



# Recovery Plan

## November 2, 2021

The Pullman School District Recovery Plan includes several components that address student well-being, professional learning, recovery and acceleration, diagnostic assessment, and community partnerships. Each component creates the structures for our district to examine the impact of the pandemic on student learning. Our belief is that our students learned many things during the pandemic and subsequent months of living in an uncertain world. Our goal will be to support our students and their families in their pursuit of re-learning and new learning while navigating a still uncertain world.

# Student Well-Being

Student well-being addresses social emotional and mental health needs of our students. This includes emphasis on cultivating relationships and creating safe spaces for our students to learn. Our plan includes structures to disaggregate data, assess student well-being, and provide instruction and supports that allow students to thrive in and out of school. This component embodies our cultural belief of “students first” by recognizing how important it is for us to address their social emotional and mental health needs. Throughout the pandemic our staff demonstrated a commitment to student well-being and we will continue to support their interest in learning from one another how to navigate this complex task. Further embedded in this component is student and family engagement in the recovery plan and processes.

<b>Equity Analysis</b>	Using the district template, disaggregate discipline, social emotional, and academic data -Quarterly at middle and high schools -Trimester at elementary schools <i>Dates have been established for data reviews</i>
	Review disaggregated data with staff, identify disparities <i>Following data reviews at the admin level, principals will share data with staff</i>
	Develop and implement plan to address disparities <i>Ongoing</i>
	Report disaggregation and plan to district staff and families <i>Following review by staff</i>
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<b>Assessment</b>	Utilize SAEBRS three times/year K-12, implementation will be communicated with staff and families. <i>Implemented at elementary level for Fall 2021</i> <i>Barrier identified for secondary students, developing plan to remedy</i>
<b>Social Skills Instruction</b>	Continue to implement Second Steps lessons K-5 <i>Implementation occurs regularly</i>

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*Second Step included in PD for paras and teachers new to materials*

Principals lead team observations of social skills lessons as a means for peer-to-peer observation

Utilize peer observation to share practices

Develop and implement structure for social skills instruction at middle and high schools; this includes exploring Dialectical Behavior Therapy approach to supporting social skills needs of secondary learners

*Middle School – piloting Character Strong*

*Social Skills adoption team exploring options for high school*

**Mental Health Supports**

Continue school-based mental health therapy

*Therapist caseload is at maximum capacity*

Expand number of clients

*Three interns currently placed in PSD*

Continue to advertise for additional therapist (ESSER Funded)

*Posting continued into the school year*

**Family Engagement**

Add family engagement coordinator to most impacted schools

*Position unfilled as of 11/2/2021. Principals will rescreen applicants.*

Access family input regarding most needed support

**Counseling Support**

Add school counselor at PHS to support post-high school planning (ESSER Funded)

*Counselor in place at PHS*

Continue Minds Matter Clubs and expand to include all schools

*Minds Matters clubs at PHS and LMS are meeting regularly. Will add elementary in January.*

**Advocacy/Advisory**

Explore advisory

*Tied to implementation of social skills instruction at high school level*

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<b>Attendance</b>	Continue with attendance efforts, identify students who have attendance barriers <i>Ongoing</i>
	Explore Tiered Attendance Approach
	Explore use of attendance self-assessment for school teams
<b>Virtual Conferencing</b>	Continue to provide access to families to parent conferences in a virtual format <i>Fall 2021 Conferences were virtual</i>
<b>Community Partnerships</b>	Collaborate with community agencies to support students - Wraparound with Intensive Services (WISE), Community Action Council (CAC), YMCA of the Palouse, WSU Center for Civic Engagement <i>Ongoing</i>

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## Professional Learning

This component addresses our continued efforts to support the development of our staff. Our commitment to provide meaningful, job-embedded professional development fosters collective efficacy and a shared commitment to learning exemplary practice to best meet the needs of our students. Social emotional learning and racial literacy have been themes of our most recent work and will continue in the next two years. In addition, we will support continued professional development as we adopt curriculum and explore secondary grading practices that address equity.

<b>Equity</b>	Expand upon Racial Literacy PD from 2020-21 school year
	Create guide for <i>Belonging Through a Culture of Dignity</i> to support book study across district <i>Chapters 1-2 complete</i>
	Practices that support cultural competency, cultural responsiveness, racial equity
	Secondary grading practices
	Restorative Practices - trainer within the district
	Distribute and access Student Equity Guide created by the Association of Washington Student Leaders student equity cohort
<b>Curricular Adoptions</b>	Continue Bridges Math Professional Learning and Development <i>October LID</i>
	Create self-directed modules related to Bridges Math
	Initiate ELA adopted materials learning <i>August 2021, October 2021 LIDs, September 2021 Collaboration Day</i>
<b>Social Skills</b>	Instructions in grades 6-12
	Materials acquisition at secondary level <i>Secondary adoption team meeting to explore resources</i> <i>Piloting Character Strong at LMS</i>
	Reinforce Second Step (building) <i>Ongoing lessons are taught in each of the elementary schools</i>

