Academic and Student Well Being Recovery Plan
Chehalis School District
May 2021

Recovery Plan Team Members:
Dr. Christine Moloney, Superintendent
Dr. Brian Fox, Assistant Superintendent
Trisha Smith, Director of Teaching & Learning
Katie Howell, Director of Special Education
Lynn Panther, Math Coach
Ellen Davis, ELA Coach
Emma Reynolds, ELL/Migrant Supervisor

School Level Team Leaders:
Tim Touhey - GHAS/Turning Point/LCAS
Katie Howell - Visions
Bob Walters, Rick Goble, Tommy Elder - WF West High School
Chris Simpson, Heidi Fagerness - Chehalis Middle School
Brett Ellingson, Rachel Dorsey - Orin Smith Elementary School
Bob Hunt, Brenda Pohlman - James Lintott Elementary School

Family, Student, and Community Team Members:
Migrant PAC Committee
Chehalis PTA
WF West Parent Leadership

Timeline of Work Plan
Phase 1 - June 2021
Initiate plan for academic and student well-being recovery and acceleration strategies, including planning for instruction opportunities for Summer 2021 with a focus on at-risk students.
- Implement Plan, Do, Study, Act format
- Survey students, parents and staff
- Create plan for summer and early fall
- Study balanced calendar
- Initiate planning for phase 2

Phase 2 - November 2021
Consider the result from phase 1 surveys, instruction data and success rates.
Reflect on learning, adjust and begin long-term planning.
Review fall data and implement recovery and accelerations plans

Phase 3 - April 2022
Continue improvement cycle for strategies/interventions implemented phase 1 & 2.
Continuously review and analyze data to inform next steps and engage in long-term sustained strategies for future school years.

Chehalis School District Mission Statement
The mission of the Chehalis School District, in partnership with the community, is to meet the individual learning needs of students by providing a comprehensive educational program that inspires and prepares them to be responsible, contributing citizens.

Vision
The Chehalis School District believes that motivated students, enthusiastic instruction, along with involved parents and community make a winning combination to produce well-educated young people. We are dramatically raising the expectations of future successes for our students by improving and modernizing our instructional practices and creating a school culture that prepares students for careers and post-secondary education after high school.

Goals:
Through the use of an Chehalis School District Equity Analysis Tool, the Chehalis School District aims to reduce inequities within the school system, including disproportionality in student outcomes. Data gathered will be used to guide policies, programs, and decisions to promote and support an equitable environment where all students, families, and staff grow, thrive, and succeed.

Guiding Questions:
- What structures do we need to shift and change to support student recovery and acceleration?

- What are the tools used in remote learning that we can leverage and continue as part of instruction?

- How will the decisions in this plan advance equity and support students furthest from educational justice in our system?

- What evaluation tools and measures are needed to determine the impacts of our decision? Baseline, mid, and post analysis?

- In what ways could the plan fail to advance equity?

- What are the necessary resources to make this an equitable decision?

- What are the potential challenges, structural barriers, or unexpected blindspots?

- How are we seeking student and family input and feedback about policies that may have an adverse impact on their learning?

- Do the changes impact labor agreements?

Equity Analysis and Tool
Chehalis School District is committed to the examination of current policies and practices that result in disparate outcomes of our students. The district equity team analyzes data of course enrollment, attendance, grades, graduation rates, and career and college success. We consider poverty rates, race, ethnicity, home language, homelessness/mobility issues, students enrolled in specialized programs and other groups as identified through the Chehalis School District Equity Analysis Tool, (Appendix A)
Annual review of policies and procedures
- Semester course and program enrollment demographics
- Academic/behavioral diagnostic data
- Quarterly grade reports
- Weekly attendance reports
- Acceleration and recovery participants success

