



**2021-22 ACADEMIC AND STUDENT
WELL-BEING
RECOVERY PLAN**

San Juan Island School District #149
P.O. Box 458
Friday Harbor, Washington 98250

2021-22 Academic and Student Well-being Recovery Plan

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SAN JUAN ISLAND SCHOOL DISTRICT MISSION VISION AND GOALS

MISSION: The mission of the San Juan Island School District is to promote excellence through high expectations, superior instruction and academic content that is challenging, relevant; and to engage every student every day.

VISION: The vision of the San Juan Island School District is that our students will be prepared for life's challenges, to be productive citizens, and to be critical thinkers, who are happy, healthy and compassionate.

CULTURAL BELIEFS:

- **ENGAGE THE COMMUNITY:** I will commit to engaging others in the process, and I will be an active participant in the school community.
- **CULTIVATE EQUITY:** I recognize, value and respect individual needs, identities, cultures, interests, and strengths of all.
- **CULTIVATE GLOBAL AWARENESS:** I will keep current on global issues and integrate these topics into community conversations and activities.
- **ADVOCACY:** I will create safe and productive environments that embrace self-advocacy.
- **PROVIDE OPPORTUNITY:** I will provide opportunities to help you be successful on your path.

GOALS:

1. Within three to five years, the San Juan Island School District will reduce achievement gaps by engaging students, families, staff and the school community to identify barriers.
2. Within the next five years, the San Juan Island School District will create college and career pathways through a robust STEAM program by expanding Career Technical.

OUR DISTRICT COMMITMENT TO NON-DISCRIMINATION:

San Juan Island School District does not discriminate in any programs, activities, or employment opportunities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

NONDISCRIMINATION PROGRAM OFFICERS

CIVIL RIGHTS COMPLIANCE COORDINATOR

- **Cynthia Luna McVeigh, Human Resources Director**
PO Box 458
Friday Harbor, WA 98250
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cynthiamcveigh@sjsd.org

TITLE IX OFFICER

- **Becky Mudd Bell**
PO Box 458
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504 OFFICER, ADA COORDINATOR

- **Becky Mudd Bell, Special Services Director**
PO Box 458
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HOMELESS LIAISON

The District is committed to improving educational outcomes for homeless students through increased identification services, in-school supports, and housing stability. The following people have been designated to handle inquiries regarding homeless students:

DISTRICT WIDE HOMELESS LIAISON:

- **Becky Mudd Bell, Special Services Director**
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INTRODUCTION

San Juan Island School District recognizes the impact COVID 19 has had on student learning, social skills, emotional well-being, and special education disability services. It is imperative that these student needs are addressed. Through careful consideration and in collaboration with district partners, the SJISD counselor consortium, administrative partners, and intervention program coordinators, SJISD has committed to creating a recovery plan that is designed to lessen the negative impacts of Covid-19 on student success. The following plan details the process that will be implemented to mitigate the impacts students experienced during the Covid-19 pandemic.

- **Phase 1 — June 2021:** Initial LEA plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.
- **Phase 2 — November 2021:** Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22. Continue to collect data.
- **Phase 3 — April 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022–23+) (e.g., moving to a balanced calendar, implementing standards-based grading, or project based learning).



EQUITY AND IMPACT

Educational equity is a foundational part of our educational system for every student in our school district. We began this Academic and Student Well-being Recovery Plan by using our equity tool to inform our decisions and planning by anticipating a range of perspectives and needs. Our recovery plans and decisions are made to support equity and inclusion and we support those values.

San Juan Island School District Equity and Impact Decision Making Tool

The purpose of this tool is to engage everyone involved in San Juan Island Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the San Juan Island Schools 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 the San Juan Island School District School District.

BEFORE A DECISION

Ask... **WHO ARE YOU?** (as an individual and as a decision-making team)

1. Who is involved in making the decision? Who is at the table? What is the team's racial composition?
2. What diversity beyond race is represented at the table?
3. Based on the group membership, what inherent biases do we bring to the table?

Ask... **WHO IS AFFECTED?**

1. What is the racial composition of the affected groups?
2. IF known, what disparity are we trying to address? What is the data source?
3. What diversity beyond race are impacted in the group?
4. In which ways are the impacted group involved in the decision making?

Ask... **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 our decisions fail to advance equity?
4. What resources are necessary to make this an equitable decision?
5. What are the potential challenges, structural barriers, or unexpected blind spots?

