

Aberdeen School District Academic and Student Well-being Recovery Plan

Reviewer/Reviewers:

Director of Teaching and Learning, District Title I Teachers

Racial Equity Tool – Using Best Practices

Who are the groups affected by this policy, program, practice, or decision? What are the potential impacts on these groups?

LOOK-FORS

Due to the effects of the pandemic and students not being able to attend in-person school, the following groups of student's academic growth were more significantly impacted:

- American Indian/Alaska Native
- Hispanic/Latino
- Two or More Races
- English Learners
- Poverty
- Students with Disabilities
- **Students experiencing Homelessness and students in foster care have a small N size. Since Covid, students experiencing homelessness have been difficult to locate. Although these groups are small in numbers, they were significantly impacted.

Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?

LOOK-FORS

Many of our students did not have internet access which made accessing instruction extremely difficult. Students also began feeling socially isolated leading to a feeling of hopelessness and depression. We began to see a decrease in the level of engagement which has led to a widening of learning gaps. Language barriers made it difficult to connect with families which contributed to the lack of engagement and access to instruction.

Childcare issues and students needing to join the workforce so their family could survive also contributed to the lack of engagement as well.

How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision? Can the stakeholders validate your assessments in questions 1 and 2?

LOOK-FORS

The district developed academic and wellness surveys to be administered in the Fall and Winter. Input was given, through these surveys, by parents, staff and students. Results of each survey were shared at a school board meeting and posted on the district website.

Connections Teams also made contact with students not engaging in academic learning to determine barriers they were experiencing and possible solutions.

What are the barriers to a more equitable implementation of your policy, program, practice, or decision? (Consider mandates, politics, emotions, finances, or programs.)

LOOK-FORS

Barriers for the identified student groups in the Aberdeen School District are listed below:

- Lack of Bilingual staff to communicate and problem solve engagement issues
- Funding to obtain English Learner (EL) endorsed teachers to provide targeted supports for EL students
- Parents with limited English providing academic support
- Being able to provide remote instruction ONLY for all students
- Lack of internet connection
- Less instructional time while in remote and in person instructional models
- Communication and understanding of the phases and changing schedules
- Health and safety protocols
- Students with disabilities that limited Zoom time or face to face time due to inability to adhere to health and safety protocols
- Childcare issues and students need to join workforce
- Lack of individualized, flexible grading
- Loss of accountability due to extra-curricular activity participation
- Lack of adequate private space for accessing instruction and completing work

How will you mitigate any negative impacts and address any barriers that you have identified?

LOOK-FORS

The following are the interventions and strategies used to mitigate the above barriers for our students:

- Hire a dedicated bilingual staff member for each building
- Create Connections Teams including a bilingual staff member
- Hire an English-Language Endorsed teacher for each building to specifically target the EL identified students
- Hire building MTSS Coaches to lead data-driven instruction for academic and social-emotional learning

- Hire District English Learner Coach
- Purchase MiFi's for students lacking internet capabilities
- Provide technology device for each student to use at home
- Designate a space in the district for identified student groups without internet access
- Work with local YMCA to create athletic pods to allow student activity and socialization
- Implement Step-Up to Writing curriculum district wide to fill the writing gap
- Target identified student groups for summer school
- Increase the summer school capacity to allow more students
- Implement a Kindergarten Academy to give them a jump start
- Integration of full in-person instruction fall of 2021
- Implement a K-12 Social Emotional Learning Screener and Instructional supports
- Use Priority Standards at each grade level developed by teachers to narrow the focus
- Increase the number of academic support personnel
- Implement additional mental health services and provide necessary classes for Staff and families through a partnership with Behavioral Health Resources
- Utilize After School Program to target specific student groups
- Utilizing Grays Harbor Academy, for those successful with online learning
- Creation of Multi-Tiered Systems and Support Framework for academics, behavior and social-emotional learning
- Targeted Professional Development on strategies to boost identified student groups

After conducting the analysis:

What are the lessons learned?

In order to create our plan, data was collected and analyzed. Using these results, the following learning drove the elements of our plan:

- Bilingual Staff is needed to communicate with families
- In order to ensure engagement, an in-person option needs to be in place
- A systematic approach to monitoring student learning and targeting specific skill deficits needs to be place
- A formalized process of gauging student's social-emotional wellness and resources to target specific skill gaps is needed
- A writing framework needs to be available for students unable to meet proficiency consistently across all grade levels
- High-expectations for all students with access to grade-level learning
- Experts in teaching language attainment are critical

What resources are needed to make changes?

- Staffing; Bilingual, English Language Endorsed Teachers, MTSS Coaches
- Step Up to Writing Curriculum and staff training
- Partnership with local mental health organization

- Social-Emotional Screener and supporting lessons
- After-School Programming Funds
- Summer School Funding
- Professional Development funding

What are the next steps?

- Hire highly qualified Staff
- Purchase and train staff in Step Up to Writing
- Purchase and train staff in Social-Emotional Learning System
- Meet with local mental health agency to create a plan and develop a contract for services
- Hire, create and target student groups for summer school services
- Target student groups for after school programs
- Create schedules to regularly monitor student progress