



## **Everett Public Schools Academic and Well-being Recovery Plan**

Welcome to Everett Public Schools' Academic and Student Well-being Recovery plan. The state requires a checklist of our plans to assess students' academic and well-being needs and begin to address them this coming school year. The Office of Superintendent of Public Instruction (OSPI) included a [recovery planning guide](#) to help school districts develop their plans.

Thank you to the staff, students and families who contributed to this plan. We appreciate the collaboration as we improve and respond to changing needs in our community.

### **Equity analysis**

An important part of the district's recovery plan is developing it with equitable outcomes in mind. This plan was developed using the [Everett Public Schools Equity Analysis Tool](#) to help guide thinking and planning for the best possible outcome for all students, and especially those who may be underserved. In reviewing its data, the district determines whether a substantial disparate impact exists for students. Using the Equity Analysis Tool helps stakeholders identify gaps and the root causes of those gaps in order to make adjustments to the instructional program to meet the learning needs of students who may be failing grades at a higher rate, not meeting standard on assessments, and/or showing less growth.

### **A universal, and targeted approach**

Students, families and staff have social emotional needs that must be supported through ongoing assessment and responsive programs and services. These needs are changing and will likely present in new ways in the coming years as effects of the pandemic unfold. Our plan includes ongoing and new strategies to support those needs.

We are adding to existing social emotional supports for a more comprehensive approach that can be consistently applied and monitored throughout schools. To do this we are focused on strengthening relationships, bolstering programs and staffing that

address current needs and anticipate future investments. Universal supports provided to address gaps include:

- Additional instructional time before and after school
- Summer school classes are available to K-12 students to help with return to school. Specific supports for students by grade level include social emotional, physical fitness, credit recovery needed for graduation and academics.
- Building relationships
- Common assessments
- Early Learning (K-4) Literacy
- Equitable grading practices
- Inclusionary practices
- Multi-tiered system of supports
- Narrowing standards
- Professional learning
- SEL and mental health supports
- Student voice and perception obtained through small group discussions, surveys and feedback opportunities
- Supporting student transitions as they move from one year to the next, with a focus on students entering K-1, 6-7, and 9-10

## **Diagnostic assessment**

It is vital to understand current academic and social needs and abilities of students in order to provide the most appropriate supports and guidance. We understand their current needs and perceptions through data obtained through academic and social-emotional diagnostic assessments. Staff will continue to meet regularly, leveraging analytical tools designed to provide stakeholders the information they need to respond effectively to student needs.

Current learning diagnostics are indicated below, along with how frequently they are given at which grade levels.

| <b>Academic Diagnostic Assessments</b>  | <b>Grade(s)</b> | <b>Once per school year</b> | <b>Multiple times per school year</b> |
|---|-----------------|-----------------------------|---------------------------------------|
| Curriculum-Based assessments (eg. Macmillan / McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-12            |                             | X                                     |
| GOLD (WaKids)   | K               | X                           |                                       |
| iReady  | 1-5             |                             | X                                     |
| OSPI Screeners for Literacy skills associated with Dyslexia   | K-2             |                             | X                                     |
| Smarter Balanced ELA Interim assessments  | 3-10            | X                           |                                       |
| Smarter Balanced Math interim assessments   | 3-10            | X                           |                                       |
| Teacher Made assessment / district made assessment / classroom-based assessments                    | K-12            |                             | X                                     |
| WA-Kids   | K               | X                           |                                       |
| WIDA Model for kindergarten   | K               | X                           |                                       |
| WIDA Model (grades 1-12)  | 1-12            | X                           |                                       |
| Other (list)  | 3-12            | X                           |                                       |

Current diagnostics for student well-being are indicated below, along with how frequently they are given at which grade levels.

| <b>Well-Being Diagnostic Assessment</b>  | <b>Grades</b> | <b>Once per school year</b> | <b>Multiple times per school year</b> |
|--|---------------|-----------------------------|---------------------------------------|
| Other (write in) RULER, Second Step      | K-12          |                             | X                                     |
| Panorama Education School Climate Survey | 3-12          |                             | X                                     |
| Teacher recommendation                   | K-12          |                             | X                                     |
| WA-Kids                                  | K             | X                           |                                       |
| Well-being resources                     | K-12          |                             | X                                     |

## **Student and family voice**

Over the past year, the district has used several methods to gather student and family voices, including online surveys, monthly Let's Connect virtual sessions, ThoughtExchange, and advisory groups. The Let's Connects were held in English and Spanish, and the ThoughtExchange and online surveys were provided in multiple languages.

