



Every Student Matters, Every Moment Counts

Morton School District #214
Home of the Timberwolves!

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Morton Jr/Sr High School

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Morton Elementary School

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Racial Equity Analysis Tool

Title of policy, initiative, program, budget issue:

Washington LEA Academic and Student Well-Being Recovery Plan

Description:

Plan to address student learning loss and well-being for the 21/22 school year due to COVID-19 impacts.

School/Department:

**Morton Elementary School
Morton Jr/Sr High School**

Contact: **John Hannah**

Is this a new decision or the review of an existing decision?

New

Existing

Expected Outcomes:

**1. Student academic progress is accelerated through monitoring and adjustment of instruction and content in order to bring student performances to grade-level expectations.
2. Track student well-being and assist when and where needed to help them be mentally and socially healthy.**

Please mark the type of decision below:

Applicable Policy

Program

Professional Development

Procedure

Budget Issue

Hiring and Staffing

Step 1: Set Outcomes, Identify and Engage Stakeholders

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

That all students have equal access to and ability to participate in the practices put in place to address both learning loss and effects on student well-being due to COVID-19 impacts.

1b. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

The district will share its planning with multiple stakeholders using a variety of communication methods in order to expand knowledge of and access to our planning.

1c. How will leadership identify and engage stakeholders?

Stakeholders will be identified by staff involved in the process of development and review of the plan. Also, prior to publication, all staff will have an opportunity to review the plan and offer feedback on potential changes, editorial changes, and communication plans.

Step 2: Engage Stakeholders in Analyzing Data

2a. How will you collect specific information about the school, program, and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

Collection of information about the current conditions will be collected through the use of a committee that will be active in the development and review of the plan. This group will consist of building leaders and the district counselor. Following its creation, all staff will review it prior to its posting on the district website and adoption by the Board of Directors.

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

There are no specific impacts, intended or unintended, at this time. All students are provided access to the technology tools needed for the plan. Language barriers will be handled by reverting to the home language if necessary. Students with individual learning plans will have the monitoring and assessments follow the accommodations in place in student IEPs.

Step 3: Ensuring educational and racial equity, determine benefit or burden

3a. What are the potential benefits or unintended consequences?

The benefits are that we will be able to see both the academic progress of our students and their current well-being conditions throughout the course of the school year.

3b. What would it look like if this policy, decision, initiative, or proposal ensured educational and racial equity for every student?

Students would be able to improve their academic performance and meet grade-level expectations as instruction and content are adjusted to meet their needs. Student well-being can be monitored and assistance provided when needed.

Step 4: Evaluate Success Indicators and/or Mitigation Plans

4a. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families, and staff?

The results of the assessments will be monitored on a regular basis and a report made by each building administrator to the Board of Directors three times throughout the year. As part of the review each student who is demonstrating academic performance below grade-level, and/or well-being below optimal will be addressed via action plans.

4b. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders, to ensure educational equity for every student?

Reports to the board by each building administrator will take place at the November, February, and June board meetings. Each principal will meet on a regular basis with their staff and the counselor about action plans to make sure all students have equal access and address barriers that arise.
