

Academic and Student Well-being Recovery Plan Team

Lake Chelan School District
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Planning Team

Thank you!

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Big Picture Timeline:

- **Phase 1 — June 2021:** Initial LEA plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.
- **Phase 2 — November 2021:** Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22. Continue to collect data.
- **Phase 3 — April 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022–23+) (e.g., moving to a balanced calendar, implementing standards-based grading, or project based learning).



**Initial Plan
Submission
to State**

**More Substantial Plan
Submission to State**

Proposed Plan



How should we use it?

The *Equity Lens* is a series of questions to help analyze the likely outcomes for and impacts on historically marginalized groups and communities.

1. Who are the groups affected by this policy, program, practice or decision?
2. 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 our assessments and conclusions?
3. What are the potential impacts on these groups? Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?
4. How have we collected specific information about the school, program and community conditions to help us determine if this decision will create inequities that would increase the opportunity gap?
5. What are the barriers to a more equitable implementation of our policy, program, practice or decision? (Consider mandates, politics, emotions, finances, or programs.)
6. How will we mitigate any negative impacts and address any barriers that we have identified?
7. How will we evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

Health and Safety

As a result of the pandemic, the district continues to incur **costs related to the safe and healthy delivery of the school program.** This includes expenditures related to HVAC systems, furniture requirements, adjustments to existing school and classroom spaces, as well as seeking to add additional learning spaces to address CDC requirements.

Maintenance of Service

Stemming from impacts of the pandemic, the Lake Chelan School District has experienced a considerable drop in student enrollment. This has created a direct impact on the revenues that are provided to our district from the State of Washington. **It is our intent to first and foremost, retain the necessary staffing to provide high quality programming that is consistent with our current model of schooling.**

Student Support

The district will address the academic and wellbeing needs of students through universal strategies intended to support all students and strategic supports intended to serve targeted student groups identified in our data.

Summary of Data Analysis

Academics	Well-being
<ul style="list-style-type: none">● Hispanic/Latinx, English Learners, Low-Income, Migrant and Students with Disabilities have the largest learning gaps at all levels of our school system in both English Language Arts and Math, averaging between 20 and 45 percentile points.● The learning gaps for these students are evident on all assessment tools and persist across all grade levels.● Students who are in multiple subgroups are the most impacted.● Hispanic/Latinx and English Learners are overidentified for special education services.● Hispanic/Latinx and English Learners are underidentified for highly capable services.	<ul style="list-style-type: none">● Data shows a considerable need for additional counseling and therapeutic mental health services for students and families.● Data shows a lack of belonging, sense of connection, and reflection of self/culture in the school program for roughly half of the students.● Data shows students' capacity to self-regulate and preserve below the 39th percentile nationally.● Data shows that Hispanic/Latinx students experience long term absences from school at twice the rate of white students.● Data shows that Hispanic/Latinx and migrant students receive disciplinary consequences that exclude them from school at 2 times and 7 times the rate of white students respectively.

Universal Supports: Academic

Inclusionary Practices Project

We are committed to fundamentally shifting our systems, programs and practices to better serve all students through an Inclusionary Practices Project. The primary focus of this work will be to create learning experiences aligned with the [Universal Design for Learning](#) framework. The project will focus on strengthening existing practices and systems that are congruent with the Universal Design for Learning framework.

Multi-Tiered Systems of Support

In addition to fundamentally shifting our core practices, we recognize that some students will continue to need additional academic support. A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs.

AFTERS Enrichment and Acceleration Programs

The district provides universal access to after school enrichment programs at the elementary and middle school level. The program blends opportunities for students to address skill deficits with opportunities for fun and engaging learning related to the academic standards.

Strategic Supports: Academic

Summer Programming and Credit Retrieval

The district will provide extended-school year opportunities to support targeted students across all grade levels. The focus will be on providing services to students identified as furthest from academic proficiency and experiencing Social Emotional challenges.