FRIDAY HARBOR ELEMENTARY SCHOOL

Introduction

Friday Harbor Elementary School's Academic Recovery and Student Well-Being Plan is the product of collaboration that involved the following group members:

- CJ Wavra (5th grade teacher)
- Elyn Goodrich (Title I teacher)
- Holly Wehner (K teacher and admin intern)
- Myah Thompson (2nd grade teacher)
- Noel Harley (4th grade teacher)
- Shelly Kees (Special Education teacher)
- Sue Kareken (Science teacher and technology liaison)
- Susan Stehn (Office Manager)
- Terra Holmgren (Counselor)
- Tessa Nichols (parent)

The group asked the certificated and classified staff to reflect on lessons learned from remote and hybrid. The common denominators on the *plus side* were:

Academic

- Extra collaboration time for teachers
- Smaller class sizes
- Gains in instructional technology skills (for both teachers and students)

Student Well-Being

- Teleschool and hybrid school created extra family time
- Students built resilience
- There were few to no behavior problems

The common denominators in the responses on the *▲ side* were:

Academic

- There was loss of academic learning and, therefore, limited or no growth

Student Well-Being

- There was loss of social skills
- There was an increase in mental health problems, such as anxiety and depression
- Accurate Regular Daily Attendance during teleschool was difficult to track

Alignment with the School Improvement Plan (SIP)

The 2020-2021 School Improvement Plan has an Academic goal and an MTSS goal (Multi-Tiered Student Support). The academic goal is to raise assessment scores for reading. The MTSS goal is to increase regular daily attendance and reduce the number of office discipline referrals (ODRs), both to contribute to a stronger sense of belonging and to social acceptance.

In the context of teleschool and hybrid school, the group identified the following tasks carried out in 2020-2021 that relate to the SIP:

Academic

- Adapt/consolidate/condense teaching Reading and Math to still meet the CCSS (Common Core State Standards), as advised by AchieveTheCore.org (the original CCSS authors)
- Engage in literacy training about the adaptations the authors of Units of Study made (our literacy curriculum) for teaching during COVID-19
- Implement an after-school reading support program for students

Student Well-Being

- Implement Positive Behavioral Interventions and Supports (PBIS)
- Hold Student Support meetings for students identified with high social-emotional needs
- Conduct Mindfulness activities in the classroom and Wellness training for staff
- Teach Kelso's Choices and Second Step to students. Both are geared towards increasing self-image and confidence as well as anti-bullying strategies
- Accommodate students and their families with increased requests for social-emotional support

Data Review

Sources available by grade level:

K	WaKIDS (Washington Kindergarten Inventory of Developing Skills)
1st	MAP (Measurement of Academic Progress) for Reading and Writing
2nd	MAP
3rd	MAP
4th	MAP
5th	MAP
K-5	WA State Report Card (no data during school closures)
K-5	Regular Daily Attendance records
K-5	Office Discipline Referrals (through SWIS, School-Wide Information System)
K-5	Classroom-based assessments
K-5	Recommendations from teachers
K-5	Recommendations from the school counselor

Academic

The most recent SBA results (Spring 2018-2019):

Spring 2018-2019	SBA Reading
3rd - 5th grade	61.5% met standard (Level 3 or Level 4)

The summarized MAP results:

Fall 2019 - 2020	MAP Reading
1st - 5th grade (Kindergarten did not take the MAP)	73.6% met Level Average, High-Average, or High
Kindergarten Readiness	75.5% (Literacy - through teacher observation)

Spring 2019 - 2020	MAP Reading
No MAP due to teleschool	No data

Spring 2020 - 2021	MAP Reading
1st - 5th grade	65% met Level Average, High-Average, or High
K - 5th grade	63.8% met Level Average, High-Average, or High

Student Well-Being

Regular Daily Attendance - Students that miss less than two days a month on average throughout their enrollment in that school year.

9/1/2017 - 2/28/2018	9/1/2018 - 2/28/2019	9/1/2019 - 2/28/2020	3/1/2020 - 6/18/2020	9/3/2020 - 5/20/2021
78.1%	79.5%	76.6%	74.1 (teleschool included)	73.9% (teleschool and hybrid)

Analysis

During COVID OSPI first did not require attendance taken as usual; followed by the coding "Engaged/Not Engaged"; followed by a return to normal attendance-taking.

Plan

Moving forward, the plan is to run aggressive attendance campaigns, using AttendanceWorks.org's suggestions, strategies, and materials.

Also, the district family liaison has had some success making home visits to help get students to school., as had the principal.

