



## **Woodland Public Schools Academic and Well Being Recovery Plan**

This Student Academic and Well-being Recovery Plan has been developed in response to two laws, one federal and one state, that connect planning for academic and student well-being recovery to eligibility to receive Federal Elementary and Secondary School Emergency Relief (ESSER) III funds.

The Washington State Office of Superintendent of Public Instruction (OSPI) has developed the template on which this plan has been developed. The template allows us to respond to the requirements of both the state and federal law in a single plan.

### **Federal Law Requirements**

The Federal Law, The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, requires each school district to develop a “Safe Return to In-Person Instruction Plan.” The ESSER funds must be used to address academic recovery and acceleration (the Federal Law uses the term “learning loss”).

The law states:

“An LEA [school district] that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.”

OSPI has determined that school board approval of the plan meets the federal requirement for seeking public comment, as it involves public posting and provides an opportunity for public comment.

Following approval, the District must post the plan on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

### **Washington State Law Requirements**

The LEA [School District] Academic and Student Well-being Recovery Plan (House Bill 1368; Sec. 12 [2021]) requires school districts to submit an Academic and Student Well-being Recovery Plan to OSPI by June 1, 2021, "to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic."

The law requires OSPI to develop the template for the LEA Academic and Student Well-being Recovery Plan and a process for LEAs to report progress on implementing their plans.

In addition, the legislature gave OSPI the ability to add additional elements identified by OSPI that are based on evidence of positive learning and well-being outcomes.

OSPI has elected to add three additional requirements of LEAs:

1. Use of an equity analysis tool in the development of the plan; (Woodland has used the [Shoreline School District Tool](#))
2. School board approval of the plan (e.g., public posting, provides an opportunity for public comment as per federal requirement); and
3. Public posting of the plan on the LEA website per the federal requirement, making it accessible for those with disabilities and those in the community whose language is one other than English.

OSPI will review and either approve the submitted plan or request additional information from the LEA. Approval of the plan is required before ESSER III funds will be released for LEA use.

### **Elements of the Plan**

Districts must address the following elements in their Academic and Student Well-being Recovery Plan, using the OSPI-provided template:

- A. Identification of specific diagnostic assessment tools by grade level; identification of student learning and well-being gaps; and focus of additional time, supports, and/or extracurricular activities for students most impacted.
- B. Inclusion of the following student groups in all data included in the plan: 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 Learner; Students Experiencing Poverty; Students with Disabilities; Students Experiencing Homelessness; and Students in Foster Care.
- C. Students' learning recovery (including addressing the needs of the student groups identified above), specifically identifying and correcting disproportional impact resulting from the school building closures and extended time in remote learning due to the COVID-19 pandemic.
- D. Provision of additional instruction, student well-being support, and extracurricular opportunities based on an assessment of student needs (academic and well-being).
- E. Additional elements identified by OSPI that are based on evidence of positive learning and well-being outcomes (e.g., balanced calendar, additional school days, additional instruction time, or any combination of these elements). While the examples provided are recommended, the following are required:
  - a. Equity analysis in the development of the plan.
  - b. LEA school board approval of the plan (e.g., public posting, provide an opportunity for public comment as pre federal requirement).
  - c. LEAs must post the plan on the LEA website per the federal law, making it accessible for those with disabilities and those in the community whose language is one other than English.

## Universal Supports

Woodland Public Schools is committed to closing the gaps in student learning and student well-being with universal supports that serve all students.

We serve a great diversity of students in the Woodland Public Schools. We have extremely intellectually, physically, or artistically gifted students and students who have significant cognitive, behavioral, and physical disabilities. We serve children who come from homes of relative affluence, and we serve children who are experiencing living with homelessness. We serve children whose first language is English, and we serve children who enter school speaking no English. Our goal is to serve and support them all.

The needs of children are diverse and complex. Woodland Public Schools, like many school districts across our nation, has developed a number of different programs that are intended to serve and support the complex needs of each child with the ultimate goal of preparing them for career, life, and college. We use an organizing framework called Multi-Tiered Systems of Support, or MTSS.

Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child,” whether an advanced or struggling learner, through academic, behavioral, social, and emotional services. The supports also extend to services such as improving chronic absenteeism and developing rigorous learning plans for high achievers.

MTSS includes researched-based principles and practices that increase the effectiveness of instruction for all students. The MTSS framework uses universal screening data to develop appropriate student interventions. Additionally, data is analyzed at the school, network, and district level to clarify system-wide shifts that will sustain student growth over time.

Multi-Tiered System of Support is a schoolwide approach to student support. Teachers, counselors, psychologists, and other specialists work as a team to assess and address student needs.

### **Academic Interventions and Supports**

#### **Learning Assistance Program**

- Learning Assistance Program (LAP) is a state funded program serving students who need additional academic support in reading, in addition to classroom core instruction. According to court decisions and state law, the Learning Assistance Program is part of basic education and is intended to accomplish three purposes.
  1. To increase education performance of students with “special needs” who are “deficient in basic skills achievement within the regular classroom.”
  2. To “enhance the ability of basic education teachers to identify and address learning problems in the regular classroom.”
  3. To stimulate development by local schools and districts of innovative and effective means of serving students who score in the bottom quartile on the state skills test.

