



Academic and Student Well-Being Recovery Plan

June 1, 2021

OSD Board Approved on May 27, 2021

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OVERVIEW

As with all planning and decision making in the Olympia School District, our plan for reopening in the fall of 2021 is guided by our Student Outcomes, as articulated in our [District Improvement Plan \(DIP\)](#) and listed below.

OUR STUDENTS WILL:

- Outcome 1: Be compassionate and kind.
- Outcome 2: Have the academic and life skills to pursue their individual career, civic and educational goals.
- Outcome 3: Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.
- Outcome 4: Have the skills, knowledge and courage to identify and confront personal, systemic and societal bias.
- Outcome 5: Discover their passions, be curious and love learning.
- Outcome 6: Be critical thinkers who contribute to and collaborate with our local, global and natural world.

BACKGROUND

Our educational system, community, state, nation, and world will forever be impacted by the unparalleled disruption of the COVID-19 global pandemic that first impacted Olympia in March, 2020. The Olympia School District, like so many, responded by fundamentally changing our traditional delivery model of schooling in a remarkably short period of time. We significantly evolved the way we served, and partnered with, students and families when it came to access to meals, cleaning and equipping our schools, physical and digital safety for learning, transporting our students, and - ultimately - planning, instruction, and assessment for learning. The responsiveness and commitment from our staff, alongside the resiliency and flexibility of our students and families has been extraordinary.

Nonetheless, local and national data tell us the impact of the global pandemic and the disparate ability of our students and families to navigate all the changes has resulted in a significant social and emotional toll resulting in widespread, unfinished learning for many of our students.

During Winter and Spring 2021, OSD has intentionally engaged stakeholders to understand where we've been and where we want to go in order to evolve our systems for maximizing student and educator potential in order to achieve success.

PURPOSE

The purpose of this plan is to articulate the district's strategies for meeting our student's academic and social emotional needs moving forward within our New Learning Landscape. Specifically, our New Learning Landscape includes:

- Core Areas: (1) Social-Emotional Well-Being and (2) Academic Acceleration
- A Strong Foundation in Support of Student Outcomes: Racial Equity and Culturally Responsive Practices, Family & Community Engagement, Technology for Learning, Comprehensive Assessment System, and continued focus on Public Health Practices related to COVID-19.

This plan also serves as the key reference for our "Academic and Student Well-being Recovery Plan" that is due to the Office of Superintendent of Public Instruction (OSPI) no later than June 1, 2021. This is a requirement set by the Legislature in [House Bill 1368](#). This law sets parameters for how school districts can access Elementary and Secondary School Emergency Relief (ESSER) funds from the federal government.

The State has encouraged school districts to submit plans on June 1, 2021 that serve as a vision intended to live into over time; this plan serves as our initial commitment to our students, educators, and community to set the course for academic and student well-being recovery. Through the continuous improvement cycles outlined in this plan, we will learn, update our approaches, and share with our community updated priorities, timelines and action steps grounded in this vision for reopening.

OSPI's guidance for developing our Recovery Plan includes two key provisions around family and community engagement and the use of an [equity tool](#). In the *Academic and Student Well-Being Recovery Plan: Planning Guide* provided by OSPI it states that districts are "required to begin with an equity analysis" and use "equity analysis tools".

In the development of this plan, supporting resources were referenced, including:

- [Academic and Student Well-Being Recovery Plan: Planning Guide](#) (OSPI, 2021)
- [House Bill 1368; Sec 12 \[2021\]](#)
- [RCW 28A.415.440](#) and [Senate Bill 6168](#) (2020)
- [Addressing Unfinished Learning After COVID-19](#) (Council of the Great City Schools, June 2020)
- [The Whole School Whole Community Whole Child \(WSCC\) Model](#) that's part of the [OSPI Healthy Schools Washington Program](#) (Center for Disease Control and Prevention (CDC) and Association of Supervision & Curriculum Development (ASCD))
- [Washington's Multi-Tiered Systems of Support \(MTSS\) Framework](#) (OSPI, 2020)
- [Refocus on SEL Roadmap](#) (CASEL, 2021)
- [Supporting English Learners in the COVID-19 Crisis](#) (Council of the Great City Schools, August 2020)
- [Washington Migrant Education Service Delivery Plan](#) (OSPI, 2021)
- [Reopening Washington Schools: Migrant Education Students](#) (OSPI, 2020)

SECTION 1

A STRONG FOUNDATION

RACIAL EQUITY and CULTURALLY RESPONSIVE PRACTICES

Equity involves individual and collective ownership, alongside the rights of our students, families, educators, and community members.

Where We've Been

- **Equity Tool:** In Olympia, we've standardized the practice of analyzing data through an equity lens and breaking out our statistics by demographics including race and school programming.
 - Evidence of this can be found in our [District Improvement Plan](#) and our [Student Outcome Monitoring Reports](#) that are reported to the school board several times per year.
 - Our budget process, which was integrated into our creation of this reopening plan, utilized an equity analysis tool with various focus groups to make it more likely that we will “create opportunities to dismantle systemic inequities that exist in current policies, practices, norms, and structures.”
 - Our [tool](#) was taken in large part from one that was created by the Shoreline School District.
- **Equity Training for Instruction, Leadership, & Hiring Practices:** Our district leadership team has taken part in a variety of trainings related to equity and creating an anti-racist organization including: Caprice Hollins (Cultures Connecting) Racial Equity Training for district leadership; Puget Sound Educational Service District (PSESD) Racial Equity Training for District Leadership Team and parent group leaders; Sally Guzman (Edmonds SD) Dual Capacity Framework for Family Engagement; Aneeka Ferrell (Renton SD) Bias in Hiring Practices; PSESD Board Training on Racial Equity; OSD Staff of Color ongoing fellowship, ESD 113 Racial Literacy Online Course for all classified employees.
- **Site-Based Equity Teams:** Some Schools have Equity Teams.

Where We're Going

- **District Equity in Action Team:** OSD will establish an Equity in Action Team with meetings focused on articulating, communicating, and supporting instructional practices to enact culturally responsive teaching, highlighting equitable classroom practices, culturally relevant instructional practices, and building-level leadership components to

foster rigor and engagement leading to success with our Student Outcomes. Participants will enter this space and monitor their own level of engagement for their designated role: learner, leader, advocate. Objectives: (1) Actively engage in activities and content that can be utilized with staff and students at the team members' building or district department. (2) Build readiness to engage - districtwide and community wide - in conversations of diversity, equity, and inclusion, in the interest of our students.

- **Districtwide School/Building Equity Teams:** We will support schools that have Equity Teams with continuing those teams and support schools that do not have Equity Teams with establishing Equity Teams alongside goals and action plans. Equity Teams are intended to involve diverse perspectives across educators (certificated, classified, administrative), stakeholders, and other lenses within a school or our system.
- **Board Equity Policy:** We will partner with our School Board to develop a policy related to Racial Equity and continue our implementation of these efforts. We are committed to defining culturally responsive practices and protocols aligned with the Board Policy.
- **Sustainable Racial Equity Professional Growth Model:** We will leverage lessons learned in professional growth so far to inform development of a sustainable Racial Equity Professional Growth Model that is in alignment with [Senate Bill 6168](#) and continues to address instruction, leadership, and hiring practices.