Office Discipline Referrals (ODR)

2019 - 2020 (180 days)	2020 - 2021 (160 days to-date)
282 referrals	1 bus referrals
1.3 referrals average/day	0.0 referrals average/day

Analysis

Possible reasons for decline from 1.3 ODRs to 0 ODRs

- No lunches on campus
- Smaller class sizes
- Shorter instruction

Plan

- Prepare for all day every day all students return to school in Fall 2021 by
- Reorganizing lunchroom to create more space for lunch cohorts
- Increase lunchroom supervision
- Increase playground supervision
- Teach proactive lessons about bullying, respect, and accountability through Kelso's choices, Second Step, and Character Strong curricula; delegate more tasks to classroom teachers to contribute to being as proactive as possible
- Create family engagement opportunities (e.g., Love and Logic classes for parents)

The Plan

Academic

1. Implement an after-school reading program (under Title I)
 - 40 seats available
 - From 3:00 - 4:00 every school day
 - Supervised by 4 para educators
 - Using Fast ForWord curriculum
 - Goal setting with students
 - Weekly parent reports sent home
2. Implement Summer School for Math and Literacy
 - 40 seats available
 - 4 weeks in June - July 2021
 - 16 days total
 - 8:15 - 10:45 for grades K - 2
 - 8:30 - 11:30 for grades 3 - 5
 - Taught by 2 certificated teachers and 2 para educators
3. Expand and intensify parent knowledge of Fast ForWord curriculum for reading support at home.
4. Create professional development opportunities for teachers and para educators to be trained in mathematical thinking skills, with an emphasis on equity and growth mindset.
5. Offer Sheltered Instruction Observation Protocol refresher (SIOP) "refresher" to align and use content objectives and language objectives in every classroom.
6. Create an opportunity for up to 10 teachers to be trained this summer (2021) in Project Guided Language Acquisition Design (GLAD).

Student Well-Being

Multi-Tiered Student Support (MTSS) Tier 1 - all students

1. Teach Second Step Social-Emotional Learning and Child Protection Unit
Taught in all grade levels (K-5). Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children.

2. Add counselor time. Beneficial for increasing delivery of Social-Emotional Learning lessons (SEL), as well as helping teachers deliver Student Support (SS) and SEL. Partnership with Prevention Coalition will give the FHES counselor an additional 4-6 hours per week to prepare and teach SS, through county Mental Health funds.
3. Teach School-wide PBIS expectations: Safe, On Task, Accountable, Respectful (SOAR). This builds community and promotes student feelings of safety and well-being. The PBIS team will make SOAR videos, featuring students only, to explain SOAR and SOAR rewards. Students are encouraged to show SOAR behaviors, and awards help build a sense of belonging and fun. The video enabled SOAR to be promoted to both hybrid and teleschool. SOAR and SEL morning announcements will be made (including Second Step reminders). SOAR rewards drawings every Friday - announced school-wide to encourage community and sense of belonging and encourage SOAR Behaviors.
4. Evaluate MTSS efforts with student surveys to capture student perceptions of safety, belonging, and well-being.
5. Implement Character Strong curriculum in 2021 - 2022. This program is designed as either a stand-alone SEL and character program, or to supplement existing SEL, such as Second Step. We hope to equip elementary students with a strong SEL foundation that is consistent with our middle and high school SEL concepts and teachings, so that we have vertical alignment to collaborate in horizontal as well as vertical SEL PLCs, if needed.
6. Introduce and teach Kelso's Choices in grades K -1. Kelso's Choices teaches conflict management skills for children Pre-K through 5th grade. This conflict resolution curriculum teaches children the difference between big problems and little problems. Kelso the frog is a fun and engaging way for children to learn conflict management.
7. Form a partnership with Generation Wellness, a company that provides staff training in holistic teaching practices, which will empower educators to strong hearts, minds, and bodies.

MTSS Tier 2 - interventions for identified students that do not respond to Tier I support:

1. Student Support Team (SST) meetings will be held every Monday.
2. The school counselor will facilitate small group counseling (e.g., friendship groups, "worry warriors" groups, Second Step skills groups).
3. The school counselor will provide individual counseling. Needs addressed include anxiety, stress, managing feelings, friendship, grief, social skills, frustration management, executive functioning, etc. Counselor meetings occur via teacher/staff referrals, parent referrals, and student self-referrals.
4. Maximize the Primary Intervention Program (PIP), in which students meet individually with the PIP coordinator. Although the program is primarily intended for the primary grade, occasionally we have a referral from the upper grades.

