Wishkah Valley School District
2021-2022 Academic Acceleration and Well-being Plan
Updated May 26, 2021

**Student centered, targeted, high quality, meaningful instruction, every day, all day,
with student supports and connecting with caring adults.**

Introduction

The purpose of this plan is to communicate how the Wishkah Valley School District intends to address academic and well-being needs for students during the 2021 – 2022 school year. This plan also fulfills the requirements of House Bill 1368.

Wishkah Valley believes that our primary goal is to maximize student learning and student achievement in a safe, nurturing, supportive environment. This environment is best achieved in a face-to-face manner with an in-person teacher. Our aim is to serve students with as much face-to-face time with their educators and peers in schools as possible, yet minimize health and safety risks to students and staff.

This reopening plan is consistent with requirements and recommendations from the State Board of Education, Office of Superintendent of Public Instruction (OSPI), the Washington State Department of Health (DOH), Grays Harbor Public Health, and Labor and Industries (L&I).

As recommendations and requirements change from the above agencies, this plan will change as well. ***Therefore, this plan is living document and subject to change as the COVID-19 pandemic environment changes around us.***

Plan Requirements

1. **Board Approval by Resolution –** This plan was approved by the Wishkah Valley School Board by resolution on May 27, 2021 after an opportunity for public comment.

2. **Use of an Equity Analysis Tool –** Wishkah used the recommended Shoreline School District Equity Analysis Tool.

3. **School Information, Attestations, and Public Posting Information -** Basic LEA Information can be found in ***Appendix A, page 5***. Attestations and public posting information can be found in ***Appendix B, page 6***. Plan will be shared with the public at www.wishkah.org.

4. **Universal Supports** - Wishkah Valley currently provides universal supports to all student K-12. A list of these universal supports currently provided or will be provided can be found in *Appendix C, page 7*.

5. **Data Analysis** – Data from the following areas were studied to identify student groups most impacted by the pandemic and areas of concern.
   a. **Diagnostic Assessments** - Diagnostic assessments are a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Diagnostic assessments guide curriculum planning. A list of approved Diagnostic Assessments used are found in *Appendix D, page 8*. The list is not exhaustive.
   b. **Attendance Data** – A majority of our students had over 10 absences per semester.
   c. **Discipline Data** – A study of student discipline helps us understand student well-being needs.
   d. **Engagement Data** – Students who were the least engaged last year tended to be those with the least adult support at home.
   e. **Well-being Assessments** - Wishkah Valley assesses student well-being daily in a variety of formal and informal ways. Well-being includes but is not limited to mental health and social-emotional learning. These assessments are found in *Appendix E, page 9*.
   f. **Student and Family Voice** - The Wishkah Valley School District endeavors to listen to all stakeholder groups. Student, family, and community input was solicited in the development of this plan through parent teacher conferences, interviews with parents, faculty meetings, and parent/community surveys. See **Appendix F, page 10**.

6. **Strategic Supports for Students as Identified by Data Analysis** - Throughout this past year we have identified through equity analysis, data analysis, and diagnostic assessment the following groups are in need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being.
   a. All races and ethnicities
   b. Low-income
   c. Students with disabilities
   d. Students experiencing homelessness
   e. Students in foster care
   f. Students who experienced isolation

7. **Barriers Realized** – the following are some of the barriers students and families have experienced and continue to experience.

     a. Students experiencing loss, depression and discouragement
     b. Students who experienced isolation
     c. Technology serving as a distraction and magnifying the effect of barriers
     d. Hesitancy or inability to return to school
     e. Work/Caring for Siblings
     f. Loss of the basic school routine and how to learn in person

8. **Strategic Supports for Identified Student Groups** - The Wishkah Valley School District intendeds to provide strategic supports for the above mentioned student groups. *Appendix G, page 12,* outlines the specific strategies/interventions implemented to support student groups identified in our review of the equity analysis and student diagnostic assessment results.
     a. Structured environment focusing on routine
     b. Social Emotional Supports
     c. Access to behavioral health services
     d. Targeted professional development
     e. Invest in Tier II interventions
     f. Invest in high quality tutoring

9. **Additional Strategic Supports for Identified Student Groups** - In addition, Wishkah Valley School District is planning to adopt the programs and practices found in **Appendix H, page 13**.