FAMILY & COMMUNITY ENGAGEMENT

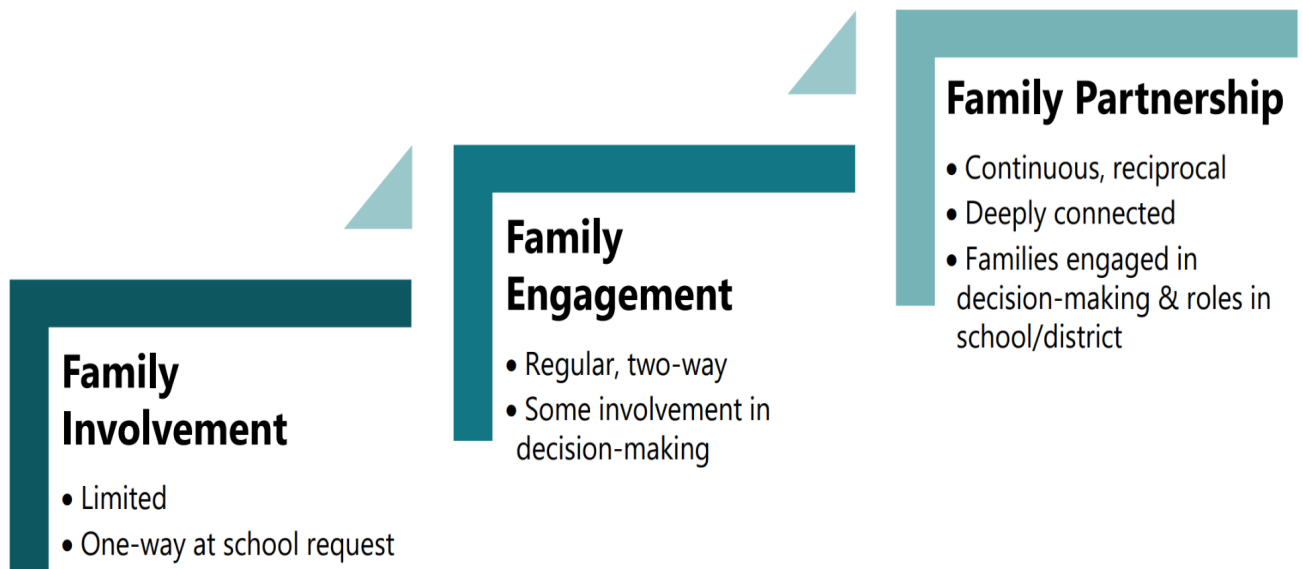
The power of “we” has been amplified during the global pandemic as families and community partners' essential role in the success of our students has become more realized.

Where We've Been

- **Volunteers:** Olympia is a school district that has historically experienced marked community participation and support. With an average of 5,000 volunteers per year who typically give 55,000 hours of service to schools, and 70% levy passage rates in the last two ballot measures, the district has reaped the benefits of its supportive community.
- **Community Partnerships:** OSD has been strongly supported by a variety of community partners. Some examples include: Olympia School District Education Foundation (OSDEF) mental health initiative, grocery and gas vouchers, Principal's Emergency Fund, district liaisons who serve on board of directors, etc.; South Sound Reading Foundation (SSRF), supports reading through events such as district family nights with free books, district liaison serves on board of directors; Olympia Junior Programs, supports the performing arts for students, district liaison serves on the board of directors; Centro Integral Educativo Latino de Olympia (CIELO), supports students receiving EL services and their families; parent group leaders, trainings and 3-4 meetings per year to support/enhance work in schools; Career and Technical Education industry partners at the director and teacher level to ensure program content mirror industry needs.
- **Special Education Family Advisory Group:** Olympia School District has previously supported the Special Education Parent Teacher Organization which has transitioned into a family advisory group over the last year. This group provides support and

information to families, seeks feedback from families regarding districtwide Special Education decision-making, and provides an opportunity for parents of students with special needs to network and build community.

- **Perception Feedback through Survey Participation:** While every student, family, staff member, and community member was affected by the pandemic, the effects were not felt the same by all. In order to understand perceptions and hold these data against other data sets to inform updated approaches, the district recently entered into a contract with Panorama Education and has implemented their nationally normed student, staff, and family surveys to better understand community perception of our schools. Questions are about topics like academics, belonging, and equity.
- **Budget Input through Survey Participation:** As part of the fall planning process, the Olympia School District issued a community budget survey. The survey included a mix of defined strategies for the community to respond to and rank, and open-ended questions for the community to offer strategies that would drive academic acceleration and well-being. The defined strategies included in the survey were informed by the district's school leadership teams. There were over 1,300 responses to that survey.
- **Budget Input through Focus Group Participation:** The district held a variety of focus groups with various ranges of participation. Principals, Students, Staff, Parents all took part in focus groups and answered questions and were asked for feedback on historical practices in Olympia, changes that have occurred during our pandemic response, and aspirations for the future based on what we have learned. The equity tool was utilized at the beginning of each session to set the foundation for each conversation. The summary notes of those focus groups can be found [here](#).



SOURCE: [OSPI doc, p. 15](#)

Where We're Going

As shown in the graphic above that can be found in the OSPI Reopening Planning Guide, our district goal is to move from “family involvement” to true “family partnership”. The synergy and collaboration between our schools, families, and communities for student success is essential. Olympia must continue to lean into, leverage and expand as part of a Whole Community approach in support of our Student Outcomes that wrap around the Whole Child.

- Family Partnership (as defined above) is our ultimate goal in the area of Family Engagement, adoption of a Family Partnership Framework (e.g. [Dual Capacity-Building Framework for Family-School Partnerships](#)), and a dedicated district leader to coordinate family partnerships.
- Invest in a district Family and Community Engagement Coordinator.
- We will invest in a Tribal Liaison position to strengthen Family Partnerships with students who are indigenous, alongside cultivating partnerships with local tribes in the interest of all students within OSD.
- The Special Education Family Advisory Group continues to be a valuable resource for informing our services for children with special needs and their families. Like with all feedback groups, with our family partners, we intend to examine and reflect upon the current model and consider ways to improve communication and explore restructuring to broaden family access and ensure the voices of our diverse community are represented. A restructured Special Education Family Partnership could include seeking parent/caregiver representatives from each school site to gather feedback from the community regarding the needs of our students and families.

TECHNOLOGY FOR LEARNING

We are 21% of the way through the 21st Century, and technology is not only essential to how our students learn and our staff teach, it is embedded in the very fabric of how we live our daily lives. One-to-one computing, real time/anytime access to information, and the expectation that we meet the individual needs of all students will only accelerate and solidify the infusion of technology into education, but this must be done in sustainable and healthy ways.

Where We've Been

- 4 years of DII teacher cohorts focusing on personal growth with instructional technology and blended instruction.
- Getting Smart provided professional development to teachers to prepare for remote instruction.
- “Distance Learning Playbook” 2-part professional learning series provided through Corwin.
- 2019-23 Technology Levy provided 1:1 take home at secondary with movement to elementary as carts. However, with the pandemic, all elementary students were given a computing device.
- Digital Citizenship professional development has been offered to all teachers, and all students annually receive grade level appropriate instruction.

- Internet Access was prioritized in the Tech Levy to provide access to students/families without. This was done through cellular hotspots. With the pandemic many more hotspots were purchased and distributed.
- Access to Assistive Adaptive Technologies has been provided in the Tech Levy, to best align students with special needs with their needed technology.
- Movement toward standardizing on a single Learning Management System; *Schoology*.

Where We're Going

- Blended learning: More individualized/customized, culturally responsive, education for students not confined by space and time. In alignment with our districtwide implementation of Multi-Tiered Systems of Support (MTSS), blended learning opportunities are *not* limited to any school, student group, or program. Instead, we will support partnership and opportunities to innovate and collaborate in supporting students and educators with implementing blended learning across our schools and programs.
- 1:1 take home expanded into upper elementary grades, moving away from the carts in classroom for all elementary.
- Access for all.
- Engagement strategies for students and families that now account for in-person and remote connections with multilingual supports.
- Provide innovated technology for staff with disabilities: Technology needs could include: larger mice, trackballs and larger monitors/screens for students in CTE courses.
- Integration of Washington State Learning Standards spanning content and Educational Technology to support intentional engaging, enhancing, and extending student learning through technology within our classrooms.
- Innovative approaches to professional growth that leverage technology for high quality adult learning across subject matter.

COMPREHENSIVE ASSESSMENT & DATA SYSTEM

OSD is committed to supporting all educators with maximizing student potential with the aim of success with our Student Outcomes, which includes opportunities for academic excellence and mastery. The purpose of having a Comprehensive District Assessment System is to support educators (certificated, classified, administrative staff) in their work with students and to monitor student growth.

