Steilacoom Historical School District No. 1

The best education for every student.

Est. 1854

Special Session of the Board of Directors

Steilacoom High School   54 Sentinel Drive   Steilacoom, WA

Wednesday, May 12, 2021 05:45 PM

I. CALL TO ORDER (Action)

a. Pledge of Allegiance
b. Roll Call
c. Agenda Approval

II. APPROVAL OF SALTAR'S POINT ELEMENTARY HVAC REPLACEMENT (Action)

Presenter: Melissa Beard

Saltar's Point Elementary HVAC Replacement.pdf (p. 2)

III. APPROVAL OF RESOLUTION 874-05-12-21 - Academic and Student Well-Being Plan (Action)

Presenter: Shawn Lewis

SHSD Academic and Student Well Being Plan.pdf (p. 3)

IV. COMMENTS FROM THE AUDIENCE

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments From the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. Please limit your comments to three (3) minutes. The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will not be heard outside of Executive Session. The Board reserves the right to terminate presentations containing personal attacks on individuals.

V. ADJOURNMENT (Action)

Regularly scheduled meetings of the Board of Directors of   theSchool District No. 1 are digitally recorded.

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: May 12, 2021

Strategic Focus Area

☐ Achieve

☐ Support

☐ Connect

☒ Plan

BACKGROUND INFORMATION

The HVAC system at Saltar's Point is a series of 34 rooftop units that were installed when the school was built in 1998. HVAC systems have an expected life of 15 years and staff have been monitoring the units closely and working to maintain them to extend the life. Four years ago, two units were replaced due to compressor failure and condensate pan corrosion. This project is to replace the remaining 32 rooftop units.

Staff have found increased pan rust under the units and this can lead to leaks in the roof. Also, these units at the end of their life are under more stress due to adjustments made as a result of the pandemic. There have been more fan failures and compressor issues because of the increased air exchanges and MERV 13 filters.

In March, the District advertised a Request for Qualifications for a Standard Energy Services Company (ESCO) to identify, design, install, commission, and monitor energy/utility conservation measures throughout the District. This resulted in responses from four companies; McKinstry, Hermanson, Millig Design Build, MacDonald Miller Facility Solutions. After releasing the Request for Proposals to the four companies, two companies responded; Millig Design Build and MacDonald Miller Facility Solutions.

Staff reviewed and scored the RFPs and the Guaranteed Maximum Price (GMP) was the deciding factor. Millig Design Build submitted the lowest bid at $400,000.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve issuance of a purchase order to Millig Design Build for $400,000 and authorize the Superintendent or designee to sign any associated contracts or agreements to install new HVAC units at Saltar's Point Elementary Schools with all services identified in the RFP.

Report prepared by:
Dr. Melissa Beard, Chief of Finance and Operations

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STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: May 12, 2021

<u>Strategic Focus Area</u>

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<u>BACKGROUND INFORMATION</u>

In response to two laws, one federal and one state, the office of superintendent of public instruction is requiring all school districts to submit an academic and student well-being recovery plan prior to June 1st. All plans submitted must be consistent with an OSPI provided template.

Staff has developed an equity analysis tool, consistent with OSPI requirements, and used this tool as part of the planning process. This tool will be refined over the next year with the assistance of internal and external stakeholders. The equity analysis tool is provided in the board materials.

Staff has also completed the OSPI template for the academic and student well-being recovery plan. This template provides a broad overview of district strategies planned for the next year, but specifics will be refined with more input from the community, families, staff and students. The completed template is provided in the board materials. After the board adopts the separate resolution, staff will submit the information from the template to OSPI in the required format.

Staff also has provided a PowerPoint which summarizes the elements in the OSPI required plan and has included it in board background.

<u>RECOMMENDED ACTION:</u>

The board adopt the required resolution, approving the District's academic and student well-being plan, directing the plan be placed on the district website, and reserving the right for the board to update and revise the plan as part of the district's continuous improvement process.

Report prepared by:
Shawn Lewis, Director of Community Relations and Planning

Resolution No. 874-05-12-21

Academic and Student Well-Being Plan

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, 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 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on the its website, making it accessible for those with disabilities and those in the community whose language is one other than English**;**

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction 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. This state law included specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction to create this plan to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the

Page 1 of 2

Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed**;**

NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the Steilacoom Historical School District Board (the Board) has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

Adopted by a majority of the Board of Directors of Steilacoom Historical School District No. 1 at a Special Board Meeting held on May 12, 2021.

