

Mary M. Knight School District

Academic and Student Well-being Recovery Plan

Approved May 25, 2021

2021-2022

Universal Supports for All Students: What MMK universal supports are currently being provided or will be provided in the future to address gaps in learning and student well-being?

MMK will endeavor to offer a summer program (Summer School) in June/July 2021 to address learning loss in grades K-6 and Credit Recovery for students in grades 9-12. Students in grades K-6 who are in Tier 3 (most intensive) based on assessment data will be invited for this first intervention. Students in Grades 9-12 who have not earned credit in a Core Academic Class (Math, English, History), will be provided a credit recovery program.

In the fall of 2021, MMK will offer after school or before school tutoring (Extended Day Learning) in grades K-8 in six-week sessions over the 2021-22 school year.

In Grades 9-12, a Credit Retrieval class period will be offered to students to recover lost credits.

For the summer of 2022, MMK will plan to offer another summer program.

Diagnostic Assessments: Diagnostic assessment is a particular type of formative assessment (test) intended to help educator's identify student's specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domains specificity and design, diagnostic assessments can guide curriculum planning in more specific way than most summative assessments.

MMK will use the following Diagnostics during the 2021-22 school year.

- Kindergarten: WA Kids Assessment in the fall.
- Grades K-6 I-Ready for both Math and Reading Fall, winter and spring.
- Grades 7-12 MAP testing in both Reading and Math in fall and spring.
- The other diagnostic is the Smarter Balanced State Assessment that will be administered in the fall of 2021 for Grades 4-12.

The well-being diagnostic will be the same as listed above with the addition of Student COVID Impact Surveys administered to grades 7-12.

Student and Family Voice: In what ways did MMK include the following voices in the development of this plan?

Surveys and Staff Advisory Groups.

Strategic Supports for Students. Based on MMK'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?

The groups identified are low income, student with disabilities, students experiencing homelessness, two or more races.

The strategies and interventions for these identified groups are as follows: Additional Instructional time before or after school, Summer School, Building Relationships, Equitable Grading Practices, and multiple-tiered system of supports (MTSS).

Supports for Strategies/Interventions. Of the strategies/interventions that MMK has implemented, identify up to three in which your district has the knowledge, skills, and capacity to mentor another school district.

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

MMK has one year of I-Ready curriculum and training with students in the full remote, hybrid in-person and in-person and in-person model. MMK has utilized MAP's testing for the past several years to inform instruction. MMK has developed the PBIS model to develop a more positive school culture.

MMK would need more assistance in developing the MTSS model based on our enrollment size. MMK, based on its rural location, would need more Extended Day Partnerships. MMK would need more assistance for Project Based Learning.

Mary M. Knight School District

Equity Statement, Beliefs, Commitments, Efforts, and Tool

Equity Statement: Mary M. Knight is a school district that represents a variety of students and families in our community and those who have requested to be part of our school community by enrolling in the district. It is the desire and plan of those employed in the school district to consider all individuals in an equitable manner. In this effort, we will employ considerations for all recognized groups in decision making and planning practices that may affect individuals of any specific group such as race, economic status, religion, gender identity, etc. Culturally diverse and underserved populations within public school systems must receive equitable treatment and these factors should not be a predictor of overall student outcomes. Mary M. Knight School District will address the gaps that continue to exist because of history and current or institutional practices that do not take into account the value of diversity and the various needs for success of individual students or groups of students. It is a benefit to the Matlock Community when the focus is placed on the success of each and every child in the district. Mary M. Knight School District has a collective responsibility to ensure that children of every race, national origin, language, religion, gender, sexual orientation, gender identity or expression, socioeconomic status, and ability, optimize their potential at school.

Beliefs and Commitments: The beliefs and commitments of the Mary M. Knight School District continue to be:

We believe:

- Learning is vital and necessary for ALL.
- Staff, family, and community working together contribute to the success of each student.
- The basic needs associated with Maslow's Hierarchy should be met, including a safe and caring environment to maximize learning for any and all students.
- Schools must address the needs of the whole child in addition to the academic growth. We are building citizens of our community and country, as well.
- Equitable doesn't always mean equal.

