

Washington LEA Academic and Student Well-being Template

As required by the Legislature in House Bill 1368, each Washington public school district, state-tribal education compact school, and charter school must submit an academic and student well-being recovery plan to the Office of Superintendent of Public Instruction (OSPI) no later than June 1, 2021. A follow-up survey to determine LEA progress will be sent in Fall 2021.

The recovery plan is intended to provide information on how LEAs plan to address student needs due to school closures and extended time in remote learning due to the COVID-19 pandemic. LEAs are required to receive school board approval of their updated plan.

LEAs must use the Academic and Student Well-being Template to file their plan with OSPI no later than June 1, 2021. Plans submitted via email or methods outside of the survey link will not be accepted.

LEAs will receive a copy of their responses to the email they include in the plan. Please double-check to confirm you've submitted the correct email address. If edits are required, LEAs should use the edit link provided in their submission confirmation.

All questions regarding LEA Academic and Student Well-being Recovery Plan should be sent to RecoveryPlan@k12.wa.us

Please select your LEA:

Selkirk School District

Please enter the name of the point of contact for this survey:

Nancy Lotze

Please enter point of contact email address:

nlotze@selkirkschools.org

Please select the grade levels served by your LEA:

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

1. Selkirk School District attests that the School Board approved this plan after allowing for public comment.

Yes

Please enter the date this plan was approved by the School Board.

05/24/2021

2. Selkirk School District attests that an equity analysis tool was used in the development of this plan.

Yes

Please provide the name of the equity analysis tool used:

Tool adapted from Annie E. Casey Foundation questions

Please provide a link to the equity analysis tool used:

www.selkirkschools.org

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website:

05/25/2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan:

www.selkirkschools.org

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

Early Learning (K-4 literacy)

Extracurricular Activities

SEL and Mental Health Supports

5. Please select the academic diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Accelerated Reader (AR)

Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)

DIBELS

DRA (Developmental Reading Assessment)

IXL

OSPI Screeners for Literacy Skills Associated with Dyslexia

Other - Write In (Required): Summit Diagnostic Test

Running Records

Smarter Balanced ELA Interim Assessments

Smarter Balanced ELA Summative Assessments

Smarter Balanced Math Interim Assessments

Smarter Balanced Math Summative Assessments

SpringBoard Assessments

Teacher Made Assessment/District Made Assessment/Classroom Based Assessment

WA-KIDS

Please select the well-being diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

ACE

Student COVID Impact Surveys

Teacher Recommendation

WA-KIDS

Well-being resources

6. For each academic diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| | Accelerated Reader (AR) | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | DIBELS | DRA (Developmental Reading Assessment) | IXL | OSPI Screeners for Literacy Skills Associated with Dyslexia | Running Records | Sm Balance ELA Assessment |
|--------------|-------------------------|---|--------|--|-----|---|-----------------|---------------------------|
| Kindergarten | | X | | X | | X | X | |
| Grade 1 | | X | | X | | X | X | |
| Grade 2 | | X | X | X | | X | X | |
| Grade 3 | X | X | | X | X | | X | |
| Grade 4 | X | X | | X | X | | X | |
| Grade 5 | X | X | | X | X | | X | X |
| Grade 6 | | X | | | X | | | X |
| Grade 7 | | X | | | X | | | X |
| Grade 8 | | X | | | | | | X |
| Grade 9 | | X | | | | | | |
| Grade 10 | | X | | | | | | X |
| Grade 11 | | X | | | | | | X |
| Grade 12 | | X | | | | | | |

For each well-being diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| | ACE | Student COVID Impact Surveys | Teacher Recommendation | WA-KIDS | Well-being resources |
|--------------|-----|------------------------------|------------------------|---------|----------------------|
| Kindergarten | X | | X | X | X |
| Grade 1 | X | | X | | X |
| Grade 2 | X | | X | | X |
| Grade 3 | X | | X | | X |
| Grade 4 | X | | X | | X |
| Grade 5 | X | | X | | X |
| Grade 6 | X | X | X | | X |
| Grade 7 | X | X | X | | X |
| Grade 8 | X | X | X | | X |
| Grade 9 | X | X | X | | X |
| Grade 10 | X | X | X | | X |
| Grade 11 | X | X | X | | X |
| Grade 12 | X | X | X | | X |

7. For each academic diagnostic assessment predominantly used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

| | Accelerated Reader (AR) | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | DIBELS | DRA (Developmental Reading Assessment) | IXL | OSPI Screeners for Literacy Skills Associated with Dyslexia | Running Records | Smarter Balanced ELA Interim Assessment |
|--------------------------------|-------------------------|---|--------|--|-----|---|-----------------|---|
| Once per school year | | | | | | X | | X |
| Multiple times per school year | X | X | X | X | X | | X | |

For each well-being diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

| | ACE | Student COVID Impact Surveys | Teacher Recommendation | WA-KIDS | Well-being resources |
|--------------------------------|-----|------------------------------|------------------------|---------|----------------------|
| Once per school year | | X | | X | |
| Multiple times per school year | X | | X | | X |

8. In what ways did your LEA include the following voices in the development of this plan?

| | Students | Families | Community Organizations |
|--|----------|----------|-------------------------|
| Interviews | | | |
| Conferences (in-person and/or virtual) | X | X | |
| Advisory Groups | | X | X |
| Surveys | X | | |
| | | | |
| | | | |
| | | | |

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

☐ Asian students
☐ Black/ African American students
☐ Hispanic/Latino of any race(s) students
☐ Students of two or More Races
☐ White students
☐ Low-income students
☐ Students with Disabilities
☐ Students Experiencing Homelessness
☐ Students in Foster Care

10. Please select the specific strategies/interventions implemented to support specific student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results.