BOARD OF DIRECTORS

_____
Chair

_____
Director

_____
Director

_____
Director

_____
Director

ATTESTED TO BY:

_____
Secretary, Board of Directors

Academic and Student Well-Being Recovery Plan

STEILACOOM HISTORICAL SCHOOL DISTRICT

SCHOOL BOARD PRESENTATION

MAY 12, 2021

Requirements

- Board adoption of a plan is required by Federal and State Law in order to receive federal American Rescue Plan Act funding

- Plan must be posted on the district website on a webpage that is accessible (not a PDF)

- An equity analysis tool is required to be used in developing the plan

- All school districts must address specific elements in their plan, using an OSPI provided template

Key SHSD Themes for Planning

- SHSD use of recovery funding will be based on student needs

- Student and family voice will be used to develop specific programs and services

- Academic and social emotional needs are integrated in all plans

- Equity analysis tools will be refined to ensure student supports address those furthest from educational justice in our system

- Professional learning will continue to be a focus for use of one-time funds due to the long lasting impact of staff development

- Best practices and research will inform the services provided to students including working from student strengths and focusing on both recovery and acceleration

Element 1: What Supports Do We Anticipate Providing For All Students?

- Multi-Tiered System of Supports, including Inclusionary Practices and Transition Supports

- SEL, Mental Health Supports, Building Relationships, and Student Voice and Perception

- Narrowing Standards, Mastery Based Learning, K-4 Literacy Focus, and Common Assessments

- Strategic Staffing including Advisory and Looping

- Additional Time: Before and/or After School, Additional Days, Summer School, Tutoring, and Acceleration Academy

Element 2: What Assessments Are Used to Inform Services and Instruction

- Curriculum Based Assessments (Grades K-10)

- WAKids (K) once per year

- iReady (K-8)

- Sight Words (K-3)

- Smarter Balanced Summative Assessments (3-10) once per year

- SpringBoard Assessments (9-12)

- Adverse Childhood Experiences Screening Tool (All Grades)

- Center for Educational Effectiveness Assessment Tool (3-12) once every two or three years

- Panorama (3-12)

- School-wide Information System Assessments (6-8)

- Well-Being Resources (K-12)

*All are provided multiple times per year unless otherwise noted

Element 3: How have we connected with the community to develop the plan?

- Spring Student Conferences

- Student Advisory Groups

- Thoughtexchange Surveys

- Additional Student Advisory Groups, Community Advisory Groups, ParentSquare Surveys, and Thoughtexchanges are anticipated to further develop and refine the plan

Element 4: Based on equity analysis and assessments, which groups need added supports?

- American Indian/Alaskan Native

- Black/African American

- Hispanic/Latino of any race(s)

- Two or More Races

- English Language Learners

- Low-income

- Students with disabilities

- Students experiencing homelessness

- Students in foster care

❖ All groups will be specifically considered when developing the interventions identified in element 1, for every applicable grade level

Element 5: How will we apply our equity tool and assessments to monitor student progress?

- Assessments will be used to inform school based, classroom based, and student based decisions wherever applicable

- Equity analysis tools will be refined and used quarterly and annually to monitor progress to close opportunity gaps

- Progress will be monitored at the school, department, and district level to adjust strategies as part of our continuous improvement process

Element 6: Where can we mentor other districts and where do we need support?

Where we can mentor other districts:

➢Social Emotional Learning
➢Neural Education

Which strategies would our district like additional support including professional development:

➢Acceleration Academies
➢Transition Supports

Summary of SHSD Equity Analysis Tool*

Engages staff to address race and equity impacts caused by instructional, programming, staffing, funding and policy choices.

- **When planning, consider:**
  1. Who is involved in making a decision? Who is at the table right now making this decision?
  2. Who is affected by the decision?
  3. What are the impacts of the decision?

- **During implementation:**
  1. Carry out the plan in a manner that is consistent with equity awareness.
  2. Document observations and record data.
  3. Consider whether the plan was implemented with fidelity and what changes were made.

- **After implementation, consider:**
  1. What does the data and observations tell us about equity impacts?
  2. How have we invited authentic feedback on our processes and outcomes?
  3. What changes need to be made in the next cycle to incorporate what we learned and mitigate race and equity impacts?

*The complete analysis tool is available on the district website. We expect this tool to be updated as we learn more and engage in more equity work over time.

