

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Wishram School District #94

Please enter the name of the point of contact for this survey: Mike Roberts

Please enter point of contact email address: mike.roberts@wishramschool.org
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: K-12

Part II: Attestations and Public Posting

1. Wishram School District #94 (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: 5/25/2021

2. Wishram School District #94 (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: Equity Rubric: Attending to Needs of the Most Vulnerable Populations

Please provide a link to the equity analysis tool used:
[https://f.hubspotusercontent20.net/hubfs/258326/Equity%20Rubric%207.16.20%20\(1\)%20\(1\).pdf](https://f.hubspotusercontent20.net/hubfs/258326/Equity%20Rubric%207.16.20%20(1)%20(1).pdf)

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: 6/1/2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: www.wishramschool.org

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

- Acceleration Academy
- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- Narrowing Standards
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

Part IV: Diagnostic Assessments

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.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)

Academic Diagnostic Assessments	
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input checked="" type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment

Academic Diagnostic Assessments	
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments	
<input type="checkbox"/>	ACE
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input checked="" type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	Well-being resources

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> DIBELS	
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input type="checkbox"/> GOLD (WaKids)	
<input type="checkbox"/> GRADE	
<input checked="" type="checkbox"/> iReady	K-12
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/> IXL	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input type="checkbox"/> MAP Math	
<input type="checkbox"/> MAP Reading	
<input type="checkbox"/> Mastery Connect	
<input type="checkbox"/> McLeod Assessment of Reading Comprehension	
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/> PALS	
<input type="checkbox"/> Read 180 (assessment tools)	
<input type="checkbox"/> Read Well	
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments	
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input type="checkbox"/> Smarter Balanced Math Summative Assessments	
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/> SpringBoard Assessments	
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/> STAR Early Literacy	
<input type="checkbox"/> STAR Math	
<input type="checkbox"/> STAR Reading	
<input type="checkbox"/> Success for All (SFA)	
<input type="checkbox"/> SuccessNet	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input type="checkbox"/> WA-KIDS	
<input type="checkbox"/> WIDA MODEL for Kindergarten	
<input type="checkbox"/> WIDA MODEL (Grades 1-12)	
<input type="checkbox"/> Other	

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input checked="" type="checkbox"/> Teacher Recommendation	K-12
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input type="checkbox"/> WA-KIDS	
<input type="checkbox"/> Well-being resources	

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CPAA (NWEA)			
<input type="checkbox"/> Curriculum-Based Assessments (e.g.,			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input type="checkbox"/> DIBELS			
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input type="checkbox"/> GOLD (WaKids)			
<input type="checkbox"/> GRADE			
<input checked="" type="checkbox"/> iReady	K-12		Twice
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
<input type="checkbox"/> MAP Math			
<input type="checkbox"/> MAP Reading			
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/> PALS			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments			
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input type="checkbox"/> Smarter Balanced Math Summative Assessments			
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/> SpringBoard Assessments			
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input type="checkbox"/> Teacher Recommendation			
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input type="checkbox"/> WA-KIDS			
<input type="checkbox"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input type="checkbox"/> Other			

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> ACE			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input checked="" type="checkbox"/> Teacher Recommendation	K-12		All Year
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input type="checkbox"/> WA-KIDS			
<input type="checkbox"/> Well-being resources			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?
(Student, Family, and Community Organizations)

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

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

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies	
<input type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input type="checkbox"/>	Summer School

Strategies	
<input type="checkbox"/>	Building Relationships
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input type="checkbox"/>	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input type="checkbox"/>	High-quality Tutoring
<input type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input type="checkbox"/>	Professional Learning
<input type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Low Income
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input type="checkbox"/> Summer School	
<input type="checkbox"/> Building Relationships	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Early Learning (K-4 literacy)	
<input checked="" type="checkbox"/> Equitable Grading Practices	Low Income
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Low Income
<input type="checkbox"/> Narrowing Standards	
<input type="checkbox"/> Professional Learning	
<input type="checkbox"/> SEL and Mental Health Supports	
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	