10. **Monitoring Student Progress** - Throughout the 2021-2022 school year the Wishkah Valley School District will use ongoing analysis and make adjustments and revisions as needed. Wishkah Valley will measure and show progress. Equity analysis will occur on a continual basis. In addition, our district uses diagnostic assessments multiple times throughout the school year to monitor student progress and the effectiveness of the strategies/interventions implemented to address gaps in student learning and wellbeing.
     a. iReady assessments three time per year
     b. Social emotional assessment using Panorama
     c. Student Support Team (SST) Meetings
     d. Multi-Tiered System and Supports and Interventions
     e. Student discipline data
     f. Student attendance data

Timeline

1. May 2021 – gather data and develop plan
2. May 27, 2021 – Board passes plan by resolution
3. June 1, 2021 - Phase 1 - June 2021: Initial plan submission
4. Summer 2021 – Implement and refine phase 1

5. November 2021 - Phase 2: Review and adjust plan. Continue to collect data
6. April 2022 - Phase 3: Continue improvement cycle by reviewing and analyzing data to inform next steps

Issues yet to be Resolved

1. Staffing and budget
2. Identify best method to recover credits and make up incompletes
3. Time for Character Strong First period? Need someone to coordinate.
4. How to focus on culture? Getting kids back to a winning mindset.
5. How is technology getting in the way? Remove any technology barrier.
6. Develop a Character Strong/Panorama Team

Appendix A

LEA Information

1. The name of the LEA is the **Wishkah Valley School District**.

2. Point of contact is **Superintendent Donald B. Hay**.

3. Point of contact email address: **dhay@wishkah.org**

4. Grade levels served **K-12**.

Appendix B

Attestations and Public Posting

1. Wishkah Valley SD attests that the School Board approved this plan by resolution on **May 27, 2021** after allowing for public comment.

2. Wishkah Valley SD attests that an equity analysis tool was used in the development of this plan.

3. The name of the equity tool is the **Shoreline School District Equity Analysis Tool**.

4. The following is a link to Wishkah Valley's equity tool, **https://www.wishkah.org/domain/195**

5. This plan will be posted on the Wishkah Valley website after School Board approval. On **May 28, 2021**.

6. The following is the link to the posted plan, **https://www.wishkah.org/domain/195**

Appendix C

Universal Supports for All Students

The following are a list of LEA-wide universal supports that are available or will be provided in the future to address gaps in student learning and well-being to all students at Wishkah Valley SD grades K-12.

- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- SEL and Mental Health Supports
- Student Voice and Perception
- Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-postsecondary/career/beyond)

Appendix D

Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

Academic Diagnostic Assessments	Grade Level(s)	Once per school year	Multiple times per school year
DIBELS	K-2		3
EasyCBM	K-6		3-9
iReady	K-12		3
OSPI Screeners for Literacy Skills Associated with Dyslexia	K-10		2-3
Sight Words	3, K-5 SPED		9-18
Smarter Balanced ELA Interim Assessments	4-6, 7-10		2-5
Smarter Balanced Math Interim Assessments	4-6, 7-10		2-5
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		1-9
Teacher Recommendation	K-12		X
WA-KIDS	K	X	

Appendix E

Well Being Diagnostic Assessments

Well-being Diagnostic Assessments	Grade Level(s)	Once per school year	Multiple times per school year
Other - Character Strong, Beyond Survival, Class Meetings, P/T Conferences, and SST Meetings	K-12		X
Panorama Education School Climate Survey	K-12		X
Student COVID Impact Surveys	K-12	X	
Teacher Recommendation	K-12		X
WA-KIDS	K	X	

Appendix F

Community, Parent, and Staff Survey Results

Question: In your opinion what are some essential elements to include in our Student Academic Acceleration Plan?