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Steilacoom Historical School District

Please enter the name of the point of contact for this survey: Shawn Lewis

Please enter point of contact email address: shlewis@steilacoom.k12.wa.us
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

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

   Please enter the date this plan was approved: 05/12/2021

2. Steilacoom Historical School District (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: SHSD Equity Analysis Tool

   Please provide a link to the equity analysis tool used: www.steilacoom.k12.wa.us/UPDATE

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: 05/26/2021

   Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: www.steilacoom.k12.wa.us/UPDATE

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

1

- [ ] Balanced Calendar
- [x] Summer School
- [x] Building Relationships
- [x] Common Assessments
- [x] Early Learning (K-4 literacy)
- [x] Equitable Grading Practices
- [x] Extended Day Partnerships (CBOs)
- [x] Extracurricular Activities
- [x] High-quality Tutoring
- [x] Inclusionary Practices
- [x] Mastery Learning/Project-Based learning
- [x] Multi-tiered System of Supports
- [x] Narrowing Standards
- [x] Professional Learning
- [x] SEL and Mental Health Supports
- [x] Strategic Staffing (teacher advocates, advisory, looping)
- [x] Student Voice and Perception
- [x] 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	
[ ]	Accelerated Reader (AR)
[ ]	AIMSweb
[ ]	Amplify Insight (CCSS)
[ ]	Assessment and Learning in Knowledge Spaced (ALEKS)
[ ]	CPAA (NWEA)
[x]	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
[ ]	DIBELS
[ ]	Discovery Education Predictive Assessment
[ ]	DRA (Developmental Reading Assessment)

2

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

3

Academic Diagnostic Assessments
☒ WA-KIDS
☐ WIDA MODEL for Kindergarten
☐ WIDA MODEL (Grades 1-12)
☐ 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
☒ ACE
☐ Amplify Insight (CCSS)
☒ CEE
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
☐ Other - Write In (Required)
☒ Panorama Education School Climate Survey
☐ Student COVID Impact Surveys
☒ SWIS
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☐ Teacher Recommendation
☐ Universal Screener list of tools
☐ Universal Screener Guide
☒ WA-KIDS
☒ 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)
☐ Accelerated Reader (AR)	
☐ AIMSweb	
☐ Amplify Insight (CCSS)	
☐ Assessment and Learning in Knowledge Spaced (ALEKS)	
☐ CPAA (NWEA)	
☒ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12
☐ DIBELS	
☐ Discovery Education Predictive Assessment	
☐ DRA (Developmental Reading Assessment)	

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Academic Diagnostic Assessments	Grade(s)
☐ DRP (Degrees of Reading Power)	
☐ EasyCBM	
☐ FAST (Formative Assessment System for Teachers)	
☐ Fountas & Pinnell	
☐ Gates Macginitie	
☐ GMADE	
☒ GOLD (WaKids)	K
☐ GRADE	
☒ iReady	K-8
☐ IRLA	
☐ iStation	
☐ ITBS (Iowa Test of Basic Skills)	
☐ IXL	
☐ KARK (Kindergarten Assessment Resource Kit)	
☐ Lexia	
☐ MAP Math	
☐ MAP Reading	
☐ Mastery Connect	
☐ McLeod Assessment of Reading Comprehension	
☐ OSPI Screeners for Literacy Skills Associated with Dyslexia	
☐ PALS	
☐ Read 180 (assessment tools)	
☐ Read Well	
☐ Really Great Reading - Diagnostic Decoding Surveys	
☐ Running Records	
☒ Sight Words	K-3
☐ Smarter Balanced ELA Interim Assessments	
☐ Smarter Balanced ELA Summative Assessments	
☐ Smarter Balanced Math Interim Assessments	
☐ Smarter Balanced Math Summative Assessments	
☐ SMI (Scholastic Math Inventory SAM/MI)	
☐ SPI (Scholastic Phonics Inventory SAM/PI)	
☒ SpringBoard Assessments	9-12
☐ SRI (Scholastic Reading Inventory SAM/RI)	
☐ STAR Early Literacy	
☐ STAR Math	
☐ STAR Reading	
☐ Success for All (SFA)	
☐ SuccessNet	
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
☐ Teacher Recommendation	
☐ Universal Screener list of tools	
☐ Universal Screener Guide	