Non-discrimination
Chehalis School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Chehalis School District offers classes in many career and technical education (CTE) program areas, including Agriculture, Business and Marketing, Family and Consumer Sciences, Skilled and Technical Sciences, Health Sciences and STEM. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator
Athletic Director
Jeff Johnson
310 SW 16th Street
Chehalis, WA 98532
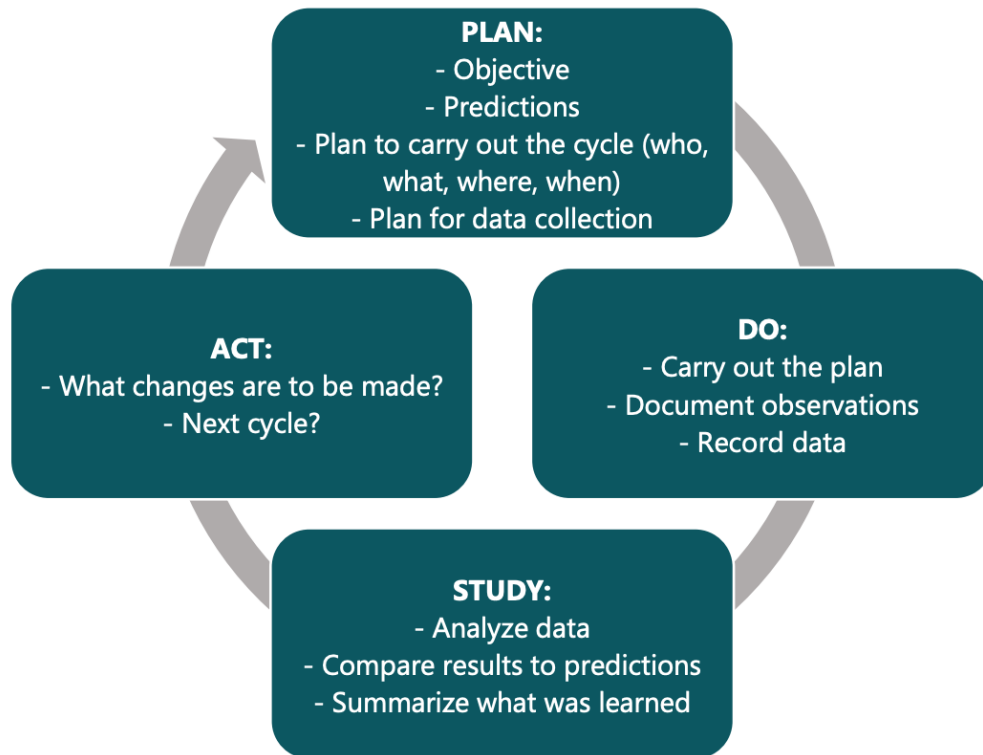360-807-7235
jjohnson2@chehalisschools.org

Career and Technical Education Coordinator
Rick Goble
310 SW 16th Street
Chehalis, WA 98532
360-807-7235
rgoble@chehalisschools.org

Section 504/ADA Coordinator
Director of Special Education
Katie Howell
2025 SW Salsbury Ave
Chehalis, WA 98532
(360) 807-7245 option 3
(360) 748-8767 Fax
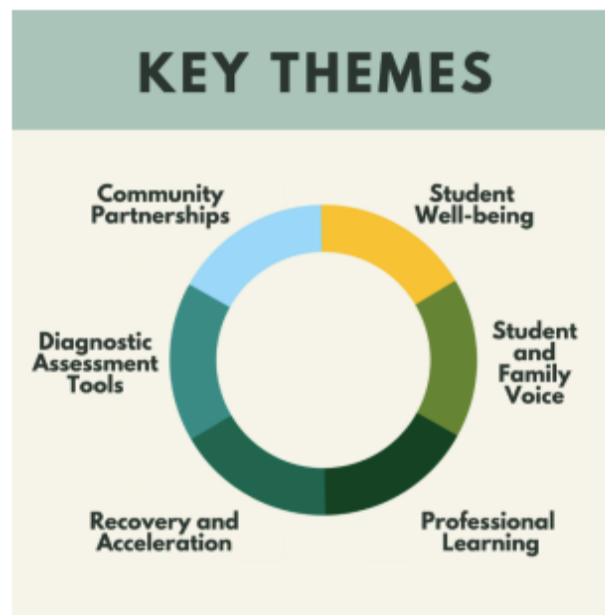khowell@chehalisschools.org

Civil Rights Compliance Coordinator
Director of Human Resources
Debby Gregory
310 SW 16th Street
Chehalis, WA 98532
360-807-7200
dgregory@chehalisschools.org

The Plan, Do, Study, Act Cycle

The Plan, Do, Study, Act Cycle

PLAN:
- Objective
- Predictions
- Plan to carry out the cycle (who, what, where, when)
- Plan for data collection

DO:
- Carry out the plan
- Document observations
- Record data

ACT:
- What changes are to be made?
- Next cycle?