Some of the topics included distance learning, health and safety concerns, plans to return to school, student engagement in distance learning, equity, and student well-being. There were also engagement sessions on strategic planning and finances, which also impact students and families.

Four specific opportunities to give feedback about academic and well-being recovery were provided in the last two months. All surveys and results can be found on [Engagement page](#) under "District" on website

### **May 3 Let's Connect in English and Spanish**

- In what ways can we better support students' academic learning?
- In what ways can we better support students' social-emotional learning?

### **April 28-May 5 Fall Planning Survey**

- Everett Public Schools plans to return 100% in person Fall of 2021. Knowing this, please indicate the strength of your preference for your child below (options 100% in-person and 100% remote) .

### **May 6-9 ThoughtExchange**

- What are some impactful strategies we can use to help your child prepare for learning in the next grade level?

### **May 19-23 Input on Plan posted on website**

- Plan draft and narrated presentation of the plan posted on website for families to send in comments

## **Current data and current state**

In addition to universal supports provided, there are students in every defined group who can benefit from additional supports. Based on our equity analysis and student diagnostic assessment results, the following student groups need additional time,

support and/or extracurricular activities for academic growth and/or for student well-being:

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

Specific strategies and interventions have been identified and have been or will be implemented to support these student groups. These supports include:

### **Monitoring Student Progress**

| <b>Strategies</b>   | <b>Student group(s)</b>   | <b>Grade(s)</b> |
|---|---|-----------------|
| Additional instructional time before or after school, summer school, building relationships, common assessments, extracurricular activities | American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino of any race(s), Native Hawaiian/Other Pacific Islander, Two or more races, White, English language learners, Low-income, Students with disabilities, Students experiencing homelessness, Students in foster care | K-12            |
| Early learning (K-4 literacy)   | American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino of any race(s), Native Hawaiian/Other Pacific Islander, Two or more races, White, English language learners, Low-income, Students with disabilities, Students experiencing homelessness, Students in foster care | P-4             |
| Inclusionary practices  | Implemented for every student and specifically students with disabilities, English language learners  | P-12            |
| Multi-tiered system of supports, SEL and mental health  | American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino of any   | P-12            |

|   |   |  |
|---|---|--|
| supports, Transition supports (Pre-K-Elem, Elem-MS, MS-HS, HS-post secondary/career/beyond) | race(s), Native Hawaiian/Other Pacific Islander, Two or more races, White, English language learners, Low-income, Students with disabilities, Students experiencing homelessness, Students in foster care |  |
|---|---|--|

As mentioned earlier, our district uses an equity analysis tool that includes disproportionality and disparate impact assessment to identify and address opportunity gaps in student learning and well-being for all students. We use (and will continue to use) systemic progress monitoring tools like Performance Matters to disaggregate student assessment (diagnostic, common formative/summative assessments) data to drive tailored instruction and supports for students after each diagnostic window and reporting period. Further, Panorama social-emotional learning perceptual data is disaggregated to identify and strengthen SEL interventions at each school. Data is cross-referenced in the Student Success Platform to specify academic, behavioral, social-emotional, attendance, and other student performance factors. Each fall, an instructional review process is implemented at each school. This process involves leaders at all levels (e.g., board, cabinet, content directors, school and teacher leaders) observing actual instructional practice, longitudinal and just-in-time gap trends, and mobilizing resources to address specific, school-based learning gaps.

### **Supports for Strategies and Interventions**

The OSPI plan requires the district identify strategies with which we can support other districts, and strategies we could learn more on from other districts.

Strategies and interventions Everett Public Schools has the knowledge and skills to mentor other districts in include: Social-emotional Learning (SEL) data tools.

Strategies and interventions Everett Public Schools need more support in include: Multi-Tiered System of Supports (MTSS) model illustrations.