

**Shaw Island School District LEA Academic and Student Well-being Recover Plan
Board Approved: 5/18/2021**

Shaw Island School District is a remote island district with one two-room school. Nine students are enrolled in the 2020-21 school year in grades K - 8, with K - 4 in the lower grade class and 5 - 8 in the upper grade class. Shaw Island Elementary School prides itself in offering students unique opportunities through a low student to teacher ratio which offers students unique, individualized learning opportunities.

Pre-Planning

Team Planning Structure: Team will consist of the instructional committee (head teacher, office administrator, community volunteer, board member). Due to the small size of our school, all families will be involved through monthly parent meetings.

Set Vision and Goals:

Equity Analysis Tool. District Developed Equity Analysis Tool from OSPI resources. (Attached)

Work Plan

Tools carried over from remote learning: During remote learning (3 months during the 2019-20 school year and 7 months during the 2020-21 school year) we were able to utilize visiting instructors from outside of our school community and community volunteers through Zoom. Students worked with scientists, artists, and musicians from different parts of the state and country, and even internationally. Also, community members volunteered their time via Zoom. Back in the classroom, we can continue to engage with instructors from any location. Additionally, community members can volunteer in person or via Zoom. Working with community members strengthens the students' ties to the community and provides interactions which might otherwise be unavailable. Zoom has opened many new educational opportunities that we were not aware of pre-COVID.

Student and family input: The District has implemented monthly parent meetings and is endeavoring to keep families updated on District processes. Communication with families will be ongoing on how to improve family input.

Student Well-Being

Student Well-Being will be checked using District's Equity Analysis Tool

The District's small community of 9 students and 2 teachers provides opportunities for individual observations as well as conversations regarding student well-being.

During remote learning, teachers worked on social emotional well-being (Zone curriculum, Random Acts of Kindness, art relaxation exercises). Back in the classroom teachers are promoting a sense of normalcy and giving students time to interact with each other in playful, low-stress situations.

Student and Family Voice

Equity checks: With a small school community, (2020-21 school year, 9 students:2 teachers) teachers are able to engage daily with parents. Teachers have one on one interactions with students throughout every school day.

Professional Learning

Teachers participated in an OSPI sponsored Racial Literacy Online Course for Educators during the 2020-21 school year; Managing Emotions in Time of Uncertainty & Stress (Yale Center for Emotional Intelligence); Neurographica Art; Teaching Tips: Virtual Class.

Teachers will continue to have SEL PD opportunities as they become available.

The District is currently contracting with a neighboring district for TPEP and hope to join staff trainings at that district and other neighboring districts.

Grading Equity: With a small student to teacher ratio (9:2 in the 2020-21 SY), teachers are able to work individually with students who are not performing at grade level by establishing goals and developing learning plans to support their success in meeting or exceeding grade level expectations.

Recovery and Acceleration

Student Wellbeing: A common concern of families during remote learning was the lack of socializing for their children. With the small number of students (9) in school during the 2020-21 school year, students were able to return to in-person learning. Fridays were kept in the hybrid model because students/families had been working on independent projects, and families expressed interest in continuing those projects.

Due to a small student/teacher ratio, a rigorous remote learning model, and a 96% return to in-person learning, students remained at grade level, or in some cases above grade level. Students, however, felt the impact of being isolated from their fellow classmates and friends.

The recovery plan includes the steps below to help students recover from the long months alone, to promote a sense of normalcy, and to promote a sense of belonging to our school and our community:

Giving students more time together: Adjustments from pre-COVID schedules were made increasing the number of and duration of recesses.

Community Involvement: Working with the San Juan Preservation Trust. The School Board entered into an interlocal agreement to use Preserve Property adjacent to the school for special activities, such as nature journaling, and to work with Preservation Trust staff members on community service projects, such as planting trees.

Future Plans: 2021-22 school year field trip to Canoe Island French Camp

Teachers and staff in partnership with families and community members will continue to look into opportunities to support student well-being



Shaw Island School Race & Equity Impact Decision-Making Tool

Instructional Committee Approval: 5/13/2021

The purpose of this tool is to engage everyone involved in Shaw School to learn, think, and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Shaw School community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff, and families of Shaw Island School District.

Before a Decision

Section A: Pause and examine YOU: Who are you as an individual and as a decision maker?

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

Section B: Who is affected?

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

Section C: What are the impacts?

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

After the implementation of the decision: Reflection

Section D: What do you think happened?

- ❖ Did you succeed in advancing equity? To what degree? How do you know? (What evaluation tools and measures were used to determine the impacts of our decision?) If you did not succeed in advancing equity, what steps are being taken to ensure equity is still achieved?
- ❖ Who helped you in ways you did not expect?
- ❖ What are the unintended consequences, positive or negative?
- ❖ How have we invited authentic feedback (especially from those most impacted) on our process and our outcomes?

Summary of Findings (accountability)

What are the next steps?