STUDY:
- Analyze data
- Compare results to predictions
- Summarize what was learned

Key Themes

KEY THEMES

Community Partnerships

Student Well-being

Diagnostic Assessment Tools

Student and Family Voice

Recovery and Acceleration

Professional Learning

1. **Student Well-being**
   Learning is social, emotional and academic and is enhanced by relationships, social interactions, rich learning environments, and access to rigorous learning opportunities.

   Social-emotional learning (SEL): The competencies that students need to be constructive participants in their communities. (eg. self-understanding, self-regulation, and the ability to learn and access academic content)

   Mental Health: Psychological symptoms that students carry to school with them that can interfere with their ability to learn. (eg. trauma, anxiety, and depression)

Plan:
Review policies and practices to ensure equity checks are in place to identify disparities.

Review/create multi-tiered system of support) at each site to connect recovery and acceleration strategies.

Maintain district-wide behavior support (discipline) committees at each site.

Review current structures in place for building positive relationships among students, families and educators.

Develop student support systems to ensure safety/mental health/social emotional/recovery as they re-engage into the school culture.

Do:
Phase 1
Survey students, staff, and community
- gather data on social/emotional wellbeing
- safety
- mental health
- preferred tools: Panorama's Survey Instruments, Thought Exchange, and Google.

Study:
Phase 1
- Review survey data to identify actions and staffing needs (counselors, safety personnel, administration needs, teaching staff, support staff)

Act:
Phase 2

2. Student and Family Volce

Student and family voice and input are critical for improving systems that are responsive to student needs. This is accomplished through meaningful family partnerships in which families are intimately engaged in decision-making in schools and the district.

Family Partnership is continuous, reciprocal, and deeply connected families engage in decision-making and roles in school/district

Plan:

Expand opportunities to engage students and families in the planning phase for recovery and acceleration.

Evaluate current facility use policies and practices to determine how to better meet the needs of students and families.

Evaluate current practices and policies to ensure all students have access to a primary contact for families.

Research community organizations that can extend learning opportunities.

Do:
Phase 1

- Conduct a parent and community discussion on the platform, Thought Exchange.

- Use the prompt, "As you reflect on the 2020-21 school year, what are some things we should celebrate that have gone well, and what areas can we learn from and improve?" (May 10-17, 2021)

Study:
Phase 1

- Using the Thought Exchange tool, analyze the data and theme responses to determine common points of view, concerns, ideas, and suggestions.

Act:
Phase 2

3. Professional Learning
In order to support the changes necessary for student learning recovery, acceleration, and for student well-being all educators will need professional learning that is specific and targeted to the recovery process. Professional learning is about building staff capacity in order to effectively serve students.

Plan:
Review aggregate data to determine areas needing professional development in the following areas:
- Developing student-centered support systems.

- Enhancing understanding of and practices that support cultural competency, cultural responsiveness, and equity assurances.

- Equitable grading practices and policies that communicate demonstrated learning.

- Utilizing CEL 5D+ Framework as a tool to ensure educators and principals are creating inclusive, caring, and effective learning environments.

Do:
Phase 1
- Continue to develop social emotional learning opportunities for students through Character Strong and AVID lesson development.

- Expand Culturally Relevant Educator training opportunities using AVID practices

- Evaluate grading practices at each grade level to consider biases.

- Train administrator in "Principles to Action: Ensuring Mathematical Success for All" to connect to math instruction and TPEP evaluation.

Study:
Phase 1
- Identify certificated staff that have not yet participated in AVID training.

- Identify classified staff that have not yet completed two-years (28 hours) of Paraeducators Standards Board required training

Act:
Phase 2

4. Recovery and Acceleration
Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students' ability to access grade-level coursework. Learning acceleration may not be limited to learning during the school day or school year, rather expanded to many opportunities to address challenging subject matter.

Plan:
Review existing intervention and acceleration practices.

Develop and create additional recovery opportunities at all sites to provide interventions for identified at-risk populations (e.g. during the school day, before and after school, summer school).

Review practices and policies used to identify learning gaps.

Develop and enhance flexible student groupings to provide acceleration opportunities in the classroom.

Create and support opportunities for educators (both general and special education) to work in vertical teams to align standards-based learning progressions and the identification of students missing prerequisite knowledge and skills.