Where We've Been

- OSD uses NWEA's Measure of Academic Progress (MAP) Growth Assessment for grades 2 and up as a benchmark screener for over 20 years in reading and math.
 - Starting Data Literacy training with OSD principals to better use data to inform school improvement goals and initiatives.
- DIBELS reading diagnostic assessment in grades K-1.
 - Replaced with MAP Reading Fluency in SY 2020-21.
 - On OSPI's list of approved Dyslexia screeners.
 - Plan to continue with this in SY 2021-22.

- No math screening assessment at K-1 has been systematically used.
- No English Learner-specific progress monitoring systematically used.
- State assessment requirements - Smarter Balanced Assessment, WCAS, WaKids, ELAPA21, ALT-WIDA, WA-AIM, NAEP participation.
- Classroom-Based Assessments in Social Studies, PE, Health, and Art.
- Competency-based credit option with STAMP assessment for world language.
- Adjusted our secondary grading model from a traditional “A-F” to an “A-C” model with incompletes for those students who have not yet demonstrated mastery.
- Panorama, Bi-annual Healthy Youth Survey.
- Daily Wellness check through Attendance.

Where We’re Going

A Comprehensive District Assessment System involves multiple components, all of which are aligned with the [Washington State Learning Standards](#). On both the Academic and Well-Being sides, the model we’re headed toward involves assessments and tools for support: Formative Assessments, Benchmark Assessments, and Summative Assessments.

A Comprehensive District Assessment System is different than annual testing from the State of Washington, which involves the Smarter Balance Assessment (SBA). A metaphor for thinking about our Comprehensive District Assessment System:

Picture a chef at a restaurant who is making a delicious stew. As the chef cooks the stew, he tastes it. Based on his taste test, the chef adds different ingredients and spices.

The chef does this taste test over and over until the time comes to serve his stew to the customers. When the stew goes to the customers for their tasting, there’s nothing more the chef can do to make adjustments.

In this metaphor, the chef tasting and making adjustments is like a teacher using formative and benchmark assessments to inform instruction. Just as the chef serves the final dish, students have a summative SBA test they take at the end of each year.

Moving forward, data literacy will be an essential part of how we enact our data-informed and results-driven approach to support student, educator, and family success. We will work on professional growth and resources related to accessing, and leveraging, data.

Within this plan, each Core Area of Focus (Social-Emotional Well-Being and Academic Acceleration) addresses universal screening and assessments within it.

SYSTEMS FOR SUCCESS

As a system of schools, we are able to most effectively support students, families, and educators when we maximize and streamline resources in support of our Student Outcomes. With this in mind, we’ve examined feedback from the Budget Focus Groups, Teaching & Learning surveys, and Budget Survey to identify how we can most effectively partner with our

schools and community to leverage our valuable resources in support of students, as outlined below.

Where We've Been

In OSD, we've functioned primarily at the site-level as schools within a system when it comes to our approach to Multi-Tiered Systems of Support (MTSS) and implementation of related structures for student success.

Where We're Going

We have opportunities ahead to become a system of schools, working collectively toward our Student Outcomes.

- **Elementary & Secondary**

- In support of all students being successful with Well-Being and Academic Acceleration, we will implement a Multi-Tiered System of Support (MTSS) districtwide. MTSS is a process that provides high-quality, evidence-based learning opportunities matched with student needs. Student progress is monitored within MTSS structures.

As part of these efforts, we are committed to developing a districtwide model for MTSS including Team-Driven Leadership; Data-Based Decision-Making; Family, Student, & Community Engagement; a Continuum of Support & Implementation; and Evidence-Based Practices for Success. These efforts will be grounded in [Washington's Multi-Tiered Systems of Support \(MTSS\) Framework](#) (OSPI, 2020) and related research. This will include [ELL Critical Data Matrix](#) for specific and intentional support of English Learners.

- **Supports for School & Districtwide Success**

- School Improvement Plans (SIP): We will continue SIP alignment with Student Outcomes articulated in the DIP, and update SIP processes to monitor progress on a twice-yearly basis with intention toward our MTSS Framework, Professional Growth Goals (including Instructional Coaching), and direct ties to the Core Areas of Focus for Re-Opening (Social-Emotional Well-Being and Academic Acceleration).
- District Improvement Plan (DIP): Continuous improvement processes for the DIP will be enhanced to include regular monitoring cycles (approximately every 12-weeks) of Key Performance Indicators (KPIs) aligned with Student Outcomes articulated in the DIP. District departments will escalate goals and intended action steps to impact KPIs to Cabinet with each monitoring cycle.
- Addressing disproportionality of dual identified EL/SpEd students: school SpEd teams and associated stakeholders will align SpEd referral and evaluation procedures districtwide (establish framework, professional development, and systematize districtwide).

- **Supports for Educator Success**

- Professional Growth: We will develop a framework for high quality professional growth grounded in adult learning best practices and aligned with State expectations. Training, professional development, and professional learning will

fall under this framework to support educators (certificated, administrative, and classified staff), in support of our students.

- Communication: Opportunities for accessing educator supports will be shared with employees throughout the district in a variety of communication tools.
- Instructional Materials: We will examine related Board Policies to ensure they align with this Reopening Plan and our related commitments. As appropriate, recommendations will be brought to the Board for policy updates to ensure alignment.
- Support Staff: Throughout this plan, there's mention of support staff being introduced within our OSD system to intentionally partner with stakeholders to live into our collective vision. Our multi-year road to recovery will take partnership and collaboration in alignment with our collectively developed Student Outcomes; these support staff are intended to help us live into the community vision outlined in this plan.

Continuous Improvement

A natural part of our systems for success involves continuous improvement. Continuous improvement processes allow us to take a data-informed and results-driven approach to implementing this plan for short-term and long-term success. Within education, continuous improvement involves a multi-metric approach to collecting, learning from, and acting on (1) programmatic implementation data alongside (2) outcomes data. Implementation data within our system is important because it helps us diagnose and intervene to further implement our intended plan if we aren't seeing a shift in student outcomes.

While continuous improvement practices are woven throughout this plan, we've reiterated the key components in this section for ease of use.

In addition to our OSD continuous improvement practices to monitoring implementation of this Re-Opening Plan, we will submit updates on the plan to OSPI in three phases, which will allow the district to engage in, and plan for, continued improvement cycles, provide time to design systems to support student needs, plan for long-term system changes, and maintain access to Federal ESSER funding, in alignment with [State expectations](#).

Phase	Submission Timing	Description of What OSD is Doing	What OSD Families, Educators, and Community can Expect	Implementation Timing
Phase 1	June 1, 2021	Initial plan for Core Areas (Social Emotional Well-Being and Academic Acceleration) is submitted to OSPI.	Vision outlined in the plan that's submitted to OSPI and approved by the OSD Board. Community feedback has been used to inform updates to the plan and/or how we'll approach action planning. Beginning in July, 2021, stakeholders can expect public updates and monitoring reports.	Summer - Early Fall, 2021
Phase 2	November, 2021	Review and analyze student data from the implemented Phase 1 strategies and interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies and interventions for implementation over the winter and throughout the school year. Continue to collect data.	Monitoring report shows timelines and priorities, progress being made, lessons learned so far, and next steps through Spring 2022.	December, 2021 - March, 2022
Phase 3	April, 2022	Continue improvement cycle for strategies and 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, etc).	Monitoring report shows progress being made, any updated components of our vision based on lessons learned so far, and a multi-year blueprint for living into our collective reopening vision as originally outlined in the June 1, 2021 plan submitted to OSPI.	Summer, 2022 and Beyond

SECTION 2

CORE FOCUS AREAS: SOCIAL EMOTIONAL WELL-BEING AND ACADEMIC ACCELERATION

SOCIAL EMOTIONAL WELL-BEING

Our educators (certificated, administrative, and classified staff) are grappling with an unprecedented set of circumstances as we prepare for this Reopening Plan. Multiple layers of circumstances that lend themselves to struggle have taken place - the physical closing of our schools in response to the global pandemic (e.g., loss of school-based relationships, routines, and traditional learning), COVID-19 (e.g., health, isolation, stress, and potential trauma); economic crisis (e.g., unemployment, housing impact), and persistent, malicious racial inequities. At the heart of these layers is the opportunity for our schools to attend to the Social-Emotional Well-Being of students and adults through a holistic approach, in the interest of the Whole Child.