Strategies	Student Group(s)
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies	Student Group(s)	Grade(s)
<input type="checkbox"/> Acceleration Academy		
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Low Income	K-12
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input type="checkbox"/> Summer School		
<input type="checkbox"/> Building Relationships		
<input type="checkbox"/> Common Assessments		
<input type="checkbox"/> Early Learning (K-4 literacy)		
<input checked="" type="checkbox"/> Equitable Grading Practices	Low Income	K-12
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input type="checkbox"/> Extracurricular Activities		
<input type="checkbox"/> High-quality Tutoring		
<input type="checkbox"/> Inclusionary Practices		
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Low Income	K-12
<input type="checkbox"/> Narrowing Standards		
<input type="checkbox"/> Professional Learning		
<input type="checkbox"/> SEL and Mental Health Supports		
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/> Student Voice and Perception		
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:

“Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps.”

Our district utilizes an equity analysis process every semester to monitor progress, and ensure that our targeted subgroups are making annual progress on district goals.

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

Equitable Grading Practices, Multi Tiered Systems of Support.

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.

Increasing overall state test scores by implementing teacher driven formative assessments, taking ownership of student testing data.

Wishram School District #94

Equity Analysis

2020-2021

Identification of Most Vulnerable Population. The district/school has identified the most vulnerable population it serves including low income students, students of color, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

Wishram School District #94 Current Designation: 3

Narrative

Wishram School District #94 goes to great lengths to identify the needs of the students that the district serves, which includes the identification of equity issues as they pertain to intersectionality (ie the strands of barriers that students experience by way of social class, race, disability, sexual orientation, and homelessness). These populations have been identified by the district, and have employed specific processes for additional services.

Strategies to obtain a designation of 4

1. Engage community in obtaining buy in from parents/guardians to actively participate in our parent teacher association.
2. Utilize that group to facilitate conversations around district policy and procedure to ensure that a community voice from vulnerable populations is present.

Critical Supports for Most Vulnerable Students and Families. The district/school has planned to provide meals, a process to identify students for IEPs and methods for serving those who already have them, and mental health services to the most vulnerable students and families the organization serves.

Wishram School District #94 Current Designation: 4

Narrative

Wishram School District #94 is currently designated as a CEP district, so all students qualify for free meals. When school is held remotely, meals are delivered to all families for breakfast and lunch, 5 days per week. When school is held on campus, all students receive two meals (breakfast and lunch daily).

Students on IEPs were provided appropriate services including internet access, additional time with staff, physically attending school while other students were remote learning, and meeting at the local church to receive services. These elements remain in place in case of another extended closure. Students not currently receiving special education services were monitored by teachers, staff, and administration through our missing assignment protocol, and provided with additional support when the data indicated intervention was necessary.

During remote learning conferences, students and parents/guardians were asked about issues pertaining to mental health, and were provided with the contact information for our school counselor. The counselor also created appointments and carried out meetings with individuals who requested services, or who were referred by staff.

Educational Services for Vulnerable Populations. The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

Wishram School District #94 Current Level of Designation: 3

Narrative

Wishram School District #94 understands that the amount of time spent in extended remote learning was challenging for everyone involved in the educational process, and as such, significant learning loss has likely occurred within the most vulnerable populations of learners. In order to assess the extent of the learning loss, the iready diagnostic assessment will be administered to all students K-12, and the results will be compared to student scores from before the pandemic. The 2018/2019 SBAC data will also be considered as an additional measurement of student learning loss when compared to the new round of iready scores. Based upon those results, our intervention plan will be updated to provide additional support to students K-12 throughout the school day. The missing assignment protocol will continue to be utilized to provide immediate assistance to students in keeping up with their current assignments, but the assessment data will inform the intervention plan for students experiencing significant learning loss as a result of lost class time.

Strategies to Obtain a Designation of 4

1. Create specific learning plans for each student who is one or more grade levels behind as indicated by their diagnostic assessments.
2. Allow the plan to work with fluidity within the Title/LAP department, and create opportunities for the department to regularly share results with classroom teachers and administration.
3. Re-assess and report at the end of the 2021-2022 school year on progress and further needs for improvement.

Operations and Resources for Vulnerable Populations. The district/school has planned to operationally support the most vulnerable population and aligned resources to those operations. This includes technology access, transportation, clean and social distant facilities, PPE and safety, and athletics.