- Small student groups within the day, possibly multi-age or multi-grade, who need help or acceleration in a particular area, like reading or math.
- Extra help in math & reading/writing to help kids catch up.
- Variability. Flexibility. This isn't over. In fact, the idea of acceleration is somewhat counter productive. We should more so be looking at a student academic stabilization plan. In other words, how can we stabilize our expectations in the face of continued uncertainty and change.
- Intervention from teachers when needed.
- Intervention from teachers when needed.
- Individualized help for students who are behind.
- we need to get math and english back on track. Students are way behind in these areas.
- Does this SAAP need an action committee? Who would need to be on it?
  What is the plan accelerating? Graduation? Or course completion? Both?
- Holding students accountable. I understand letting them have some grace this year but start holding kids to the standards they can expect when they leave school. Many students now are learning how to work the system, life doesn't always give multiple chances.

Question: In your opinion what are some essential elements to include in our Student Well Being Plan?

- Grace, kindness, mercy, hope.
- Students should participate in more sports and activities. School should provide social emotional resources.
- #1 — pandemic safety plans. The only protocol working at 100% is blocking sickness at the door. We need a zero tolerance policy schoolwide for pandemic safety violations. I see at least a half dozen kids flagrantly violating mask protocols, and a majority of students violating distancing protocols.
  #2 — staff training on the biology of the brain and how it processes information, with a focus on the role stress and change have in altering brain function both temporarily and permanently.
- Allow students who are afraid or ill to stay in distance learning. Allow the rest of the students to participate in real life again.

- Allow students who are afraid or ill to stay in distance learning. Allow the rest of the students to participate in real life again.
- Mandatory vaccinations for everyone attending school next year.
- unclear what this is
- Time to implement it; time to be trained in it; time to plan for it.
- Keeping the sports program strong and continuing to build it up. Try to bring back boys baseball, recruit students for the teams we do have. It builds confidence, provides a social avenue and keeps them moving.

Appendix G

Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

1. Structured environment focusing on routine
2. Social Emotional Supports
3. Access to behavioral health services
4. Targeted professional development
5. Invest in Tier II interventions
6. Invest in high quality tutoring

Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply). Please select the specific **student group(s)** for whom the strategies/interventions are implemented. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies	Student Groups	Grade(s)
Building Relationships	**All**	**K-12**
Common Assessments	**All**	**K-12**
Extracurricular Activities	**All**	**K-12**
Inclusionary Practices	**All**	**K-12**
Mastery Learning/Project-Based Learning	**All**	**K-12**
Mult-tiered System of Supports	**All**	**K-12**
SEL and Mental Health Supports	**All**	**K-12**
Student Voice and Perception	**All**	**K-12**
Transition Supports (Pre-K – Elem; Elem-MS;MS-HS; HS-post-secondary/career/beyond	**All**	**K-12**

Appendix H

Additional Strategic Supports for Identified Student Groups

1. **Implement an SEL Intervention Strategy**
   a. Add Character Strong K-12/Panorama
   b. Promote School Co-curricular activities and interscholastic activities
   c. Investigate adding an "advisory" period at the beginning of the day and shorted remaining periods. As an alternative add advisory on days when the schedule is already impacted for example 1:00 early release.

2. **Implement an Academic Intervention Strategy**
   a. **Focus on restructuring our intervention/Title/LAP programs and expand K-12**
      - Create a more targeted student-centered approach to interventions
      - Add intervention help at the middle school and high school level
      - Add K-12 Lead Paraprofessional
        - Create an intervention library
        - Create and maintain student learning plans
        - Help train paraprofessionals in best practices.
        - Para Scheduling with students
      - Expand roll of K-6 lead teacher
        - Curriculum implementation K-6
        - iReady assessments K-12
        - PD K-6
        - Support for lead paraprofessional
      - Add additional paraprofessionals (2-3) with ESSR funds

   b. **Focus on curriculum and assessment K-6**
      - All grades teaching district adopted curriculum.
      - Focus on maximizing time on task and all subjects.

   c. **Focus on Attendance, Discipline, and Student Engagement K-12**
      - Fully implement district attendance and discipline policies

   d. **Continued focus on level 3 (SPED students)**
      - Continuing with Co-op SPED director and build on accomplishments this year.