless of gender, receive remediation and enrichment based on their individual needs. Our gender specific data is below: Female Math Proficiency – 46% Male Math Proficiency – 48% Female ELA Proficiency – 68% Male ELA Proficiency – 54%</p>
<p>Student group</p>	<p>Highest priority needs</p>

English learners	<p>Based on data on the annual ACCESS for ELL's test, FSMA will ensure that our EL students have specific support in their speaking and listening skills.</p> <p>ELA – 33% proficiency Math – 0%</p> <p>As we anticipated some gaps for our EL students, FSMA put in place a rigorous summer program. Our EL students were all offered the opportunity to work with a certified EL teacher, one on one, twice a week on all areas of weakness.</p> <p>FSMA will continue to evaluate the progress of our EL students and will provide additional support in both ELA and math through computer programs and live teaching.</p>
Children with disabilities	<p>Based on IEP goal progress of all students with disabilities, FSMA will continue to provide students with needs based interventions to promote progress within the general education curriculum as well as provide teachers with professional development in order to offer a variety of instructional methods to meet student needs.</p> <p>Math Proficiency – 10% ELA Proficiency – 18%</p> <p>While our SBAC scores are an important indicator, FSMA will also use local data and IEP progress data to determine what gaps a student may have and what is needed to accelerate their learning. FSMA will ensure all students with disabilities have certified special education teachers and high quality, research bases materials.</p>
Students experiencing homelessness	n/a
Children and youth in foster care	n/a

Student group	Highest priority needs
Migratory students	n/a
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)	