Do:
Phase 1
- Set up summer learning opportunities at each site that prioritize at-risk students. course completion, credit retrieval, and sped recovery services.

- Provide at-home family engagement activities (math activities, books, and learning activities) to all students K-8

- Open elementary libraries weekly for students and families to select books for at home reading.

- Have mental health counselors available to students/families during summer break.

- Identify special education students in need of Extended School Year (ESY) services to complete IEP requirements.

Study:
Phase 1
- Multi-tiered Support Systems(MTSS) data analysis

- Inclusionary practices data

Act:
Phase 2

5. Diagnostic Assessments Tools to collect diagnostic assessments on social-emotional well-being, academic and family needs. These formative assessments are intended to help teachers identify students' specific knowledge, skills, and understanding to build on each student's strengths and specific needs. Multi-tiered system of support (MTSS) is a system that is designed to help schools identify struggling students early and to intervene quickly in academic, well-being, and positive school habits.
Plan: Review existing diagnostic assessment tools to determine efficacy and effectiveness in supporting recovery and acceleration plans. Develop teams of educators to review and analyze data to inform curriculum and instruction decisions. Utilize diagnostic data to determine additional staffing to support student needs. Evaluate diagnostic routines to develop flexible grouping to avoid tracking.
Do: **Phase 1:** ● Review academic and behavior assessment tools currently used in district ● Acquire additional tools/upgrades for fall implementation ● Review Spring 2021 growth data to identify students for summer school opportunities ● Support implementation of Multi-Tiered Support Systems (MTSS) strategies
Study: **Phase 1:** ● Monitor data of referrals to special programs in years prior to MTSS implementation.
Act: **Phase 2**

| 6. **Community Partnerships** |
| Community partnerships is the school district's relationship with community organizations that include a broad scope of the district and cultural representation to the decision making table. |

Plan:
Review and expand existing opportunities to engage students, families, and the community in identifying student needs.

Research and identify professional learning opportunities that can be provided to community partners and volunteers offering supports for students.

Research and identify ways in which community partnerships can provide additional support structures for students and their families.

Do:
Phase 1:
- Continue to support Boys & Girls Club with academic supports and food service

- Use Student Achievement Initiative data with Chehalis Foundation to create a long-term sustainability plan for student success in career and college.

- Continue Early Childhood partnership with private preschools, ECAP, Headstart, and the Lewis County Early Childhood United Way campaign.

- Promote Timberland Library programs for youth and continue to give access to online library books.

- Cascade Mental Health support for mental health services.

Study:
Phase 1:

Act:
Phase 2

Chehalis School District Equity Analysis Tool

Chehalis School District Mission Statement
The mission of the Chehalis School District, in partnership with the community, is to meet the individual learning needs of students by providing a comprehensive educational program that inspires and prepares them to be responsible, contributing citizens.

Purpose of Chehalis School District Equity Analysis Tool
This tool is intended to be used by the district, program and building leadership of Chehalis School District to learn, think and address how equity impacts choices in instruction, programming, staffing funding, and policy. All members of the Chehalis Schools District strive to provide equitable practices through all our activities and choices.

Why and When should the Chehalis School District Equity Analysis Tool be used?

Use the tool to create an equity lens for educational leaders. The Chehalis School District Equity Analysis Tool provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific at-risk populations in the Chehalis School District.

Apply the tool to decrease the opportunity gap and increase positive outcomes for all students before making decisions.

Step 1: Set Outcomes, Identify and Engage Stakeholders

1. What does your department/school define as equitable outcomes related to this issue?

2. How will leadership communicate key outcomes to stakeholders?

3. How will leadership identify and engage stakeholders when considering populations by poverty, race, ethnicity, home language, homelessness/mobility issues, students enrolled in specialized programs (Special education, ELL, etc)

Step 2: Engage Stakeholders in Analyzing Data
1. How will you collect specific information about school, program and community conditions to determine if this decision will create inequalities that would increase the opportunity gap?

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

Step 3: Ensuring educational equity, determine benefit or burden
1. What are the potential benefits or unintended benefits or unintended consequences?

2. What would it look like if this policy/decision/initiative/proposal ensured educational equity for every student?

Step 4: Evaluate success indicators and/or mitigation plans
1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with the stakeholders.

Summary of Findings

Next Steps

(Implemented May 2021)