This section of Social Emotional Well-Being addresses well-being support and extracurricular activities for students in alignment with [House Bill 1368; Sec 12 \[2021\]](#).

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning (SEL) involves the processes through which children, adolescents, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. [CASEL](#) (Collaborative for Academic, Social, and Emotional Learning) has identified five interrelated clusters of social and emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

SEL Screening

Like any health professional, sound diagnosis is critical to determining proper and effective treatment. Determining the social-emotional state of our students' needs is a critical first step before tiers of support are implemented and before academic acceleration can occur.

Current Practice

- Panorama Education - students in grades 3 - 12 take surveys twice annually.
- SafeSchools Alerts (tip line).

- SecURLy 24 hour monitored search service when students use district technology tools to search for information on the internet related to self-harm, harassment, bullying, or violence.
- Building Student Support Teams.
- Healthy Youth Survey - given to 6, 8, 10, and 12 grades biannually.
- Bilingual Family Engagement Liaison (Spanish): coordinates community and district support based on parent requests.

Next Steps

- As part of our Comprehensive Assessment System, we'll better leverage Panorama Education as our screener to help drive Tier 1 initiatives, as well as interventions at Tier 2 and Tier 3. In the '21-'22 school year the district will begin utilizing the Panorama Teacher Perception Survey to further deepen our understanding of student needs, allowing for more targeted support and interventions.
- Continuation of the SecURLy 24 service for automated monitoring well-being. More formalized processes for responses to alerts.
- Continuation of the SafeSchools Alerts, tip line.
- Additional bilingual Family Engagement Specialist to address needs of families who are multilingual and partner with Family Liaisons, Counselors, and Social Workers to coordinate services with families with an emphasis on our Vietnamese families.
- As outlined in the Systems for Success with MTSS section above, we will engage all educators (certificated, classified, administrative) in professional growth related to MTSS and related screening components, including applications for specific roles such as classroom teacher, principal, counselor, EL Specialist, intervention specialist, etc.

SEL Instruction

Like any core academic area, social-emotional strategies can and should be taught. Making sure our staff have the tools and are trained on best practices and delivery is an essential part of our Social-Emotional recovery plan.

Current Practice

- **Digital Citizenship:** The teacher-librarians, in cooperation with classroom teachers, provide a sequence of lessons on digital rights and responsibilities and media literacy in grades K-12. In addition, the district provides supports for families and professional learning topics for staff members, as adults also are navigating a challenging and changing technological landscape. To accomplish this, the OSD has adopted the [Common Sense Media](#) (CSM) digital citizenship curriculum. It provides developmentally appropriate lessons at each grade level focused on issues and technologies that students may encounter at home and at school. Lessons are clearly identified for grade bands and ongoing professional development is provided to teacher-librarians and other participating staff. Building staff are engaged in learning about specific aspects of digital citizenship and media literacy through August professional development, quarterly topics of instruction and discussion in staff meetings, and ongoing professional development opportunities including Common Sense Educator and School Certification.

- **Student-Centered Learning Toolkit:** SEL component was developed by teachers participating in the professional learning opportunity made available to all OSD staff during the summer of 2020, prior to returning to school in remote learning. The learning was made possible through a partnership with Getting Smart and Altitude Learning. This effort was in alignment with [RCW 28A.415.440](#).
- **Suicide Prevention - Lifelines Suicide Prevention Program**
Secondary health teachers are provided curriculum and were trained in the fall of 2019. Secondary counselors are trained in suicide risk screening and documentation and training was offered to all secondary certificated and classified staff in the Spring of 2021. Lifelines helps people recognize indicators of students at-risk and how to support them in getting help.
- The District Crisis Response Plan was updated in the Spring of 2021.

Next Steps

- Suicide prevention training for all support staff, to occur during summer of 2021.
- Annual review of district crisis response plan, to include identification of roles and responsibilities.
- Continuation of Digital Citizenship professional development and student instruction. Movement of the professional development to asynchronous, self-paced for staff.
 - Increase the number of classroom teachers that engage in teaching the content to support teacher-librarians.
- Expand use of OSD's Framework for Student-Centered Instruction developed in collaboration with Altitude Learning and Getting Smart and informed by staff, student, and family feedback based on instructional experiences. Include trauma-informed practices in this expanded professional development and support. This is in alignment with [RCW 28A.415.440](#).
- Expanding staff access to professional learning related to equity and inclusion.

SEL Curriculum Implementation

Effective Social Emotional Learning (SEL) programming involves classroom, schoolwide, community, and family practices that help students develop the following five key skills: Self, Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Current Practice

OSD is prioritizing time during the school day for students to engage in SEL lessons:

- Character Strong in secondary advisory/homeroom
- Second Step in elementary schools
- LifeLines suicide prevention curriculum in secondary health classes

Next Steps

In the '21-'22 school year there will be an increase of the SEL Instructional Coach FTE from 0.5 to 1.0. This expanded role will allow for additional supports in SEL curriculum, better utilization of Panorama Education for prioritizing tiered levels of intervention and an intentional focus on embedding SEL into academics and school culture.

- Through our professional development and resources, OSD will partner with schools on the following commitments:
 - SEL will be based on the foundational belief that climate, culture and relationships come first. It will not be used as a behavioral or mental health intervention.
 - SEL will be part of a continuum of integrated support for all. SEL will be interconnected, culturally responsive, infused with equity, and in direct support of our OSD Student Outcomes for a Whole Child approach.
 - SEL will not be just a free-standing lesson. It will be embedded with academic curriculum and teaching practices, creating an equitable and relevant learning environment of caring that involves every adult and student.
 - SEL skills will not be used to formally assess or label students. Rather, SEL competencies gathered from screenings will be used to collectively and independently set realistic goals for all.
 - Understanding behavior is critical to relationships and student learning, and educators (certificated, administrative, and classified staff) will understand there is cultural variation in child-adult relationships.
 - Discipline will be universally supportive in nature and guided by a restorative practice model. Discipline policies and practices will be fully instructive, developmentally appropriate, and equitably applied. Social Emotional staff development will be based on the [Washington State SEL Standards](#), utilizing a strong culturally responsive and trauma informed lens. The recognition that social emotional development varies among individual students depending on context, culture, prior experiences, and other factors, will be emphasized. SEL indicators arranged in developmental progressions will offer insight into how adults can intentionally support students as they build their social emotional competencies over time.
 - Youth voice and engagement will be essential to supporting Social Emotional development. Staff will honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

Support Staff

Current Practice

All staff from teachers to custodians, to bus drivers to office staff, all support the social emotional needs of our students. Some who have a more formal role in that support include:

- 2.0 FTE School Social Workers
- Middle/High School counselors
- Elementary counselors (10)
- 1.0 Bi-lingual Family Engagement Specialist
- Graduation Specialists at each High School
- 2.0 Drug/Alcohol Counselors - East/West
- Student Mentor Coordinator

Next Steps

- Increase Social Worker FTE at secondary level.
- Increase School Psychologist FTE at high schools.
- Increase SEL Coach FTE and move to Teaching and Learning.
- Add Family Liaisons at the elementary level to assist students and families in crisis and help them access resources and get the support they need to ensure school success.
- Provide clarity around the role of the Counselor and Family Liaisons at elementary schools to support engagement with staff and families.
- Add 1.0 FTE Bilingual Family Engagement Specialist specifically for our Vietnamese speaking families.
- Add a Family and Community Engagement Coordinator.
- Provide and increase professional growth for educators (certificated, administrative, and classified staff) on partnering with families/how to support multilingual families).
- Provide clarity around the role of the Counselor and Social Worker at Middle and High Schools to support engagement with staff and families.
- Increase College & Career Readiness FTE.
- Increase Career Centers FTE.
- Adjust and improve student ratio for Counselors.
- Provide clarity around the role of Graduation Specialist.