MTSS Tier 3 - interventions for identified students that don't respond to Tier I and II interventions and support:

1. Crisis intervention
The counselor will work with bullying concerns, safety concerns, electronic Gaggle alerts (Student Safety and School Safety), CPS referrals, and facilitate initial suicide assessments and follow up.
2. Therapy referrals
FHES will make regular referrals for students to Compass Mental Health, private therapy, and the WISe program (children's intensive outpatient treatment). We then work together as appropriate with these referrals to best support students in a wrap-around model.
3. Learning POD partnership with Family Resource Center (FRC)
The FHES counselor, teachers, and Special Services team will work together to refer students to this free FRC Learning Pod, designed for students facing challenges in the teleschool and hybrid models, and work together ongoing to support students and families as needed (e.g., meeting with POD teachers and the director, the FHES counselor teaching SEL to POD students, ordering lunches for students, organizing bus transportation for POD students, assisting families with the referral process, etc.).

4. Referrals to local programs and non-profits
This will build safety factors (countering risk factors) for students and families: Mentor program, 4-H, rental assistance, domestic violence assistance, holiday assistance programs, sports and other extracurricular activities, after school programs, preschool assistance and scholarship programs, etc.
5. Parent and family support
The FHES counselor has had a significant increase in parent communication during COVID 2020 and 2021 - emails, phone calls, in person meetings, etc. Parents report needing support with general parenting, increased anxiety in children, emotional outbursts, sleep problems, grief/loss, family changes, online concerns, managing teleschool, learning concerns, etc. Parents asking for counseling for themselves or the family, in addition to the children. Referrals in general as needed.
6. Love and Logic
The counselor and a certificated teacher will teach Love and Logic to Staff and parents Parenting with Love and Logic - online parenting class taught by the Counselor and a Teacher.
7. Staff meetings
The counselor, principal, and PBIS team will regularly incorporate SEL support for staff during staff meetings - teaching mindfulness, the importance of self-care, providing time to share feelings and concerns, teaching Feel Good plans, etc.

Final Analysis and Timeline

PLAN in 2021-2022

Having looked at the data for academic achievement, attendance, discipline referrals, and social-emotional well-being, the Recovery Plan Team recommends we consistently analyze data in said areas monthly throughout the school year. Qualitative and quantitative data will be collected and interpreted by the staff to identify trends and act on those. They are:

- The academic achievement data will be provided by the grade level teams.
- The attendance data will be provided by the attendance secretary.
- The discipline data will be provided by the office manager.
- The social-emotional well-being data will be provided by the school counselor.

The Instructional Leadership Team will review the current Recovery Plan in November of 2021 and April of 2022.

STUDY in 2021-2022

Academic

- Study/review and interpret data (WaKIDS, MAP, State assessments)
- Collect data from IEPs and ELPA21 to focus on discrepancies for students of color, students with Special Abilities, and students of poverty.

Student Well-Being

- Analyze and interpret student and parent surveys
- Classify and quantify student visits to the counselor
- Analyze effectiveness of Mindfulness activities in classrooms (3 time each day)
- Triangulate and interpret Regular Daily Attendance and discipline data with ethnicity data, boys / girls, special Services, poverty, time of day, day of week, location on campus, etc.
- Quantify and qualify referrals to outside services

DO in 2021-2022

Academic

- Administer MAP three times (Fall - Winter - Spring) instead of two
- Plan for a year-long after-school literacy program, with increased student capacity and more volunteer/parent involvement
- Increase grade level collaboration in common plan times (no-student Wednesdays have been greatly appreciated, but they will disappear in 2021-2022)
- Develop more frequent common assessments within grade levels
- Continue training for all teachers with a Literacy Coach
- Make Summer School Plans for Summer 2022

Student Well-being

- Better streamline and organize CARE / SS team meetings; e.g., by implementing an Rtl model
- Facilitate frequent and consistent wellness activities for students and staff to support social-emotional learning and teaching
- Counselor and teachers will teach Second Step curriculum
- Counselor and teachers will teach Character Strong curriculum
- Have access to a family liaison
- Increase collaboration with with WISE/Compass Health
- Organize EL parent nights
- Improve regular daily attendance by educating parents

Additional data

Enrollment by ethnicity and gender

White students make up the largest group (71.8%), followed by Hispanic / Latinx (21.8%)

Enrollment by student status

Notables are English Language Learners (11.1 %), currently served by one ELL Teacher, who also serves ELL students at the Middle School and High School, Low-Income families (33.2%), and Students with Disabilities (23.5%).

The latter group is well above the state average, which means a relatively large demand on our financial, human, and physical resources. Our plan is to be screen referrals for Tier II students. We must solidify and diversify our repertoire of effective teaching strategies and interventions to avert a disproportionate influx of students with new IEPs.

Our ELL population is growing steadily. We must ensure that we have the staffing and curricular materials to serve the students and exit them from the ELL program as soon as we can, based on the ELPA21 scores. Integration of SIOP and Project GLAD. Staff has been and will be trained in both.