☐ Building relationships
☐ Early Learning (K-4 literacy)
☐ Extracurricular Activities
☐ High-quality Tutoring
☐ Inclusionary practices
☐ SEL and Mental Health Supports

11. Please select the specific student groups(s) in which the strategies/interventions are implemented.

| | Asian students | Black/African American students | Hispanic/Latino of any race(s) students | Students of two or More Races | White students | Low-income students | Students with Disabilities | Students Experiencing Homelessness |
|--------------------------------|----------------|---------------------------------|---|-------------------------------|----------------|---------------------|----------------------------|------------------------------------|
| Building relationships | X | X | X | X | X | X | X | X |
| Early Learning (K-4 literacy) | X | X | X | X | X | X | X | X |
| Extracurricular Activities | X | X | X | X | X | X | X | X |
| High-quality Tutoring | X | X | X | X | X | X | X | X |
| Inclusionary practices | X | X | X | X | X | X | X | X |
| SEL and Mental Health Supports | X | X | X | X | X | X | X | X |

12. Please select the specific grade(s) in which the strategies/interventions are implemented for the identified student groups.

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--------------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Building relationships | X | X | X | X | X | X | X | X | X | X | X |
| Early Learning (K-4 literacy) | X | X | X | | | | | | | | |
| Extracurricular Activities | | | X | X | X | X | X | X | X | X | X |
| High-quality Tutoring | X | X | X | X | X | X | X | X | X | X | X |
| Inclusionary practices | X | X | X | X | X | X | X | X | X | X | X |
| SEL and Mental Health Supports | X | X | X | X | X | X | X | X | X | X | X |

13. Describe how your LEA will consistently apply equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

Our district will use the equity analysis process annually during Data Carousel Activities which is a process used to identify learning gaps and develop building goals. Goals will be monitored monthly to adjust strategies.

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify up to three in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

Early Learning (K-4 literacy)
Extracurricular Activities
SEL and Mental Health Supports

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify up to three strategies for which your LEA needs more support.

Early Learning (K-4 literacy)
Extracurricular Activities
SEL and Mental Health Supports

Thank you for submitting your plan to OSPI. If you spot any errors, please update your submission using the following link: http://survey.alchemer.com/s3/6283407/Washington-LEA-Academic-and-Student-Well-being-Template/?snc=1621538982_60a6b8a66383e9.73786570&sg_navigate=start.

Beginning in June, OSPI will review plans and verify all required elements have been submitted. Plans submitted after the June 1 deadline will be reviewed after all plans submitted on time have been reviewed.

LEA Leadership will receive notification of approval by email. If OSPI is unable to verify all required elements, the LEA's Point of Contact will be notified by email or by phone to request additional information and/or plan update.

All questions regarding LEA Academic and Student Well-being Recovery Plan should be sent to RecoveryPlan@k12.wa.us

Selkirk School District Racial Equity Analysis Tool

Analysis questions adapted from *The Annie E. Casey Foundation* guidance

It is the responsibility of the Selkirk School District to provide access and opportunity for every student and to eliminate racial inequality in our educational system. The Racial Equity Analysis Tool lays out a guiding set of questions that may be considered in the development, implementation, or evaluation of significant policies, programs, or practices. According to the Annie E. Casey Foundation report, *"many racially inequitable impacts are produced inadvertently, through processes and choices that may not even explicitly address race, may appear race neutral, or may even be offered to address racial disparities. That's why it is important to pause and assess specifically what kinds of racial outcomes are likely to be produced by the work..."*.

Proposed Policy/Program/Practice: Academic & Student Well-Being Recovery Plan 2021

Facilitator Name & Date Completed: Nancy Lotze May 20, 2021

Please mark the type of decision:

☐ Applicable Policy

☒ Program

☐ Professional Dev

☐ Procedure

☐ Budget Issue

☐ Hiring & Staffing

Answer the following 5-Question Equity Analysis:

1. **Who are the racial/ethnic groups in the Selkirk School District?** *For this policy/program/practice, what results are desired and how will each group be affected.*

| Racial/Ethnic Groups - 2021 | Desired Outcomes? | How will this group be affected? |
|-----------------------------|--|---|
| White 88.1% | Address SEL Needs and reduce any learning loss | Increased SEL and academic supports available to all students |
| Hispanic 6.4% | Address SEL Needs and reduce any learning loss | Increased SEL and academic supports available to all students |
| Asian 1.7% | Address SEL Needs and reduce any learning loss | Increased SEL and academic supports available to all students |
| Black/AA .4% | Address SEL Needs and reduce any learning loss | Increased SEL and academic supports available to all students |
| 2 or More 3.4% | Address SEL Needs and reduce any learning loss | Increased SEL and academic supports available to all students |

Based on OSPI's report card site, students in the Hispanic/Latino group outperformed students in the white race category. Data for other groups was suppressed based on fewer than 10 students. Attendance data shows that other racial groups have slightly lower attendance rates and graduation rates were suppressed for low enrollment (fewer than 10 students). As there is little racial diversity in the Selkirk School District, the district may be served best by focusing on economic disparity with 53.4% of students identified as low-income. Poverty has been shown to have adverse impacts on student achievement, graduation, and attendance. Using 2018-19 data, low-income students performed slightly below non-low income students in ELA (64.5% vs. 81%), Math (46.1% vs. 68.3%), and science (61.8% vs. 72.2%).

2. **Do current disparities exist by race/ethnicity around this issue or closely related ones?** ☐ Yes ☒ No
If YES, please answer the following: How did disparities get that way? How will disparities be impacted by this policy/program/practice?