Woodland School District’s LAP program focuses first on addressing the needs of students in grades kindergarten through fourth, who are deficient in reading or reading readiness skills to improve literacy.

At Woodland School District, kindergarten through fourth grade students will get extra learning time to practice and build reading skills during our intervention program. The program takes place during each grade level's extension block. The extension block is forty-five minutes of extra learning time in addition to the core instruction on Tuesday through Friday, where students have the opportunity to participate in small group instruction. Teachers use our newly adopted researched based curriculum that is fully aligned to state standards to improve student learning. All services provided in LAP are supplemental to the core instruction of the classroom teacher and based on evidence of student performance. Teachers also participate in weekly collaborative professional learning time to discuss student growth goals and interventions. Woodland supports all learners with engaging, rigorous curriculum aligned to standards, as well as assessment tools to measure and report student growth.

#### Title 1 Programs

- Title I programs are designed to help at-risk students meet challenging content and student performance standards in school attendance areas and schools with a large population of children from low-income families and in local institutions for neglected or delinquent children. Part A of Title I provides financial assistance through state educational agencies (SEAs) to local educational agencies (LEAs).

In Woodland School District, Woodland Middle School is a Targeted Assistance Title I school. Supplemental services are provided to students who have been identified as failing or most at risk of failing to meet the state's challenging content and student performance standards. Eligible students have been identified as having the greatest need for special assistance. The program's goal is to improve teaching and learning, to enable participants to meet the state performance standards that all students are expected to master. In order to accomplish this goal, the program must be based on effective means for improving achievement of the identified students; use effective instructional strategies, provide accelerated, high quality curriculum, minimize removing students from the regular classroom, coordinate and support the regular education program, provide instruction via qualified and trained professional staff and implement strategies to increase parental involvement.

#### **Well-Being Interventions and Supports**

K-4

- Morning meetings and other classroom community activities will continue to build strong

relationships among students and staff and help build healthy, positive learning environments.

- Well-being will be addressed through a special leadership class for students on a weekly basis.
- Individualized instruction provided by a Social Worker, Behavior Support Specialist, and Psychologist will also continue to be provided.
- Small group specific support will continue to be provided by a Social Worker.
- Increasing counselor/social worker support from .5 to 1.0 FTE at each large elementary school beginning Fall 2021.

#### 5-8

- Begin implementation plan for a WMS Hope Squad. At WMS, this program will begin as an after-school club that uses the Hope Squad curriculum.
- At the beginning of the 2021-2022 school year, the WMS school counselors will visit every science class to introduce themselves and present resources that are available to students at our school if they need services or support.
- We utilized counseling clubs with independent recommendations from both staff and parents, with 114 students signed up. These clubs were led by our counselors during remote learning to build relationships and support students by:
  - Talking with students about their week and anything interesting they want to share.
  - Having a fun themed quiz for the week (Thanksgiving, Teacher trivia, Christmas, etc.) where students compete for a \$5 gift card.
  - Providing a mental health tip of the week (topics have included decreasing screen time, creating healthy sleep habits, how to practice thankfulness and generosity, etc.). The tip is presented and they have a conversation about it. During the week, this tip is also posted to Google Classroom allowing for interaction if there are questions or messages for the counselor.
  - Staying after the club to talk with small groups along with question and answer time.
  - Reaching out individually as they have seen more students begin to struggle emotionally.
- Teachers also utilize a variety of weekly tools and check-ins to gauge student well-being for referral to counselors and individual support.

#### 9-12

- CLC/advisory is built to foster relationships with staff and students. During CLC, students focus on academic and mental health with weekly check-ins and weekly lesson plans

focusing on college, career, life and SEL. During these weekly activities, students have individual and group time with the staff to build their relationship in different settings. Students are also grouped based upon their different needs. 9th and 12th graders are separated out to give those specialized groups extra support with the transitions they are making.

Elements include:

- Building relationships
  - SEL and mental health supports
  - Strategic staffing
  - Inclusionary practices (ELL supports, communications in the home language, including ELL students in school leadership activities)
  - Transition supports
- WHS counselors send out a weekly “Red and Yellow Zone” email to WHS staff that provides a list of students that are in need of additional support. To keep the students' personal information private, the counselors do not provide details regarding the situation but instead provide the place the students in either the “Red Zone” or “Yellow Zone”. The counselors educate staff on common concerns that can arise from a “Red or Yellow Zone” placement and offer a variety of intervention strategies that teachers can easily implement in their classroom while working with a student in one of the zones. The purpose of the “Red and Yellow Zone” list is to foster a safe and positive school community that supports our most vulnerable students.

Elements include:

- Building relationships
  - SEL and mental health supports
  - Strategic staffing
  - Multi-tiered system of supports
- WHS partners with multiple community based organizations to support the mental health of our students. WHS also partners with an individual counselor who works virtually with many students. All mental health counseling is through a referral process. WHS works with the individual counselor by email and weekly check-in meetings to make sure all our students are getting the support they need. The bigger community based agencies are referred through a paper referral system with sporadic check-ins by the agency. All referrals are sent through the WHS school counselors.