STEAM Summer Camp: Enrichment and Acceleration (K-7)

The STEAM Summer Camp program targets kindergarten through 7th graders. Students were referred to the program by classroom teachers based on readiness to benefit from additional exposure to ELA and Math instruction, enrichment activities, and/or increased social-emotional development opportunities. The program balances hands-on STEAM enrichment activities facilitated by trained AFTERS instructors with academic acceleration in ELA and Math provided by certified teachers with the support of paraprofessionals.

LIFT Summer School (8)

The LIFT Summer School program targets 8th graders failing 2 or more core classes in the 2nd semester of their 8th grade year. The program curriculum focuses on high school readiness, improving executive functions related to goal setting and organization, Social Emotional Learning skills, reading comprehension, math fundamentals, and STEM. The program features frequent guest speakers who are able to speak directly to the program focal areas.

Online Credit Recovery (9-12)

Online credit retrieval courses will be available to all students with targeted enrollment and support for students that are credit deficient, migrant students, and/or English language learners.

Universal Supports: Wellbeing

Comprehensive Approach to Family and Student Services

We have prioritized professional collaboration through the formation of a Family and Student Services Professional Learning Community. The goals are to align and improve services, eliminate duplication, and to improve identification of students and families for support.

Multi-Tiered Systems of Support

In addition to fundamentally shifting our core practices, we recognize that students need to feel safe and welcome in their schools in order to be able to focus on learning, we will develop and implement a multi-tiered system of support inclusive of tiered behavioral support, and social and emotional learning (SEL).

Universal Identification for Services

The district will be implementing a universal social emotional screener (the BASC3-BESS) that aligns to the state SEL standards and allows us to identify ways in which we need to strengthen our tier one supports.

Belonging Initiative (K-12)

As a school district, we will be implementing an initiative to increase belonging and connectedness for students and families district-wide. The initiative will be based on the Dignity Framework from the book [Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation](#) by Floyd Cobb and John Krownapple. This work couples with our current Character Strong and Steps to Respect programs.

Suicide Prevention

We are implementing a national program to address this regional issue.

Strategic Supports: Wellbeing

Need-based Staffing

We are committed to supporting families and students as we emerge from the pandemic with additional staffing resources to address our identified needs. We believe that critical additions and shifts in staffing are necessary to ensure the wellbeing of our students and families.

Social Worker. We are seeking to hire a bilingual social worker in order to increase our capacity to provide therapeutic services to students and families. Our data indicates an extreme need for these services.

Equity and Engagement Specialist. at the secondary level we are recommending the hiring of an Equity and Engagement Specialist to coordinate attendance, engagement, and family visits.

Latinx Community Liaison. This will be a shift in responsibilities for the current Family and Community Liaison to be more focused on the needs of our Latinx students and families.

Targeted SEL Services

We will be administering a second gate screener (SSIS-SEL) which will help us identify students who need a more robust and targeted tier two intervention. The second gate screener comes with additional curriculum that aligns to the student's results and provides individualized support that our counselors will implement in groups or 1:1.

Monitoring Student Progress

We recognize that the success of this plan is entirely dependent on its positive impact on our students. We commit to applying the Equity Lens as part of this process, in order to ensure that our methods and programs are working for identified students and families. We commit to a tri-annual review of the impacts of our programs and strategies.

Student and Family Voice

District Revisioning

We are embarking on a revisioning process that is being led by a cross-representative committee of staff, students, alumni, parents, and community members, ensuring representation from traditionally marginalized groups.

Surveys and Focus Groups

We will continue to partner with the Center for Educational Effectiveness to conduct annual surveys of our students and families regarding their perspective about our school programs. We will continue to annually review this data with our school and district leadership teams to make adjustments based on feedback.

Family Visits

We will be implementing formal Family Visits beginning in August 2021. The intent of these meetings is to better understand the lived experience of our traditionally marginalized families and students in order to identify strengths and experiences that can inform our school and learning design.

Community Partnerships

Thrive Chelan Valley

Columbia Valley Community Health

Chelan Valley Hope

Chelan Valley Housing Trust

Booster Club

Community Foundation of NCW

Rotary

Questions & Comments