Social Emotional Support for Students Who Are Most Vulnerable

English Learners

*Strategic Staffing: Adjust student ratio (currently 1:80) for EL Specialists at elementary level by adding an additional 1.0 FTE Elementary EL Specialist.

*Additional Bilingual Family Engagement Specialist to coordinate school and community resources for student and family, particularly in the Vietnamese community; coordinate Family Education events.

* Provide access to translated SEL materials/resources//SEL family trainings in native languages.

Students Receiving Special Education

Special Education teams will consider the impact of the pandemic on all students with disabilities. Data has been gathered regarding student Social/Emotional goal progress during the pandemic and progress following reentry to determine the need for additional support.

These supports will be provided to students in a manner that does not limit their participation in general education activities. Because of this, teams are considering the need for summer-based services and services outside of the school day. Per OSPI guidance, decisions regarding student needs must be made on an individual basis by that student's Special Education team. Teams have been given guidance regarding these considerations.

While student-specific supports that meet individual disability-based needs will be extremely important to mitigate the impact of the pandemic, OSD recognizes the need for a school environment that is welcoming to families and students with disabilities. Increased SEL coaching time will be utilized to promote training for staff and students on disability awareness and inclusion.

Students who are Socio-Economically Disadvantaged

In light of the financial impact of the pandemic on our families, tuition for instructional peer models in our Developmental Preschool programs has been eliminated. This shift has been made to reduce barriers to accessing Early Childhood programs for all families. Similarly summer school and learning opportunities will have no fees for those with financial needs.

Students Receiving McKinney-Vento Services/Students in Foster Care

- 21-22 McKinney-Vento Points of Contact (Family Liaisons) will be identified for each school building.
- Family Liaisons will receive training to assist in the identification of McKinney-Vento eligible students and how to identify students in need of SEL support.
- Family Liaisons will coordinate with on site counselors and teaching staff to provide academic and SEL support for McKinney-Vento students.

ACADEMIC ACCELERATION

Academic Acceleration provides students the opportunity to learn at grade-level, rather than through ability grouping or remediation. The practices and supports our district will take, as outlined in this section, align with State expectations and the table below is directly from page 18 of [OSPI guidance](#).

We will employ a shift in thinking as we support students with Academic Acceleration, and our professional growth will align with the Tailored Acceleration Model:

Traditional Approach	Tailored Acceleration
Teachers focus on grade-level skills.	Teachers focus on a strategic mix of pre-, on-, and post-grade skills.
Instruction is aimed at enabling students to achieve grade-level proficiency within one school year.	For some students (especially post COVID-19), achieving grade-level proficiency will require learning pathways that span more than one year.
Coverage of grade-level curriculum is paramount.	Student mastery of essential skills is paramount.
Growth reflects changes in performance relative to grade-level skills.	Growth reflects progress on essential pre-, on-, and post-grade level skills.
Classroom teachers instruct all students on the same skill at the same time.	Classroom teachers enable multiple instructional modalities and scaffolds so students can focus on the skills needed to accelerate. Culturally Responsive practices embedded.

This section of Academic Acceleration addresses general, and additional instruction, based on student needs in alignment with [House Bill 1368: Sec 12 \[2021\]](#).

Academic Assessments

As part of our Comprehensive District Assessment System, the Olympia School District will leverage our Academic Universal Screener (MAP Growth) data to provide on-grade learning opportunities, differentiated instruction and continuous improvement efforts as outlined within this Reopening Plan.

Current Practice

- Curriculum-based assessments are used intermittently by some teachers to inform instructional decisions.
- Schools determine whether or not to administer the MAP Growth universal screener to some or all students, as outlined on our [2020-21 District Assessment Calendar](#).
- English Learner-specific progress monitoring used sporadically and without standardized procedural understandings.

Next Steps

- Expand opportunity for all students in grades K - 12 to be assessed through the MAP Growth universal screener in Reading and Math.
- MAP Reading Fluency (Dyslexia Screener) in grades K-1 three times per year.
- Comprehensive analysis of our assessment system to identify what's working, what could be working better, and incorporate action steps based on the data into the multi-year blueprint for success that is shared in Spring 2022.
- Professional growth about leveraging the data from assessments for impacting student learning will be provided.
- WIDA progress monitoring for English Learners: Use WIDA aligned diagnostics twice yearly as one data point to monitor, assess and target supports for English Learner (EL) students. WIDA summative assessment data in Spring used as an opportunity for comparison.

Learning Standards

[Washington State Learning Standards](#) (WSLSs) set the course for student learning within a given grade-level and content area; they go hand-in-hand with our [Danielson Instructional Framework](#). As we look toward enacting this Reopening Plan, the instructional challenges are anticipated to be unprecedented, with students at different readiness levels. While the scale of this challenge is significant, the idea of addressing unfinished learning from previous years alongside misconceptions is something our educators have traditionally dealt with.

Current Practice

In Spring and Summer 2020, Teaching and Learning Department staff assembled grade-level teacher teams to identify standards.

These essential standards involved:

- A Focus on Semester 1 only.
 - Some content areas and grade levels did the full year standards identification.
- Staff were encouraged to collaborate across schools and content areas to streamline.
- Elementary staff preferred to have Health and Social Studies standards.

Elementary	Middle School	High School
<ul style="list-style-type: none"> ● Math ● ELA ● Social Studies <ul style="list-style-type: none"> ○ Integrated with ELA ● Science ● Health <ul style="list-style-type: none"> ○ SEL standards focus ● PE ● Music 	<ul style="list-style-type: none"> ● Math ● ELA ● Social Studies ● Science ● Health ● Music ● Select electives by content area teachers 	<ul style="list-style-type: none"> ● Math* ● ELA* ● Social Studies* ● Science ● Music ● Select electives by content area teachers <p><i>* Full year of standards</i></p>

Next Steps

As we Reopen Schools through this plan, we will keep the focus on “Tailored Acceleration,” as outlined in the table at the beginning of this Academic Acceleration and originally provided by OSPI. Educators (certificated, administrative, and classified staff) will be provided professional growth opportunities to accomplish this expectation, and we will continue to prioritize standards to identify essential/critical content & skills. We are also committed to developing a crosswalk and prioritize the [English Learner Proficiency Standards](#) with content areas for optimal functional approaches to language acquisition in classes containing EL students.

There is a need to revisit essential standards across content areas to ensure vertical & horizontal alignment through the lenses of endurance, leverage, readiness for the next level of learning, and external competencies. A strong foundation of prioritized standards will support the implementation of blended learning approaches within our New Learning Landscape.

Ongoing developmental evaluation strategies are being used to continue to diagnose discrepancies in principal, teacher, and instructional coach knowledge about content standards, instruction, and standards-based assessment of student learning. The need to increase resources, knowledge, use, and alignment of culturally responsive, high quality instructional materials is clear as outlined in: RCW 28A.150.210, RCW 28A.188.010, RCW 28A.655.066, RCW 28A.655.068, RCW 28A.655.070 and RCW 28A.655.071, RCW 28A.230.130, RCW 230.020, RCW 28A.230.090, WAC 392-410115, HB 1345, SHB 1813, and SHB 1906.

School Options/Schedules

Continued effort to provide learning opportunities for all students through the Virtual Academy, Late Start - new bell schedule for secondary/elementary. Avanti, Running Start, New Market, Freedom Farm, Choice Programs, Huerta High. School schedules are being evaluated to determine optimum student learning and instruction.

Current Practice

- Secondary schools begin before elementary schools with comprehensive high schools starting before 8:00 am.
- Alternative and optional programs are accessible at ORLA, Avanti, Lincoln, and HAP at Hansen Elementary.
- Prior to the pandemic, middle and high schools operated on a 6 period daily schedule. During the pandemic schools operated on a 3 period per day, extended time, schedule.
- Prior to the pandemic the bulk of all online learning was through i-Connect at ORLA and during the pandemic distance learning was available for all families primarily through their neighborhood school.