Elements include:

- Building relationships
- SEL and mental health supports
- Strategic staffing
- Multi-tiered system of supports

- A number of efforts have been created throughout the year to provide students a voice in the planning and revision process. In the summer of 2020, a small group of students was invited to test our proposed model of hybrid learning, which was eventually implemented during the school year. The feedback from those students was evaluated, and changes were made to our instructional plans in response. Beginning early in the 2020-2021 school year, administrators met with students individually in order to better understand their school experiences and where the greatest needs were emerging. In the spring of 2021, several 9th graders were invited to participate in a student focus group which was broadcast to teachers. Once again, the intent of this focus group was to identify areas in which needs and gaps were developing in our instructional plans.

Elements include:

- Building relationships
- Student voice and perception

## K-12

- Hope Squad - Hope Squad partners with the QPR Institute (Question, Persuade, Refer) and has been implemented in 31 states and Canada. This program seeks to; create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse.
- Continue to provide Positive Behavior Intervention and Supports will to ensure our schools are generally safe, healthy, positive learning environments that celebrate student success.
- Woodland Public School's Family Community Resource Center (FCRC) offers information, resources, and support services to students and families. The goal of this program is to decrease barriers related to student success by improving the ability of all children and families to engage fully in a positive school experience. Support can come in many different forms: anything from school supplies to health services and dental care, clothing, food, housing, job assistance, and early childhood education.

## Data-Based Decision Making

MTSS focuses on collecting universal screening data, reviewing state test scores, administering diagnostics, progress monitoring, and using teacher observations to inform decisions about tiered support placement.

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic



assessments can guide curriculum planning in more specific ways than most summative assessments. Below is a table identifying the diagnostic assessments predominantly used in each grade level.

Academic Diagnostic Tools:

K-4	Acadience iReady (Reading and Math) IDEL RAN PAST CORE Phonics Survey
5-8	Acadience iReady (Reading and Math) Classroom Based Formative Assessments Grades End of unit SMC assessments WCAS and SBA (Note-WCAS and SBA were suspended the spring of 2021)
9-12	Classroom Based Formative Assessments Grades End of unit SMC assessments PASS Plus Tool WCAS and SBA (Note-WCAS and SBA were suspended the spring of 2021)  External diagnostic tool in core academic areas: Woodland School District currently uses the iReady suite of assessments on a quarterly basis to evaluate student achievement in grades K-8. iReady assessments are available for students in grade 9-12 but are not currently in use at Woodland High School. On June 17th, 2021, a workgroup will convene to evaluate lessons learned from the 2020-2021 school year. One of the questions to be considered is the possible implementation of an external assessment like iReady at WHS. It is expected that our standing “Emerging Questions” group will take this question in earnest starting in August of 2021. It is expected that Woodland High School will initiate the use of external assessment tools like iReady sometime in the spring of 2022.

Well-Being Diagnostic Tools:

K-4	Student Risk Screening Scale 3X per year Zones of Regulation Daily Well Being Scale (Locally Created) 3X per year Staff, district wide, utilize the district's "GIT/BIT," an online database program, to provide information about student academic and behavioral growth for focused support
5-8	Teacher check ins-daily/weekly Student engagement Google Doc for check-in every week Counselor check-ins weekly Live check-ins for targeted groups during hybrid in the school library 2-4 days a week Youth Truth survey-one time a year Staff, district wide, utilize the district's "GIT/BIT," an online database program, to provide information about student academic and behavioral growth for focused support
9-12	Counselor check-ins weekly Live check-ins for targeted groups during hybrid in the school library 2-4 days a week Youth Truth survey-one time a year Staff, district wide, utilize the district's "GIT/BIT," an online database program, to provide information about student academic and behavioral growth for focused support

## Student and Family Voice

Woodland School District is including student and family voices in this plan in the following ways:

Preschool through 4th Grade	<b>Student:</b> Well Being Scale results <b>Family:</b> Youth Truth Survey Results, PTSA Feedback <b>Community Organizations:</b> School Board Workshop
Alternative Learning Experiences, Kindergarten through 12th Grade	<b>Student:</b> Weekly Two-Way Communication <b>Family:</b> Weekly Two-Way Communication <b>Community Organizations:</b> School Board Workshop
5th through 8th Grade	<b>Student:</b> Intake conferences for every student (97.5% attendance) <b>Family:</b> “Coffee and Conversations” meeting to share and receive feedback about Title 1 plan regarding reading intervention <b>Community Organizations:</b> School Board Workshop
9th through 12th Grade	<b>Student:</b> School administrators meet with students individually to learn their school experiences and needs <b>Family:</b> Monthly family meetings held in Latinx community area <b>Community Organizations:</b> School Board Workshop

Additionally, since student and parent participation and input is highly valued, some of our communication systems include:

- Personal phone call for each student that is absent
- Personal phone calls by staff to check in on students academically, emotionally and support any needs that arise
- Monthly newsletter emailed home and posted on the school website in multiple languages
- Automated phone calls in multiple languages regarding information about upcoming events
- Online family access via Skyward

- Email to/from WMS staff
- PTSA meetings
- WSD Facebook and Instagram
- Scheduled parent conferences and parent feedback
- Entrance meetings and tours for newly enrolled students
- School Improvement Plans jointly reviewed and developed with district administration, school board members, and community members
- Annual family surveys
- Utilization of Language Link and our Spanish speaking district liaison
- Parents are also informed about student assessment data, interventions (academic, attendance or behavior). All parents are notified of their child's state assessment scores. Additionally, all parents are notified of their student's reading intervention placement for additional academic help during the school day, or in summer programs

## **Strategic Support for Students**

Based on Woodland School District's review of equity analysis and student diagnostic assessment results, some student groups need additional time, support, and/or extracurricular activities for academic growth and/or student well being.

We have "data teams" comprised of teachers, administrators, counselors/social workers, and instructional coaches. These data teams compile and study state assessment data as well as reading intervention data and classroom based assessment data to identify students who have the highest need of academic support. We then serve these students with additional time in our multi-tiered systems of support including our Learning Assistance Program (kindergarten through 4th grade), Title 1 targeted Instruction (5th through 8th grade), and our Positive Academic Support System "PASS" program (9th through 12th grade).

## **Strategic Support for Identified Groups**

Woodland School District individualized education for students preschool through age 21 with Written Student Learning Plans for students in our alternative learning experience schools, Individual Education Programs for students who qualify with disabilities that impact their educational growth, and 504 plans for students who need accommodations to participate in school.

In addition to core and reading interventions, we have implemented a tiered approach to language acquisition in our English Language Learner (ELL) program. Students with English as a second language receive accommodations and assistance with their general, core classwork and they are

assessed at language levels as Emerging, Progressing and Proficient. Most of our “Emerging” ELL students have been in the US for less than a year. They are working on becoming bilingual. These students are provided accommodations, like translated documents, books and the ability to communicate using Google Translate. Many of our “Progressing” ELL students have attended Woodland schools for a few years. Our ELL department works collaboratively with general education teachers to plan and make goals and accommodations for students to achieve academic success. ELL paraprofessionals join general education classes to assist students that have the most need and provide accommodations for students.

### Summer School

- K-4 Summer School opportunity that will serve approximately 70 students in a two and half week program. We will target first grade and possibly some second-grade students each morning. We are specifically targeting phonics using the 95% group. The plan will be to cover 2 lessons in the booster program during a 3 hour literacy block. Columbia Elementary will host all K-4 students for this summer school and we plan to coordinate transportation with WMS. At this time, we have seven certificated staff and seven classified staff committed to teaching summer school.
- 5-8 We have developed a summer school program for this coming summer and an after school support program to begin next fall. The program will target 2 groups of students, Incoming Gr 5 & 6 Tier 2/3 students who need both reading & math support (20 students per grade level. We will also serve ELL students who need both ELD, math & science support 8-10 students per grade level (target 30-35).
- 9-12 Seniors who do not successfully complete their credit requirements by June 11 still have the opportunity to graduate “on time” by recovering credit using the APEX curriculum during summer school. WHS summer school will be run from June 21 through July 12 from 8:30 to 11:45. In addition to supporting students through online APEX work, summer school staff will provide subject-specific direct instruction as needed.

Other specific strategies/interventions implemented to support student groups we have identified in our equity analysis and student diagnostic assessment results include:

#### K-4 -- Learning Assistance Program instructional materials

- **BLAST-** For students in 1st grade who are significantly below grade level in word attack skills. It is a multisensory approach to teaching foundational skills.
- **BOOST-** For students in grades 3-12 who have significant and severe decoding weaknesses. It is a multisensory approach to teaching foundational skills.
- **Phonics for Reading-** A systematic, research-based intervention program that accelerates instruction for struggling readers in Grades 3–12 by equipping them with the tools necessary to decode with confidence.
- **95% Group Summer Booster Bundle-** 25 day program for intensive first grade students to

- explicitly teach beginning foundational skills including phonemic awareness and blending.
- **Barton**-Designed as intensive intervention for students who struggle to easily and accurately decode words when reading (despite being taught phonics), who by second grade are slow and inaccurate readers.
  - **Phonics Chip Kit**- A targeted multisensory skills based phonics intervention for K-12 students.
  - **95% Group Blending**- Targeted intervention for Kindergarten and 1st grade students who struggle to blend sounds in a continuous way.
  - **Read Well**-A comprehensive program for K-2 students that teaches foundational skills in an explicit and systematic way.
  - **Multisyllabic Routines**-Direct and systematic way to teach 3rd grade and beyond students the six most common syllable types of multisyllabic words (supplemental 18 weeks)
  - **Count Down**-For students in Kindergarten who need extra instruction with phonological awareness, letter identification and letter sounds.
  - **Road to the Code**-For kindergarten and first grader students who need an extra 11 weeks of phonemic awareness and basic letter sound correspondence.
  - **Heggerty**-A comprehensive phonemic awareness program for K-2 students, designed to teach basic and advanced phonemic awareness skills.
  - **Equip for Reading Success**- Teaches advanced phonemic awareness designed for students in 2-12 grade.
  - **Bridge the Gap**-Teaches advanced phonemic awareness designed for students in 2-12 grade.