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Academic Diagnostic Assessments	Grade(s)
☒ WA-KIDS	K
☐ WIDA MODEL for Kindergarten	
☐ WIDA MODEL (Grades 1-12)	
☐ 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)
☒ ACE	K-5
☐ Amplify Insight (CCSS)	
☒ CEE	3-12
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☐ Other - Write In (Required)	
☒ Panorama Education School Climate Survey	3-12
☐ Student COVID Impact Surveys	
☒ SWIS	6-8
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
☒ Teacher Recommendation	K-12
☐ Universal Screener list of tools	
☐ Universal Screener Guide	
☒ WA-KIDS	K
☒ Well-being resources	K-12

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
☐ Accelerated Reader (AR)			
☐ AIMSweb			
☐ Amplify Insight (CCSS)			
☐ Assessment and Learning in Knowledge Spaced (ALEKS)			
☐ CPAA (NWEA)			
☒ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-10		X
☐ DIBELS			

6

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ Discovery Education Predictive Assessment			
☐ DRA (Developmental Reading Assessment)			
☐ DRP (Degrees of Reading Power)			
☐ EasyCBM			
☐ FAST (Formative Assessment System for Teachers)			
☐ Fountas & Pinnell			
☐ Gates Macginitie			
☐ GMADE			
☒ GOLD (WaKids)	K	X	
☐ GRADE			
☒ iReady	K-8		X
☐ IRLA			
☐ iStation			
☐ ITBS (Iowa Test of Basic Skills)			
☐ IXL			
☐ KARK (Kindergarten Assessment Resource Kit)			
☐ Lexia			
☐ MAP Math			
☐ MAP Reading			
☐ Mastery Connect			
☐ McLeod Assessment of Reading Comprehension			
☐ OSPI Screeners for Literacy Skills Associated with Dyslexia			
☐ PALS			
☐ Read 180 (assessment tools)			
☐ Read Well			
☐ Really Great Reading - Diagnostic Decoding Surveys			
☐ Running Records			
☒ Sight Words	K-3		X
☐ Smarter Balanced ELA Interim Assessments			
☒ Smarter Balanced ELA Summative Assessments	3-10	X	
☐ Smarter Balanced Math Interim Assessments			
☒ Smarter Balanced Math Summative Assessments	3-10	X	
☐ SMI (Scholastic Math Inventory SAM/MI)			
☐ SPI (Scholastic Phonics Inventory SAM/PI)			
☒ SpringBoard Assessments	9-12		X
☐ SRI (Scholastic Reading Inventory SAM/RI)			
☐ STAR Early Literacy			
☐ STAR Math			
☐ STAR Reading			
☐ Success for All (SFA)			
☐ SuccessNet			

7

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X
☒ Teacher Recommendation	K-12		X
☒ Universal Screener list of tools	2	X	
☐ Universal Screener Guide			
☒ WA-KIDS	K	X	
☐ WIDA MODEL for Kindergarten			
☐ WIDA MODEL (Grades 1-12)			
☐ 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
☒ ACE	K-5		X
☐ Amplify Insight (CCSS)			
☒ CEE	3-12	X	
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
☐ Other - Write In (Required)			
☒ Panorama Education School Climate Survey	3-8		X
☐ Student COVID Impact Surveys			
☐ SWIS			
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
☐ Teacher Recommendation			
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☒ WA-KIDS	K	X	
☒ Well-being resources	K-12		X

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)*

8

☐ 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
☒	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)

9

Strategies
☒ 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)

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

Strategies	Student Group(s)
☒ Acceleration Academy	All Groups Identified in #9
☐ Additional Instructional Time Before or After School	
☒ Additional School Days	All Groups Identified in #9
☐ Balanced Calendar	
☒ Summer School	All Groups Identified in #9
☒ Building Relationships	All Groups Identified in #9
☒ Common Assessments	All Groups Identified in #9
☒ Early Learning (K-4 literacy)	All Groups Identified in #9
☒ Equitable Grading Practices	All Groups Identified in #9
☒ Extended Day Partnerships (CBOs)	All Groups Identified in #9
☒ Extracurricular Activities	All Groups Identified in #9
☒ High-quality Tutoring	All Groups Identified in #9
☒ Inclusionary Practices	All Groups Identified in #9

10

	Strategies	Student Group(s)
☒	Mastery Learning/Project-Based learning	All Groups Identified in #9
☒	Multi-tiered System of Supports	All Groups Identified in #9
☒	Narrowing Standards	All Groups Identified in #9
☒	Professional Learning	All Groups Identified in #9
☒	SEL and Mental Health Supports	All Groups Identified in #9
☒	Strategic Staffing (teacher advocates, advisory, looping)	All Groups Identified in #9
☒	Student Voice and Perception	All Groups Identified in #9
☒	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All Groups Identified in #9