Next Steps

- Secondary schools will start after elementary with no schools starting before 8:00 am and none starting later than 9:30 am.

- School leaders will work together with district staff on learning-focused schedules that support the needs of the Whole Child in alignment with our Student Outcomes which could include changes to the number of periods that meet per day at the secondary level.
- Identify how Career and Technical Education fits into the Alternative Learning Environments (Avanti, Virtual Academy, ORLA)
- The Olympia School District will offer a ***Virtual Academy of Olympia*** (VAO) that will serve students grades K-12. The VAO, unlike the current ***i-Connect*** program at ORLA, will more closely mirror the distance learning experience provided by our neighborhood schools for most of this school year. While the final details and structure of the VAO are still being developed, some key differences could be as follows:

Virtual Academy	i-Connect
<ul style="list-style-type: none"> ● Learning Platform - Schoology ● More familiar interaction with a teacher like arriving at school in a classroom. ● Real time video with a teacher delivering lessons. Students can ask real-time questions and share thinking like in a classroom. ● Will likely serve grades K-12 ● Will be on a more established daily schedule with specific class times. ● Middle and High School will likely take 6 classes per semester 	<ul style="list-style-type: none"> ● Learning Platform - Edgenuity ● More work for the Learning Coach (parent/guardian) spending sufficient time and energy in supporting the completion of on-line work. ● Self-motivation is especially important. Students must have self-discipline and take the time to study and apply what they have learned without being in a classroom setting. ● Serves Grades K-12 ● Have the flexibility of working anytime day, or night, anywhere there is Internet access ● Middle and high school students usually take no more than 4 classes at a time

Academic Intervention & Extension

Systemwide structures grounded in our foundational practices to help schools maximize student potential across readiness levels are critical within our New Learning Landscape. While all students were impacted by the effects of the COVID-19 global pandemic, some students have been disproportionately affected by the unanticipated Remote and Hybrid learning transitions.

Other students had personal access to increased supports and were able to extend their learning to reach new levels.

Current Practice

- Title/LAP
 - 2020-21 SY piloting two different resources
 - Pathblazers for K-5 in ELA and math
 - MyPath for 6-12 in ELA and math
- English Learners - OSD employs English Learner MTSS structures to monitor, support, and evaluate current supports for academic recovery progress. OSD will provide co-teaching collaboration alongside general education content teachers and partner with counselors, nurses, and educators for the success of students who are English Learners (ELs). We will cultivate partnership with higher education partners for virtual tutoring opportunities, and align academic supports through the addition of the Bilingual Family Coordinator.
- Migrant Learners Program
 - *Following the State Service Delivery Model for Migrant Students, high school students were provided credit retrieval and accrual access through PASS, tuition free. Tutors provided. Educational materials, wifi hotspots, and technology supports provided.
 - *Extended Day program for before and after school available for all students, K-12 virtually SY 20-21.
- Special Education Program
 - Students receiving special services have access to all general education services as well as specialized programs from early childhood and developmental preschool through age 21 transition services.
- Highly Capable Program
 - Advanced Programs through ALPS at Roosevelt Elementary in Grades 4-5 and the JAMS Program at Jefferson Middle School.
 - Differentiation of classroom instruction in neighborhood schools provided by the classroom teacher for students who are identified as highly capable.

Next Steps

While it might seem tempting to pull students who are at-risk or needing extended learning out of classrooms to provide enhanced support and remedial or extended coursework, that is not the approach Olympia School District intends to take. In order to ensure *each and every* student in OSD has equitable access to engaging, grade-level rigorous learning opportunities within our New Learning Landscape, we will take a comprehensive, inclusive approach to our new Intervention-Extension Model.

- Title/LAP
 - Will utilize evidence-based practices for math and reading support
 - Funds will be used to support SEL and mental health
 - Will be used for professional development

- English Learners: English Learners bring multi-competence to the classroom; their capacity to see two or more languages as part of one overall system, and to use language as a thinking tool, is an asset to the general classroom. Students from other cultural backgrounds often bring new ideas and ways to think about content that can strengthen their learning, as well as the learning of their peers.

We intend to add an EL Instructional Coach for K-12. Co-teaching opportunities and ongoing EL strategy PD must be implemented on an ongoing basis to ensure classroom teachers are partners in an EL students' language acquisition. Coaching drop-in office hours will be or are available for teachers to request lesson scaffolding ideas; monthly webinars with EL strategies available both synchronously and asynchronously.

*Curricular materials and pacing will be coordinated to ensure alignment between EL Specialist support and classroom teachers.

*Wonders EL Companion curriculum, translated Bridges math curriculum, culturally responsive literature and a focus on integrating EL standards with Washington State content standards are all integral to providing a path of academic success for ELs.

*Tier 1 teaching must include considerations for all learners--scaffolds, differentiation, and progress monitoring are all necessary for academic recovery and acceleration. EL/GLAD training for all staff shall be implemented and ongoing.

High school students in STEM courses will benefit from a bilingual tutor as part of the recovery and acceleration plan, based on current success of a similar temporary contract our EL department procured.
- We will employ strategic staffing to support ELs at 2 middle schools; employ EL MTSS, provide co-teaching support to content teachers; coordinate with counselors, nurses, teachers/add .5 FTE Eastside Middle school magnet EL Specialist.
- Migrant Learners Program:

*continue to follow OSPI guidance. High school students were provided credit retrieval and accrual acceleration through PASS, tuition free.

*Tutors provided for K-12 virtual office hours.

*Educational materials, wifi hotspots, and technology supports provided (bilingual).

*Student leadership and engagement opportunities with partnerships at local businesses and colleges.

*Extended Day program for before and after school available for all students, K-12 virtually SY 20-21.
- Special Education Program: While we recognize that many students with disabilities were disproportionately impacted by the global pandemic, the differences in our students' experiences during the crisis will not necessarily be the starting point for instruction within our New Learning Landscape. Instead, OSD will capitalize on the shared experience of living through a global pandemic as a learning opportunity to launch our inclusive practices moving forward. Every effort will be made to provide students with their specialized instruction in the least restrictive setting where they can make progress.
- While specialized supports that meet the needs of individual learners will be extremely important to mitigate the impact of the pandemic, OSD recognizes the need for inclusive general education instruction that is universally accessible. Increased professional development opportunities will be made available to staff on Universal Design for Learning and how to implement these principles in their instruction.

- Highly Capable
 - Schoolwide Enrichment
 - Expand use of digital learning platforms for use with students identified for highly capable services
 - Professional development
 - Advanced Programs
 - Universal Screening

 - Adding Intervention Materials Aligned With Wonders At The Elementary Level.
 - MyPath (Grades 6-12) and Pathblazers (Grades K-5) ELA and Math computer adaptive intervention programs create individual learning paths for students based on their MAP scores.
-

Graduation Pathways

Graduation Pathways support students with planning for high school and beyond from an early age. Graduation Pathways are an important part of a Whole Child approach to supporting student success with our Student Outcomes.

Current Practice

- Students are using Naviance to explore college and career paths, analyze skills and talents, and help them stay on track to reach academic goals beginning in 7th grade.

Next Steps

- Increase opportunities for students to experience job shadows, career exploration, pathway field trips during the school day that are not punitive (no penalty for missing class time) to the student.
- Extend High School & Beyond Plan down to 6th grade in order to explore self (interest, aptitude, abilities) in order to engage with a Program of Study for High School. Partner with Elementary Family Liaisons to support elementary families with opportunities to think about High School & Beyond beginning at the elementary level.
- Provide a pathway for students to explore work experiences to allow for positive social and emotional connections in our community.
- Credit accrual and retrieval opportunities-increase support for students (tutors, peer groups, flexible weekend/night office hours).
- Increase Career and Technical Education Programs of Study by adjusting courses to align. In order to increase academic and life skills, to be curious in learning while pursuing career, and educational goals.
- Establish externships for educator professional growth opportunities so educators (certificated, administrative, and classified staff) have the opportunity to support students in making natural learning connections between content and careers.