#### 5-8 -- Title 1 targeted assistance instructional materials

- **Phonics for Reading Level 1, 2, 3**-For students in grades 5-8 who are significantly below grade level in word attack skills. It is a K-2 program that doesn't look babyish.
- **REWARDS Intermediate**-For students in grades 5-6 who are reading at 3rd grade level and above who need multisyllabic word attack, fluency support and vocabulary development. In second semester, comprehension/vocab is the focus (Tier 3 students).
- **REWARDS Secondary**-For students in grades 6-8 who are reading at 3rd grade level and above who need word attack, fluency support and vocabulary development. In the second semester, comprehension/vocab is the focus (Tier 3 students)
- **REWARDS Plus (Social Studies/Science)**-For students who are in grades 7/8 who have word attack skills but need comprehension support (Tier 2 students).
- **REWARDS Writing**-For students in grades 7/8 who have completed REWARDS Intermediate and/or Secondary who need additional support in writing effective sentences, paragraphs and revising and editing their work (Tier 3 students).
- **Corrective Reading**-For students in grades 5-8 who have already completed Phonics for

Reading and/or REWARDS and still need additional practice in word attack skills and strategies (T3 students).

- **Acadience Progress Monitor**-For students in grades 5/6 who are not meeting grade level standards on DIBELS benchmark assessments. Students should be progress monitored bi-weekly
- **Acadience CARI**- For students in grades 7/8. Rdg Int teacher determines which components of this testing are needed.
- **6 Minute Solution**- For grade 5/6 students in ELA CORE classes. For grade 7/8 students in Reading Intervention classes.
- **Tier 3 Reading Students (Grades 5/6):**  
5/6th grade students who need additional support on top of their CORE ELA block are enrolled in a Reading Intervention class. These classes are small and do explicit, targeted instruction to increase student achievement up to grade level.
- **Reading and Math Support for 7/8th Grade Students:**  
Students who need Math and/or ELA support at the 7/8th grade level have two periods of math and/or ELA every day in their schedule (averaging 94 min per day, 5 days a week). Students needing Math support are with their CORE Math teacher for 2 periods a day. Students needing ELA support are with their CORE ELA teacher for 1 period and a specialized Reading teacher for the second Reading/ELA class. These specialized Reading classes are very small, and do explicit, targeted instruction with students based on their assessed need.

9-12

- **Positive Academic Student Support (PASS)**-The PASS Team is made up of five staff members who develop relationships with students who struggle academically, emotionally or socially. The PASS Team members work closely with these students to assist them in becoming successful. The PASS Team works closely with counselors, parents and teachers to identify issues and how to overcome obstacles. Students are released once the student has earned success on their own and after that the PASS Team checks in with the student periodically for a status check.
- **Identify at-risk students in 8th grade** (Target group - Latinx students in grade 9)-Latinx students are overrepresented in failure of classes as compared to other groups. Our PASS Team will identify students who are At-Risk prior to entering the 9th grade. The PASS Team will meet with an identified committee at Woodland Middle School consisting of teachers, administrators and counselors. Hispanic students and Free and Reduced Lunch students will be a focus.
- **Spanish Language professional development for staff** (Target group - Latinx students in grades 9-12)-One of the barriers that our staff faces is communication with students and their families that speak a different language. The predominant language at our school

other than English is Spanish. In order to help the students and families that speak Spanish we would provide Spanish language professional development to selected staff that would include some of our paraprofessionals that work closely with our at risk students. This would enable the students and staff to feel more comfortable communicating with each other and ultimately would create a more effective learning environment.

