**Policy Title:  McCleary School District Academic and Student Well-being Recovery Plan**

**Reviewer/Reviewers:  Shannon Ramsey**

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| **Racial Equity Tool – Using Best Practices** |
| Who are the groups affected by this policy, program, practice, or decision? What are the potential impacts on these groups? |
| **LOOK-FORS** |
| Due to the effects of the pandemic and students not being able to attend in-person school, the following groups of student's academic growth were more significantly impacted:<br>● Hispanic/Latino<br>● English Learners<br>● Poverty<br>● Students with Disabilities<br>● Students experiencing Homelessness |
| Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities? |
| **LOOK-FORS** |
| Students felt socially isolated leading to a feeling of hopelessness and depression.  We began to see a decrease in the level of engagement which has led to a widening of learning gaps. Language barriers made it difficult to connect with families which contributed to the lack of engagement and access to instruction. |
| How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision? Can the stakeholders validate your assessments in questions 1 and 2? |
| **LOOK-FORS** |
| The district conducted a brief family academic and student well-being survey in May 2021. Throughout the year we had a designated employee that accepted teacher referrals for support academically, behaviorally, or emotionally. |
| What are the barriers to a more equitable implementation of your policy, program, practice, or decision? (Consider mandates, politics, emotions, finances, or programs.) |
| **LOOK-FORS** |
| Barriers for the identified student groups in the McCleary School District are listed below:<br>● Lack of direct connection to students without face-to-face instruction<br>● Transportation<br>● Less instructional time while in remote and in person instructional hybrid  models<br>● Student engagement lacking due to emotional toll of pandemic<br>● Communication and understanding of the phases and changing schedules<br>● Health and safety protocols<br>● Students with disabilities access to in person instruction |
| How will you mitigate any negative impacts and address any barriers that you have identified? |
| **LOOK-FORS** |

The following are the interventions and strategies used to mitigate the above barriers for our students:
- With open positions, we will add Spanish speaking to our screening tool.
- Hire a full-time counselor/social worker
- Target identified student groups for summer school
- Summer programs for students transitioning into K and into MS
- Full in-person instruction fall of 2021
- Implement a K-12 Social Emotional Learning Screener and instructional supports
- Utilize After School Program to target specific student groups
- Creation of Multi-Tiered Systems and Support Framework for academics, behavior and social-emotional learning
- Targeted Professional Development on strategies for supporting students in disparate groups
- Provide ongoing professional development for quality implementation of PLCs
- Provide schoolwide supports for all students that includes a time for working on areas of specific need
- Scheduling of academic time

**After conducting the analysis:**
**What are the lessons learned?**
In order to create our plan, data was collected and analyzed. Using these results, the following learning drove the elements of our plan:
- Regular communication with all families in their native language needs to be in place
- Students need to be engaging in person
- A systematic approach to monitoring student learning and targeting specific skill deficits needs to be place
- A formalized process of gauging student's social-emotional wellness and resources to target specific skill gaps is needed
- High-expectations for all students with access to grade-level learning

**What resources are needed to make changes?**
- Staffing: English Language Endorsed Teachers, Counselor/Social Worker
- Staff training in PLC and data analysis
- Social-Emotional Screener and supporting lessons
- After-School Programming Funds
- Summer School Funding
- Professional Development funding

**What are the next steps?**
- Hire highly qualified Staff
- Purchase and train staff in PLC
- Purchase and train staff in Social-Emotional Learning System
- Hire, create and target student groups for summer school
- Design an after school program
- Create schedules to regularly monitor student progress
- Train staff and provide supports for MTSS and engaging all learners
- Purchase materials to support instruction for students performing below grade level