Instructional Materials

Instructional materials (physical & digital curriculum, manipulatives, assessments, and technology for learning) are critical to support educators with planning for, and engaging students in, learning prioritized standards.

Current Practice

- SY 2020-21, some resources approved on a pilot basis for use during remote learning only.

Next Steps

OSD is continuing to plan for accommodations and modifications to instructional material needs. These include but are not limited to:

- Individual math manipulative kits for elementary students
- Digital curriculum, when necessary. Multiple languages
- Math Curriculum Adoption
 - Assessment and progress monitoring
 - Using data to inform instruction
 - Feedback loops for improving instruction
 - MVP, Big Ideas
 - Multilingual resources/support
- Science Materials:
 - Individual sets of materials when group work is not possible
 - Individual equipment such as eye protection, as needed
 - Additional materials, supplies, and modified procedures to accommodate equipment sanitizing between users
- Implement the updated [OSPI Bias Free Materials Review Rubric](#)
- An internal audit of existing instructional materials within the context of our New Learning Landscape to inform a multi-year plan for updates.

Academic Staffing

Current Practice

- Basic educational staffing and categorical is based on enrollment.
 - Some categories of staffing are also based on special needs, language needs, and free and reduced price lunch eligibility.
- Art/Music/PE not fully implemented in all schools.
- Push-in academic support varies across schools based on enrollment and need.
- Certificated Teacher-Librarian at every school, with most being full-time at a particular site.

Next Steps

Staffing is the engine that drives learning in our schools. This reopening is an opportunity for the Olympia School District to revisit staffing ratios and formulas in order to distribute resources on a more equitable basis based on the needs of each student and school.

- Art, Music, and Physical Education programming will be fully implemented in all elementary schools.
- Content-Specific and English Learner Instructional Coaches
To effectively provide students opportunity to learn all Washington State Learning Standards, Pk-12 educators must stay on top of the latest resources, research, and approaches to instruction in alignment with our Danielson Instructional Framework and content-specific best practices. To this end, quality professional growth opportunities are necessary; moving forward, these professional growth opportunities will be developed and facilitated in large part by Content-Specific Instructional Coaches. Our vision is that several Instructional Coaches will provide effective and responsive support to OSD educators by partnering with them to learn and grow through modeling; co-planning; co-teaching; providing descriptive feedback; analyzing data and the implications for instruction; and by providing facilitation of new, deeper learning. As a result of this partnership of Teaching & Learning (T&L) Instructional Coaches with buildings, the effectiveness of instruction for learning will increase, and student academic outcomes will rise. We will increase both teacher and student efficacy through focusing on equity, blended learning, and classroom-based continuous improvement practices within our standards-based system. Within our New Learning Landscape,
 - The Teaching & Learning Team will partner closely with schools on developing, monitoring, and implementing their School Improvement Plans (SIPs). Instructional Coaching goals will be articulated in the SIPs and articulated data collected as evidence of impact.
 - Instructional Coaches will be supported through ongoing professional growth to support them in effectively partnering with educators (certificated, administrative, and classified staff). This professional growth will take place during the school day and will be developed based on a needs analysis of the Instructional Coaching cadre. It could include: MTSS, adult learning, effectively facilitating studios & learning labs, leadership, and other topics.
- Mentor Coordinator: Goal is to build a community of BIPOC and underrepresented students by providing peer mentoring opportunities and a safe space for social, emotional and academic support. This space will encourage honest and open conversations about differences and identity while providing leadership opportunities for students to earn high school credit.

Academic Support for Students Who Are Most Vulnerable

In addition to the supports and services outlined for all students, moving forward students who are most vulnerable will be supported through academic efforts above and beyond traditional approaches, including:

- English Learners
 - *Add EL Instructional Coach for K-12. Co-teaching opportunities and ongoing EL strategy will go hand-in-hand with systems of support for implementation in the interest of student success. Coaching drop in office hours available for teachers to request lesson scaffolding ideas; monthly webinars with EL strategies available both synchronously and asynchronously.
 - *Eastside EL Middle School Specialist (.5 FTE) for 2 of 4 middle schools//Westside Magnet School (TMMS) continues for 2/4-this will ensure that Sheltered English classes are offered to all students and eliminates the practice of “pushing in” or “pulling out” students. Newcomers will have increased opportunity for sheltered content instruction
 - *Tier 1 teaching must include access to content by way of scaffolding and differentiation. Teachers must use ancillary EL curriculum to ensure equitable access.
 - * STEM tutor for high school students that need equitable language access to rigorous content.
 - *Additional actionable items described above under “Support Staff”.
- Students with Disabilities
 - Recovery Service needs are being determined by individual IEP teams for all special education students. Recovery services will be offered for any special education student who has not demonstrated an appropriate level of progress due to pandemic related issues. Where possible, recovery services will be provided during the summer. Every effort will be made to provide these services in the least restrictive setting that allows the student to make progress.
 - IEP teams will need to consider the need for recovery services over multiple years as we work to measure the impact of the pandemic. [Please see this attached document from OSPI that outlines suggested timelines for determining the need for recovery services.](#)
- Students who are Socio-Economically Disadvantaged: Students who are socio-economically disadvantaged will be identified during School Improvement Planning (SIP) data dives and supported through programming based on their identified needs. Interventions could include academic support above and beyond traditional classroom learning, engagement within the student mentoring program, and intentional engagement through extracurricular activities that support the Whole Child progress toward our Student Outcomes.
- McKinney-Vento/Foster Care:
 - Identification 2021/2022 McKinney-Vento and foster student Points of Contact (Family Liaison) for each school building.
 - Family Liaisons will receive training to assist in the identification of McKinney-Vento eligible students and students in foster care and how to use school data to determine academic supports.

- Establishing centralized District referral process for McKinney-Vento Identification and Eligibility.
 - Expanding student/family navigation support to access behavioral health and safety net services.
 - Identifying and improving flexible transportation options for highly mobile students to fully participate in school and academic recovery opportunities.
 - Increasing public notification and education regarding educational rights of students without stable housing.
 - Establishing Tech Support to improve student/family communication with the District and enhance online learning opportunities.
 - Partner with TreeHouse Graduation Success program to support High School students in foster care.
-

Grading & Reporting

Grading has been studied by educational researchers since the early 20th century (Starch & Elliot, 1912). Concerns today continued to relate to different perspectives around what should be graded and grading practices, the interpretation of grades, and communication of grades through report cards (Brookhart, 2013; Guskey, 2008; Stiggins et al., 1989; Tierney, Simon, & Charland, 2011).

The purpose of a grade is to communicate with students and families a student's progress toward mastering the prioritized standards (Brookhart, 2013; Gbenro, 2016; Guskey, 2008; Stiggins et al., 1989).

A challenge in many standards-based systems is support for teachers distinguishing what assessments to calculate into the grade; in turn, some teachers put all assessments into the grade and caused a discrepancy between most procedures recommended by educational leaders and classroom practices (Guskey, 2008; Stiggins et al., 1989; Tierney et al., 2011).

Current Practice

- Many Olympia Schools, particularly at secondary, have been using traditional grading practices for years. Over the past 14 months, teachers and administrators have engaged in many conversations about equitable grading. Grading has been A-F in most schools. During the pandemic grading was changed to A-C-Incomplete.
- Individual teachers and schools that want to align with research-based practices that support standards-based grading efforts are finding *work arounds* to make it work on their own.

Next Steps

Within our New Learning Landscape, we will establish systems and supports so K - 12 grades accurately communicate a student's progress toward prioritized standards and families will be able to access their students' grades regularly through Schoology and Family Access.