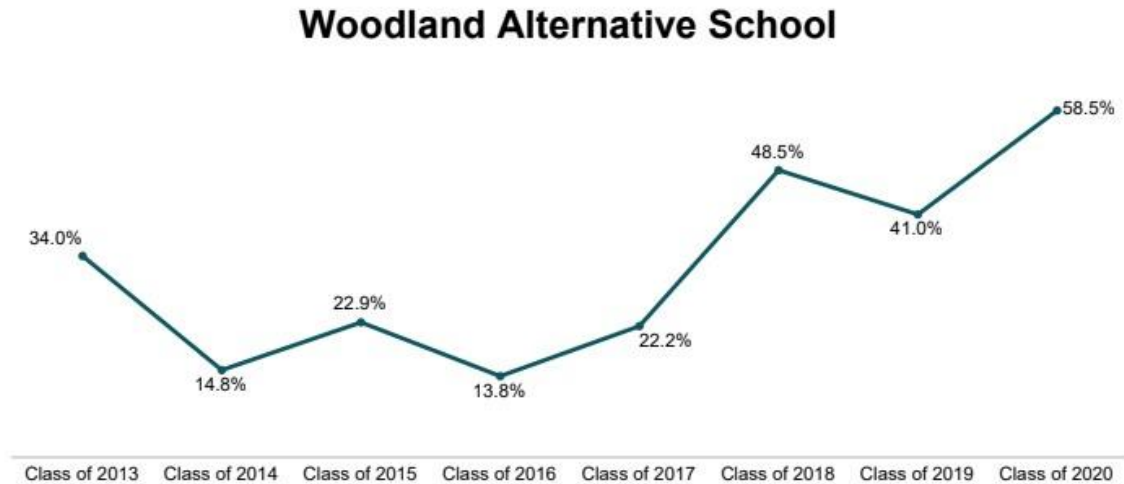
- **Identify selected Spanish Language staff for PASS Academy** (Target group - Latinx students in grades 9-12)-We will include more Spanish speaking staff members in the PASS academy supporting role. This will help develop relationships between the staff and students. PASS academy works with our at-risk students which will focus on representing hispanic students in the coming year.
- **Professional Development on SIOP strategies and language translations** (Target group - English Language Learners)-SIOP strategies will be implemented next year during the beginning of the year professional development. Sheltered instruction is focused on making content more comprehensible for English Language Learners. Several strategies will be focused on during professional development. We will have continued training throughout the year.
- **Work Experience as high school credit** (Target group - Students eligible for free or reduced lunch in grades 10-12)
- **Free lunch and fee waivers for reduced lunch students** (Target group - Students eligible for free or reduced lunch in grades 10-12)-Students who come from impoverished backgrounds need more assistance as their class failure rate is significantly higher than those students with paid lunches. The state has determined that all lunches will be free for all students through the 2021-2022 school year. In Woodland School District Reduced Lunch students have received free lunches for the past 5 years in order to provide more equity.

#### K-12 -- Alternative Learning Experience Schools

- **Weekly Two-Way Communication**-Our Alternative Learning Experience schools use weekly two-way communication with each student/family to monitor progress, adjust strategies and identify student learning gaps.
- **Intervention Plans**-If students are not engaged in or making adequate progress in their education per their Written Student Learning Plan, the family, student, and teacher write an Intervention Plan together.
- **Graduation Rate Increase**- We have added staff to TEAM High School and increased teacher and paraprofessional hours to focus on helping students graduate. Per the data on the OSPI Report Card, the "on time" (4 year) graduation rate for TEAM HS has increased to 58.5% of the class of 2020 at TEAM. This is a major increase considering we acquire students over the course of the school year, many in their Junior or Senior year with few credits. Also, the percentage of the 5-year rate from the class of 2019 is 57.9%. The "on time" graduation rate for 2020 plus the 2019 cohort and 2018 cohorts, during a pandemic, affirms the work of the TEAM Team and the "can do" attitude they cultivate in our



students.



## School Supports for Strategies/Interventions

### K-4

Any students who fall into the intensive category in reading are receiving interventions. Each student's progress is monitored twice per month, data is reviewed, and changes to the intervention are made if a student isn't showing growth. Kindergarten through fourth grade students will get extra learning time to practice and build reading skills during our intervention program. The program takes place during each grade level's extension block. The extension block is forty five minutes of extra learning time in addition to the core instruction Tuesday through Friday where students have the opportunity to participate in small group instruction. Teachers use our newly adopted researched based curriculum that is fully aligned to state standards to improve student learning. All services provided in LAP are supplemental to the core instruction of the classroom teacher and based on evidence of student performance. Teachers also participate in weekly collaborative professional learning time to discuss student growth goals and interventions. Woodland supports all learners with engaging rigorous curriculum aligned to standards, as well as assessment tools to measure and report student growth.

At North Fork Elementary School, there is a hybrid of supporting students during their English

Language Arts core instruction and in extension block to give focused English Language Development. In their ELA block, students scaffold strategies in order to help students reach their ELA and English Language Proficiency goals. Instruction during extension incorporates the language based curriculum, Imagine Learning, an innovative language and literacy software program for ELLs. Imagine Learning assesses every student in order to address their specific needs. Within the framework of Imagine Learning students get small-group instruction, one-on-one intervention and a lab rotation. It increases their knowledge of vocabulary, comprehension, and prepares them for the 21st century by increasing students' computer literacy skills.

Our approach consists of creating instruction based on Washington's English Language Proficiency Standards. The ELL program collaborates and coaches Columbia Elementary School and North Fork Elementary School teachers on ELL strategies for the classroom. Our program offers Homework Club to give students extra support. We bridge the gap between our program and the regular classroom by reinforcing similar skills and topics of instruction. The ELL program's goal is to provide the needed language support for our students to successfully function in both social and academic settings.

## 5-8

After gathering data from SBA, Acadience, iReady, previous interventions and teacher recommendation, a data analysis team consisting of the Title coordinator, administration and counselors analyze and work with the rank order data to determine highest need of academic support in the areas of ELA and Math according to triangulation of data on the rank order data sheet. By working with the rank order spreadsheet, the data collected provides an accurate and thorough view of our students and their needs.