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)
☒	Acceleration Academy	All Groups Identified in #9	K-8
☐	Additional Instructional Time Before or After School		
☒	Additional School Days	All Groups Identified in #9	K-1, 9-12
☐	Balanced Calendar		
☒	Summer School	All Groups Identified in #9	K-12
☒	Building Relationships	All Groups Identified in #9	K-12
☒	Common Assessments	All Groups Identified in #9	3-12
☒	Early Learning (K-4 literacy)	All Groups Identified in #9	PS-4
☒	Equitable Grading Practices	All Groups Identified in #9	K-12
☒	Extended Day Partnerships (CBOs)	All Groups Identified in #9	K-5
☒	Extracurricular Activities	All Groups Identified in #9	6-12
☒	High-quality Tutoring	All Groups Identified in #9	K-8
☒	Inclusionary Practices	All Groups Identified in #9	K-12

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	Strategies	Student Group(s)	Grade(s)
☒	Mastery Learning/Project-Based learning	All Groups Identified in #9	K-12
☒	Multi-tiered System of Supports	All Groups Identified in #9	K-12
☒	Narrowing Standards	All Groups Identified in #9	K-12
☒	Professional Learning	All Groups Identified in #9	K-12
☒	SEL and Mental Health Supports	All Groups Identified in #9	K-12
☒	Strategic Staffing (teacher advocates, advisory, looping)	All Groups Identified in #9	6-12
☒	Student Voice and Perception	All Groups Identified in #9	4-12
☒	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All Groups Identified in #9	K-12

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 is in the process of developing and adopting equity analysis and review processes, and will use an equity analysis process quarterly and at the end of the year to monitor progress. Progress will be monitored at the school, department, and district level to adjust strategies as part of our continuous improvement process.

The equity analysis tool used for this plan will also likely be updated and adjusted based on the work of our educational justice committee to reflect updated practices that are adopted over the next year.

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.
Social Emotional Learning
Neural Education

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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.
Acceleration Academies
Transition Supports

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Steilacoom Historical School District Equity Analysis Tool

The purpose of this tool is to engage SHSD staff to address how race and equity impacts choices in instruction, programming, staffing, funding, and policy.

All members of the SHSD community should strive to implement and improve practices that equity awareness and combat racism through all of our activities and choices.

We encourage the application of this tool in any decisions that impact students, staff and families of the SHSD.

Plan: Before a Decision

Section A: Pause and examine who you are as an individual and as a decision making team.

1. Who is involved in making a decision? Who is at the table right now making this decision? What is our racial composition?
2. What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?
3. Based on our group membership, what inherent biases do we bring to the table?
4. What institutional power within the organization do we have? What powers do we not have?

Section B: Who is affected?

1. What is the racial composition of the impacted groups? Who is affected?
2. If known, what is the existing racial disparity we are trying to address? What is the data source?
3. What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?
4. What are the power dynamics or disparities between our team and those affected?
5. In which ways is the impacted group involved in the decision-making? Why that method?

Section C: What are the impacts?

1. How will the decision of this group advance equity in our system?
2. What evaluation tools and measures do we need to determine the impacts of our decision?
3. In what ways could the decision fail to advance equity?
4. What are the necessary resources to make this an equitable decision?
5. What are the potential challenges, structural barriers, or unexpected blind spots?

Implement the decision:

Section D: Implement the plan but adjust if necessary if equity objectives are not being met.

1. Carry out the plan in a manner that will improve equity awareness and combat institutional racism and racist practices
2. Document observations.
3. Record data.
4. Have we implemented the plan with fidelity? What changes did we make?

After the implementation of the decision: Study and Reflection

Section E: Analyze data and summarize what was learned. What do you think happened?

1. Did we succeed in advancing equity? To what degree? How do we know? (What evaluation tools and measures were used to determine the impacts of our decision?) If no, what steps will we take to ensure equity is still achieved?
2. Who helped us in ways you did not expect?
3. What are the unintended consequences, positive or negative?
4. How have we invited authentic feedback (especially from those most impacted) on our process and our outcomes?

Section F: Determine next steps

1. What changes need to be made in the next cycle to incorporate what we learned?
2. How can we mitigate and eliminate unintended consequences?
3. How can we be more deliberate in our work to engage diverse stakeholders in our planning?