Wishram School District #94 Current Level of Designation: 4

Narrative

All families were surveyed regarding internet access, and families were provided with a T Mobile hotspot for the 2020/2021 school year. All students received a district owned Chrome Book to access their courses through Google Classroom where they could participate in lessons designed and directed by their classroom teachers.

Students who experienced homelessness throughout the pandemic were provided with transportation to the school to participate in their classes in person when participating remotely wasn't an option.

Wishram School District #94 provided safeguards to ensure a clean facility by employing a full-time sanitizer, who was in charge of cleaning all high contact areas each day. The district purchased and maintained hand sanitizing stations to be placed every 10 feet throughout the building, and ordered an ample amount of masks, shields, gowns, and supplies to last throughout the 2023-2024 school year if necessary. Social distancing and masking guidelines provided from the local health department were followed, and became a regular section of our weekly staff meetings.

Athletics were carried out through a series of shortened seasons, but required a tremendous amount of logistical planning, and the creation of procedures for sanitizing, crowd control, and safe play. Wishram School District #94 takes pride in the fact that every student who wanted to participate in football, volleyball, baseball, softball, track, and basketball were able to do so.

Communications with Vulnerable Populations. The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.

Wishram School District #94 Current Level of Designation: 3

Narrative

Wishram School District #94 has many tools at its disposal to communicate with the most vulnerable populations that they serve. The school district operates and maintains a website and facebook page. The district can also employ efforts through an all call system which allows messages to be recorded and sent out through phone calls at a designated time, and the school district can (and does) regularly utilize bulk mailing to reach our students, families, and community members.

Strategies to Obtain a Designation of 4

1. Utilize the parent teacher organization as an additional method of communication.
2. Ensure that all information contained within Skyward is accurate at registration, and strongly encourage parents and guardians to inform the school with information changes.

Staffing for Most Vulnerable Populations. The district/school has planned to adequately provide staff and support that staff in their service of most vulnerable populations.

Wishram School District #94 Current Level of Designation: 3

Narrative

Wishram School District #94 has created a revitalized professional development plan for both classified and certificated staff. The classified staff will be participating in state mandated professional development designed to help them work with vulnerable populations, while the certificated staff is going to be working on a year-long professional development effort surrounding formative assessments and utilizing data to improve state test scores. All of this work is being carried out to better serve our students experiencing equity issues.

Strategies to Obtain a Designation of 4

1. Staff will engage in PD with an open mind, and with a focus on the overall goal of improved assessment outcomes through relationship building
2. Staff will learn to utilize their formative assessment results to help improve state assessment outcomes.
3. Staff will learn to help students make meaning of their assessment results, and how those results improve the opportunities that students have in post secondary and career settings.
4. Staff will learn to operate as a coordinated team towards the overall goal of improved assessment outcomes.

Parent/Caregiver Supports for Virtual Learning. The district/school has a specific plan for supporting parents/caregivers in their critical and often new/unknown role as “home learning coaches” for their children. This includes how to best support a child’s learning without doing the learning for them. This also includes creative system and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.

Wishram School District #94 Current Level of Designation: 3

Narrative

Wishram School District #94 employed significant efforts to help parents/caregivers assist their learners during our time in remote learning. Specifically, our teachers conference with parents through zoom, text, email, and phone call to help them actively participate with their learners. Parents were provided with specific instructions and access to assistance during this period. Upon our return to in person learning, our systems of support included parents by informing them immediately when students missed an assignment, providing extra time and support before and after school, as well as designated times throughout the school day. Parents should have no problem getting back to work, and feeling confident that their students are obtaining the support they need as we get back to employing our multi tiered systems of support within the classroom setting.

Strategies to Obtain a Designation of 4

1. Further refine the intervention strategies for habitually absent students.
2. Further refine intervention strategies for students who have fallen behind due to excessive absences.
3. Further refine a formalized process for the drivers that run our intervention plan.
 - a. Number of assignments missed before additional support is necessary.
 - b. Next steps when that intervention is unsuccessful.

Notes

1. Which vulnerable populations are you serving and/or considering related to your reopening plan?

-Low income students

-Students experiencing homelessness

- Students in foster care

2. What gaps need to be addressed?

Students within our vulnerable populations aren't performing as well on the ELA, or Math SBAC as their peers statewide. This is an achievement gap that needs to be at the forefront of our reopening efforts.