The data team placed students into reading intervention and double block ELA and math classes based on the data analysis of the rank order data. When new students enroll, the data team considers information/data received from the student's previous school as well as doing an initial Acadience Reading test. Some students also take placement tests according to the programs we are using in reading intervention classes. If a student's data indicates they would benefit from reading intervention classes, their schedule will be designed to include this support.

The data analysis team partners with ELA, Math and Science teachers just before the semester change and reevaluates student placement based on current assessments. The reading intervention teachers, title coordinator and/or parents initiate conversations around whether a student is ready to graduate reading intervention at the semester break.

WMS typically uses the following data points: SBA (grades 5-8), iReady (grades 5-8), Acadience (grades 5-6) and teacher recommendation. So far this year, upon return to hybrid, we gave the Acadience assessment to all 5th & 6th grade students in March 2021. We also plan to give the iReady assessment this spring to all students Grade 5-8. Looking at the Acadience Data from last school year (Winter 2020) to this year (March 2021), there is a significant drop in achievement in both grades 5/6. However, as we followed the cohort data from 2020 5th grade to 2021 6th grade, there is actually a higher percentage of students scoring at benchmark and a higher range of students scoring “intensive”. These data points show that our strategic and intensive students were hit the hardest with learning loss during Covid.

In addition to core and reading interventions, we have implemented a tiered approach to language acquisition in our ELL program. During our hybrid model, we had over 30 ELL students attending small groups 2-3 days a week. Students received accommodations and assistance with their CORE classwork. This intervention allowed some students the ability to stay caught up on their classwork and receive help.

While returning full time, we have five periods of ELL. The classes are leveled by language levels, "Emerging, Progressing and Proficient" and academic levels.

- Our “Emerging” class consists of 5th-7th graders that are newcomers (emerging language level), and most of the students have been in the US for less than a year. They are working on becoming bilingual. These students are provided accommodations, like translated documents, books and the ability to communicate using Google Translate
- Our 5/6 and 7/8 grade “Progressing” ELD classes are students that primarily have attended WPS since kindergarten. Some of these students receive ELL and Sped services. This class is at a slower pace, but all students are bilingual. Most 7/8 students in this class are fully bilingual with the exception of two students that are progressing
- Our “Proficient” ELD classes are made up of students that are bilingual and academically higher. Most of these students have the capability to exit ELL by passing the 2021 ELPA21
- The WMS ELL department monitors grades/missing assignments and works with students and families via phone calls, small groups and Google Meets. Additionally, we communicate with our Spanish Speaking families via email, house visits, phone calls and Language Link weekly making connections and sharing information. Our ELL department works collaboratively with CORE teachers to plan, and make goals and accommodations for students to achieve academic success
- ELL para's are pushed into classes to assist students that have the most need and provide accommodations for students. If students request a translated document, the teacher

works with the ELL para for translating

All students needed additional support as a result of the Covid impacts. However, our trends pointed to students who struggled before Covid continue to struggle and the gap has widened for some. A few key targeted groups include:

- Homeless
- ELL/primarily Latino
- Title I Rank Order priority students within various identified groups

We also utilize check in programs to target both students at-risk behaviorally or tied to attendance:

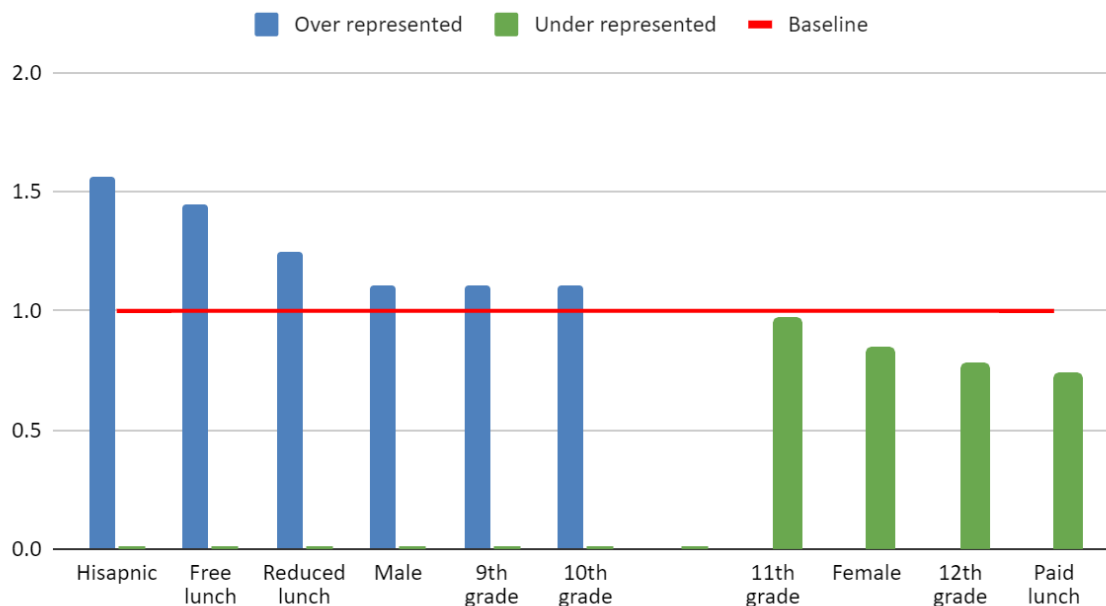
- *Behavior Check In:* Students at risk of disengagement from school due to behavior struggles participate in a daily check in program to connect with an adult and set goals. Students are determined by the number of major, minor and 4 Bs referrals they've received. Teachers of these students give daily points as to how the student achieved their goal that day. During the daily check ins, successes are celebrated and issues are addressed. Students can earn rewards for scoring 75% or higher on their weekly points from teachers. A weekly email is sent home to parents to keep them in the loop with their child's progress and to open the line of communication with them to partner with us in helping their child be successful at school.
- *Attendance Check In:* Students at risk of disengagement from school due to attendance issues participate in a check in program to connect with an adult and set goals. Students who have been absent 10% of the current number of school days. Before school begins, students check in by placing a star on the current day. For every day they check in, they receive a piece of candy; for every 20 days in a row, they receive a Blizzard; and for every 50 days in a row, they receive a Burgerville lunch.
- *Quarantine:* We have paras assigned to check in daily with students when they are in quarantine. This is done via phone, email, and Google Meets. This also gives the opportunity for a liaison to make sure the student gets the help and materials needed to stay up with class. Also during quarantine, our counselors check in with students weekly to monitor social-emotional health, provide a listening ear, answer questions, and serve as additional support.