Therefore, we are committed to:

- Ensuring a diverse and respectful learning environment.
- Providing a collaborative atmosphere where students, families, staff, and community can work together to support the learning of all students.
- Giving students an active role in participating and taking ownership of their learning.
- Setting high expectations for ALL.
- Providing a creative and motivating environment where students are able to take risks and explore their potential.

The Mary M. Knight School District aspires to provide respectful and relevant learning that supports the strengths associated with diversity, as well as creating a school where students,

families, staff, and community members feel welcome and able to contribute to the success of the students served.

District Equity Efforts:

The Mary M. Knight School District will prioritize eliminating barriers created by disparity and disproportionality through the following actions:

Professional Growth:

- Provide ongoing professional development opportunities associated with diversity, cultural awareness and cultural literacy.
- Train staff on the application of an equity lens or tool in examining and refining their practices.

Equity in District and Systems Operations:

- Continue the development and implementation of the equity decision-making tool.
- Collect, analyze, and use disaggregated data when appropriate to examine impact on cultural diversity.
- Identify institutional barriers and transform policies, procedures, and practices that lead to over-representation of students from underserved populations, including but not limited to discipline, poor academic performance, attendance issues, etc.
- Identify institutional barriers and transform policies, procedures, and practices that lead to under-representation of students from underserved populations, including but not limited to Highly Capable or accelerated learning, extra-curricular involvement, student recognition, etc.
- Recognize and empower the families of underserved students to become partners for student success.
- Conduct annual reviews of institutional practices and goal setting for equity and addressing gaps in cultural diversity and underserved populations.

Cross Reference School District Policies and Procedures:

3115 Homeless Students Enrollment Rights and Services

3115P Procedures for 3115

3121 Compulsory Attendance

3205 Sexual Harassment of Students Prohibited

3205P Procedures for 3205

3207 Prohibition of Harassment, Intimidation, and Bullying

3207P Procedures for 3207

3210 Non-discrimination

3210P Procedures for 3210

<https://www.simplypsychology.org/maslow.html#gsc.tab=0>, Maslow's Hierarchy of Needs,

Mary M. Knight School District Equity Decision Making Tool

Part I: Individual or Decision Making Team

- Who is making the decision (individual or group) and what is the cultural make-up of the individual or group?
- What dimensions of cultural diversity (gender, race, class, sexuality, gender identity, age, ability, immigrant status, etc.) are represented as part of this decision making team?
- What dimensions of cultural diversity (gender, race, class, sexuality, gender identity, age, ability, immigrant status, etc.) are not represented as part of this decision making team?
- Based on the cultural make-up of the decision-making team or individual, what inherent biases should be considered?
- Is there representation on the decision-making team or the individual of the institution's authority?

Part II: Stakeholder Impact

- What is the cultural make-up of the individual or group who will be impacted by the decision being made?
- Is there an existing cultural disparity that is attempting to be addressed (include the data source where the information was obtained)?
- What are the dimensions of cultural diversity of the impacted group?
- What are the disparities between the decision-making group or individual and the stakeholder group to be impacted by the decision?
- Is the stakeholder group involved in the decision-making process (if yes, include method of involvement)?

Part III: Impact of Decision

- How will the decision of the individual or team advance equity in the system as a whole?
- What evaluation tool will be used to measure the impact of this decision (include tool name or link)?
- In what ways could the decision have a baseline or negative impact on equity (cons of decision)?
- What resources are necessary to make this an equitable decision?
- What are the potential challenges, structural barriers, unexpected blind spots?

Part IV: Reflection (To be completed after the decision has been implemented)

- Did the decision advance equity within the system (including to what extent and what evaluation tools were used to measure the level of success)?
- If the decision did not advance equity, what steps will be taken to work towards a more equitable outcome?
- What additional stakeholders provided unexpected assistance in this decision?
- Were there unintended consequences, positive or negative, that resulted from the decision?
- Did the individual or team seek feedback from their stakeholders?