- Audit existing technical systems and practices to understand what systems and supports need to be established in order to align with an updated, equity-based policy that supports grades communicating a student's progress toward meeting standard.
- Grading policies and practices will be reviewed from an equity* standpoint to ensure educators and schools are supported with delivering on this commitment to our families. *Review includes considerations for ELs and their language levels.
- Professional growth and supporting resources will also be reviewed and updated to support educators and schools with delivering on this commitment to our families.
- Alternative grading pathways such as portfolios and rubrics will be explored.

Citations for this section:

Brookhart, S. M. (2013). Grading. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 257-272). Thousand Oaks, CA: SAGE.

Gbenro, H. L. (2016). *Implementing innovations within educational systems: Perceptions of supports and barriers for implementing standards-based education at the high school level*. Seattle University.

Guskey, T. R. (2008). *Practical solutions for serious problems in standards-based grading*. Thousand Oaks, CA: Corwin Press.

Starch, D., & Elliot, E. C. (1912). Reliability of the grading of high-school work in English. *School Review*, 20, 442-457.

Stiggins, R. J., Frisbie, D. A., & Griswold, P. A. (1989). Inside high school grading practices. *Education measurement, issues and practice*, 8(2), 5-14.

Tierney, R. D., Simon, M., & Charland, J. (2011). Being fair: Teachers' interpretations of principles for standards-based grading. *The Educational Forum*, 75, 210-227. doi:10.1080/00131725.2011.577669

Summer Learning and Services Opportunities

- Elementary: The focus will be on students in need of additional support in reading and math. Teachers will provide opportunities for students to master standards that are needed to be successful in grade level content in the coming year. In addition, students will engage in social emotional support and have the opportunity to be social with their peers .
 - A combination of in-person and digital learning options will be available for students in order to provide continuous learning.
 - Small group individual support.
 - Targeted focus informed through evidence-based decision-making process.
- Secondary: Focus on both initial credit and credit recovery. Summer opportunities will continue to serve both middle and high school students. EdGenuity will serve as the platform for instruction and learning for most courses. Teachers onsite and over zoom will support student learning. Some courses will use in-person learning; CTE, PE, Art, etc.

HEALTH & SAFETY FOR LEARNING

As we have since the onset of the COVID-19 pandemic, the Olympia School District creates and implements safety plans based on guidance from federal, state, and local health and government officials. Thurston County Public Health and Social Services (PHSS), the Washington Department of Health (WADOH), the Department of Labor and Industries (L&I), and the national Centers for Disease Control and Prevention (CDC) are all resources in the creation of the Olympia School District's [Pandemic Response Plan](#). That plan will continue to be updated to ensure we have the most recent recommendations in place for the start of school in the fall of 2021.

To ensure our ability to remain flexible to changing pandemic and other health related circumstances, we need to ensure that we have adequate custodial staffing including increasing our substitute pool. These positions are necessary to ensure we are able to maintain appropriate cleaning and disinfection. We intend to invest in these positions.

Similarly, providing safe, accessible and reliable transportation while adjusting bell times to better meet the health and well-being of our students will require additional support in transportation in the area of dispatching and routing. This is needed to assist with the additional routes, trips and tracking for students and families. Again, we intend to invest in enhancing routing through an additional position.

APPENDIX A

Below is a table outlining our annual data points. As part of our commitment to continuous improvement, we will document lessons learned from data dives and commitments to our students, educators, and families moving forward.

Data Point	Grade Level(s)	Timing	Data to be Reviewed & Analyzed
TSGold (WaKids) Whole Child Assessment	Kindergarten	Fall	TSGold data from Fall 2020 will be compared with Fall 2021 TSGold data to evaluate effectiveness of programs within continuous improvement structures.
NWEA MAP Growth Academic Screener	K - 12	Anticipated: Winter, 2021	The 2021-22 will be a baseline-setting year with our academic universal screener, seeing as it's been up to individual schools to set implementation goals to this point. We will leverage MAP Data from 2020-21 and 2021-22, alongside a comprehensive audit of our Assessment System.
Panorama Social Emotional Screener			
SBA Math and ELA	Grades 4 - 9, 11	Fall, 2021	SBA data from Spring of 2019 (our last SBA data set), as well as historical SBA data trends will be utilized for comparison with our fall 2021 SBA data to evaluate the effectiveness of our programs within our continuous improvement practices. Data will be disaggregated by student groups and programs and analyzed for student groups.
WCAS (Washington Comprehensive Assessment of Science)	Grades 6, 9, 12	Fall of 2021	WCAS data from Spring of 2019 (our last WCAS data set), as well as historical WCAS data trends, will be utilized for comparison with our fall 2021 WCAS data to evaluate the effectiveness of our programs within our continuous improvement practices. Data will be disaggregated by student groups and programs and analyzed for student groups.
AP and IB Subject Matter Test	Grade 9 - 12	Spring of 2022	AP and IB subject matter test data from Spring 2021 as well as historical AP and IB data trends, will be utilized for comparison with Spring of 2022 data to evaluate the effectiveness of

			our programs through continuous improvement structures. Data will be disaggregated by subgroups and programs outlined in continuous improvement structures and will be analyzed for student growth.
Healthy Youth Survey	Grades 6, 8, 10, and 12	Fall every other year	Statewide survey focusing on numerous student wellness topics. Data will be dissected by question, topic, school, grade-level, and district with information influencing School Improvement Planning (SIP) and District Improvement Planning (DIP).
ALT WIDA/WIDA	Grade K-12	Spring 2022	ELPA 21 data from Spring 2021, as well as progress monitoring data from MAP, DIBELS, formative assessments will be utilized for comparison to the new WIDA (2022) data to evaluate the effectiveness of the programs through continuous improvement structures. Data will be disaggregated by subgroups (L1-L5) and programs, curriculum, and support services outlined through continuous improvement will be analyzed for student growth.
PSAT (optional)	Grades 9 - 12	Spring of 2022	PSAT data from January of 2021, as well as historical PSAT data trend, will be utilized for comparison with Spring of 2022 data to evaluate the effectiveness of 2022 data to evaluate the effectiveness of our programs through continuous improvement structures. Data will be disaggregated by subgroups and programs outlined through continuous improvement will be analyzed for student growth.
SAT and ACT (optional)	Grades 9 - 12	Spring of 2022	SAT and ACT data from January of 2021, as well as historical SAT and ACT data trend, will be utilized for comparison with Spring of 2022 data to evaluate the effectiveness of 2022 data to evaluate the effectiveness of our programs through continuous improvement structures. Data will be disaggregated by subgroups and programs outlined through continuous improvement will be analyzed for student growth.
STAMP - Seal of Biliteracy Assessments (optional)	9 - 12	Spring of 2022	The STAMP data will be analyzed by a student group alongside other data points as part of continuous improvement efforts.

Annual Equity-Based Behavior and Discipline Review	K - 12	Winter of 2021	Disaggregated discipline and course data will be reviewed each year to look for disproportionalities, opportunities to improve, and occasion to remove any barriers that may be affecting student engagement in learning.
<p>Curriculum-Based Assessments:</p> <ul style="list-style-type: none"> ● K-5 Elementary <ul style="list-style-type: none"> ○ ELA - Wonders ○ Math - Bridges ○ Social Studies - TCI, Gibbs Smith “Our Washington” and Since Time Immemorial ○ Science - FOSS ● 6-8 Middle School <ul style="list-style-type: none"> ○ ELA - Springboard ○ Math - Illustrative Math ○ Social Studies - TCI, Gibbs Smith “Washington Journey” ○ Science - FOSS ● High School <ul style="list-style-type: none"> ○ ELA - My Perspectives ○ Math - Big Ideas & MVP (SY 2022 and beyond) ○ Social Studies adoption cycle SY 2022 ○ Science adoption cycle SY 2022 	Elementary - High School	Ongoing	Curriculum-Based Assessment data is leveraged within PLCs during early release days and at the classroom level to inform instructional moves.
OSPI Developed Assessments	Varies	Varies	Standards-based classroom assessments can be used for monitoring student progress in The Arts, Educational Technology, Health, Physical Education, and Social Studies. Our district reports these annually to OSPI per State expectations .