9-12

As noted above, Woodland High School does not currently make use of external assessments other than SBAC as mandated by Washington State. As a result of the pandemic-induced closure in the spring of 2020, SBAC data are not available from last year. As a result, grades and attendance data are the best available proxies for student achievement in this context.

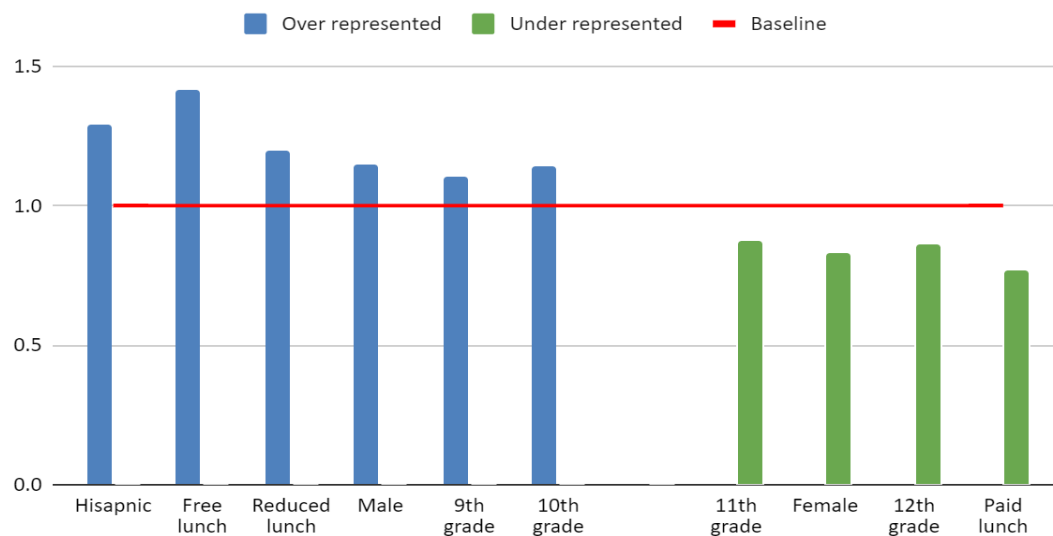
The graph below shows the ratio of the number of individuals in each student group who have generated 1 or more failing grades compared to the proportion of the total enrollment represented by that student group. A value of 1.0 on the graph therefore represents an F rate that is exactly in proportion to the size of that student group. That value is labelled by a red line called “Baseline”. Under this analysis, it’s apparent that Hispanic students and students who are eligible for free lunches earn a disproportionate number of failing grades.

Representation in F Data by Student Group



The next graph shows a similar analysis using the total number of absences recorded. Again it is evident that Hispanic students and students eligible for free lunches record a disproportionate number of absences. In this case, however, those two groups swap places. Students who are eligible for free lunches are absent somewhat more disproportionately than Hispanic students.

## Representation of Absences by Student Group



The final graph examines the differences between Hispanic students and students who are eligible for free lunches more closely. Students who are eligible for free lunches are absent and earn failing grades in about the same proportions, suggesting that academic achievement is strongly driven by attendance for that student group. However, while Hispanic students record absences in a somewhat lower proportion, they earn failing grades in a higher proportion. This result suggests that, while attendance is a problem for Hispanic students, other barriers exacerbate the problem of student achievement.

## F Data and Absences