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<b>Standards</b>	Identify priority standards that need to be addressed during the 2021-2022 school year <i>Solution Tree PD</i>
	Align priority standards to assessment results
<b>Assessment</b>	Pre/post/formative as needed and/or required by OSPI
	Alignment of assessment results to instruction
<b>TPEP</b>	Continue TPEP sessions for new teachers (6 hours) <i>Completed November 9, 2021</i>
	Create opportunities for staff to refresh understanding of Danielson Framework
	Observation coding
<b>Community Partnerships</b>	WSU - team with experts to support equity Professional Learning and Development (PLD), balanced literacy PLD
<b>Literacy Resources</b>	Identify and purchase materials with an equity lens that includes diversity of authors and topics
<b>Assessment</b>	Expand partnership with WSU educational assessment department
<b>Professional Learning Communities</b>	Define PLCs, examine roles of PLCs, create structures (Solution Tree) <i>PLC Leadership Team PD 8/10/21 &amp; 11/21/21, 9/9/21, 10/1/21</i> <i>ELA Essential Standards 10/28/21</i> <i>Math Essential Standards 10/14/21</i>

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## Recovery & Acceleration

A long held understanding in the field of education is that students struggling to meet academic standard need to have access to core curriculum at multiple levels – below grade level, at grade level, and above grade level. How students access the material is often individualized as a means to recognize the differing learning needs between students. Our plan calls for intensive summer school programming as well as the addition of staff to strategically address skill gaps and accelerate forward rather than remediate learning needs. Student mastery is the focus of well-developed recovery and accelerated learning systems. Transition and completion supports are necessary for students who need additional avenues to finish classes and shift from one school setting to another (e.g., middle to high school.)

Our plan is written for a return to in-person learning at all grade levels, typical five day/week schedule.

Summer 2021	
	<b>Grades 1-5 (*ESSER Funded)</b> Offer two four-week sessions Focus: ELA, math and social skills <i>Complete</i>
	<b>Grades 6-8 (*ESSER Funded)</b> June Transition 5 -> 6 Focus: ELA writing, math <i>Complete</i>
	<b>Grades 9-12 (*ESSER Funded)</b> June Transition 8 -> 9 Focus: Credit Recovery, ELA writing <i>Complete</i>
	<b>Highly Capable Program eligible students</b> Summer day camps at Whitworth Transportation provided <i>Complete</i>

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2021-2023

**Recovery Teacher**

Designated position at each school (\*ESSER Funded)  
*Complete*

Position structure based on student data at each school

**Core+ Teacher**

KES/JES based on impacts of poverty, ELL, and social supports needs (\*ESSER Funded)  
*Complete*

**Class Size Reduction**

Grade 4 - KES (ESSER funded)  
*Complete*

Grade 5 - FES (ESSER funded)  
*Complete*

*\*Elementary & Secondary School Relief Fund*

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# Diagnostic Assessment

Central to our continued work to ensure students are growing academically and socially/emotionally is to utilize diagnostic assessments to identify their skill gaps and needs. Our district has utilized a comprehensive diagnostic assessment system for many years and will continue to do so as we engage in recovery learning. During the last year we have also used the SAEBRS to screen for social emotional needs. We will continue to implement best practice Student Intervention Teams at each school to analyze and plan responsively to our data. Our diagnostic assessments will be used for strategic instruction that is designed for students at each of their schools.

<b>Curricular Adoptions</b>	Utilize SAEBRS three times/year K-12 <ul style="list-style-type: none"> <li>September <i>Complete K-5</i></li> <li>January</li> <li>March</li> </ul>
<b>Academic</b>	DIBELS K-5 <ul style="list-style-type: none"> <li>September <i>Complete</i></li> <li>December</li> <li>May</li> </ul> <hr/> MAP Grades 1-8 <ul style="list-style-type: none"> <li>Fall 2021 <i>Complete</i></li> <li>Fall 2022</li> </ul> <hr/> MAP Grades K-8 <ul style="list-style-type: none"> <li>Winter 2021</li> <li>Winter 2022</li> </ul> <hr/> MAP Grades K-8 <ul style="list-style-type: none"> <li>Spring 2021</li> <li>Spring 2022</li> </ul> <hr/> WaKIDS <ul style="list-style-type: none"> <li>Fall 2021 <i>Complete</i></li> </ul> <hr/> SBA (assessment of previous grade) Grades 4-9, 11 <ul style="list-style-type: none"> <li>Fall 2021 <i>Complete</i></li> </ul> <hr/> SBA current grade assessment Grades 3-8, 10 <ul style="list-style-type: none"> <li>Spring 2022, <i>Tentative</i></li> </ul>

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## Data Disaggregation

Equity analysis is a requirement of our plan as determined by the Office of the Superintendent of Public Instruction to support the examination of student performance. As a means of ensuring educational equity, we will examine our data to identify populations that are especially vulnerable. This will include disaggregation of data by race, gender, homelessness, low income, foster, English learner, and special education populations. As disproportionate academic performance and well-being needs are identified, we will put practices in place that address the needs.

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