2. What is your plan for monitoring the implementation and making course corrections as needed?

As we move forward throughout our professional development for the 2021-2022 school year, we will continue to monitor the intervention plans as necessary, and compare our iready scores to previously collected data to ensure that adequate progress is being made. We will continue to monitor our attendance, tardy, missing assignment, and failing grade data to ensure that we are quickly addressing issues as they arise.

School/District Reopening Plan Equity Rubric: Attending to Needs of the Most Vulnerable Populations

Developed by:



Overview: This tool is designed for districts and schools to assess the quality of their reopening plans by focusing on the most vulnerable populations the organization serves. The rubric is derived from a variety of resources and research provided by The Education Trust, The Aspen Institute, Chiefs for Change, Digital Promise, and other organizations deeply engaged in equitable school reopening for all students. The rubric:

- Is **NOT** designed to answer every question and assess every aspect of an organization’s reopening plan.
- **IS** designed to help analyze how reopening plans attend to equity for their most vulnerable populations.
- Is **NOT** designed to add another layer of complexity to the planning process.
- **IS** designed to help schools and districts easily surface gaps in their plans in relation to serving the most vulnerable populations.

Identification of Most Vulnerable Population. The district/school has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

1	2	3	4
Most vulnerable population has not been identified	Most vulnerable population has been identified	Most vulnerable population has been identified and there is an updated database and plan for continuous updating in place	Most vulnerable population has been identified, there is a regularly maintained database, and the planning process includes representatives from the most vulnerable population

Critical Supports for Most Vulnerable Students and Families. The district/school has planned to provide *meals*, a process to identify students for *IEPs* and methods for serving those who already have them, and *mental health services* to the most vulnerable students and families the organization serves.

1	2	3	4
Reopening plan does not specifically address critical supports	Reopening plan addresses critical supports for one reopening model only (e.g. moderate social distancing)	Reopening plan addresses critical supports for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan addresses critical supports for multiple models and spells out contingency plans in case of COVID-19 resurgence in school, district, and/or community

Educational Services for Vulnerable Populations. The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

1	2	3	4
Reopening plan does not specify academic interventions or supports for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students and provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations	Reopening plan specifies how to assess learning loss for most vulnerable students, provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations, and makes all guidance and resources easily accessible to staff and families

Operations and Resources for Vulnerable Populations. The district/school has planned to operationally support the most vulnerable population and aligned adequate resources to those operations. This includes technology access, transportation, clean and socially distant facilities, PPE and safety, and athletics.

1	2	3	4
Reopening plan does not specify how operations and resources will specifically serve vulnerable populations	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for one reopening model only (e.g. moderate social distancing)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models and spells out contingency plans in case of COVID-19 resurgence

Communication with Vulnerable Populations. The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.

1	2	3	4
Reopening plan does not include a communication strategy or plan for most vulnerable population	Reopening plan outlines a generic communication strategy for all populations	Reopening plan outlines multi-channel, ongoing communication that is targeted to the most vulnerable population	Reopening plan outlines multi-channel, ongoing communication with the most vulnerable population and leverages community partners in the communication process

Staffing for Most Vulnerable Populations. The district/schools has planned to adequately provide staff and support that staff in their service of most vulnerable populations.

1	2	3	4
Reopening plan does not include a staffing strategy nor professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy but no plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and professional development for serving the most vulnerable population. All staff are clear on their roles & responsibilities

Parent/Caregiver Supports for Virtual Learning. The district/school has a specific plan for supporting parents/caregivers in their critical, and often new/unknown role as “home learning coaches” for their children. This includes how to best support a child’s learning without doing the learning for them. This also includes creative systems and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.

1	2	3	4
Reopening plan does not include a strategy for supporting parents/caregivers	Reopening plan includes a one-time support opportunity but no sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers and process for frequent feedback and revisions of support

Notes:

1. Which vulnerable populations are you serving and/or considering related to your reopening plan?
2. What gaps need to be addressed?
3. What is your plan for monitoring implementation and making course corrections as needed?