WaKIDS

WaKIDS, the Washington Kindergarten Inventory of Developing Skills, includes an assessment that is administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy and Math. While the only requirement for kindergarten is to be five years of age by August 31, children who demonstrate readiness in all six areas have a greater likelihood of success in kindergarten and beyond.

2019 - 2020: 55.1% (6 of 6 areas)

English Language Learners (ELL)

ELPA21 (English Language Proficiency Assessment) 2019 - 2020

- 30 students
- 2 students exited the program
- 2 out of 9 K students scored a 5 on reading (not a required skill)

From Performance Levels 1 - 5 (5 being the highest):

Reading Average grades 1 - 5	Level 3.2
Listening Average grades K - 5	Level 3.6
Writing Average grades 1 - 5	Level 2.6
Speaking Average grades K - 5	Level 3.9

FRIDAY HARBOR MIDDLE SCHOOL

Introduction

Friday Harbor Middle School altered its method of instruction during the 2020-21 school year because of the Covid-19 pandemic. We started the school year in a teleschool model with students receiving their instruction remotely through Zoom. Attendance was recorded based on the students who were part of the zoom classes. Google Classroom and Skyward were used to manage coursework in each class.

We finished the last third of the school year in a hybrid model of instruction with two in-person cohorts with one meeting in the AM and one in the PM. Throughout the hybrid model of instruction teachers continued to teach a cohort of students remotely. All three cohorts connected with teachers directly four days a week in addition to a Wednesday each week of asynchronous learning.

The middle school had 30% of in-person hybrid instruction and 70% of remote or asynchronous instruction. When in a hybrid model, 92% of students were in person and 8% of students remained remote.

The Instruction Leadership Team (ILT) created this recovery plan and it consisted of the following members:

- Amara Zee (Counselor)
- Andy Duke (Teacher)
- Christy Putney (Teacher)
- Cindy Williams (teacher)
- Jenny Wilson (Teacher)
- Martin Yablonovsky (Principal)
- Rod Turnbull (Assistant Principal)

As the ILT compared data from this 2020-2021 school year to previous school years, it was clear there was a decline in student attendance, academic grades, and student & emotional wellbeing. **The goal of our recovery plan is to return to pre-Covid-19 attendance, academic, and social/emotional wellbeing numbers.**

Data Review

Student Attendance – We compared the 2020-2021 student attendance with that of 2019-2020. As of May 13, of each school year, we noticed that students had attended 90.55% of their classes in the 2019-2020 school year and 81.48% of their classes in the 2020-2021 school year. This comparison results in an attendance decline of 9.07%.

Academic Grades – We looked at the percentage of students who were failing at least one of their classes in the month of May of that school year. When we compared this year's grades with last school year, we noticed that in math/science there was a decline

in students failing classes and an increase in students failing in language arts/social studies. However, when we compared this year's grades with May grades from the 2018-19 school year, the % of students not passing a class increased in every category.

	Math/Science % of students not passing at least one class in May	English/Socials Studies % of students not passing at least one class in May
8th Grade		
2021	19%	32%
2020	20%	20%
2019	13%	19%
7th Grade		
2021	14%	12%
2020	38%	22%
2019	10%	12%
6th Grade		
2021	13%	13%
2020	15%	2%
2019	8%	7%

We also compared MAP test data between this school year and last year. To get the best understanding of possible improvement or decline we compared the same students between the two years. For example, for the current 8th graders were compared with last year's 7th graders. A decline in the % of students at or above norm grade level is readily apparent. This decline is seen in all categories except for the current 8th grade reading scores.

MAP Test - Students at or Above Norm Grade Level

	Math		Reading	
	Fall, 2019-2020	Spring, 2020-2021	Fall, 2019-2020	Spring, 2020-2021
8th Graders	35%	22%	29%	31%
7th Graders	29%	17%	32%	27%
6th Graders	42%	18%	45%	15%

Social & Emotional Wellbeing – Listed below are the results from a climate survey given to all middle school students in Fall 2019 and Spring 2020.

Here are the key points that we gathered from this comparison:

1. While most survey questions demonstrated a decline in student wellness, when asked about safety at school, students said they felt safer this school year.
2. Students reported more problems finding a group of friends this year.
3. This school year has students feeling fewer adults are trying to get to know them.
4. The percentage of students is decreasing who feel that someone at school cares.

Middle School Climate Survey

1. I belong to a group of friends at school	Agree	Disagree
Fall, 2019-20	74.10%	25.90%
Spring, 2020-21	48.50%	51.40%
2. I am treated with as much respect as other students	Agree	Disagree
Fall, 2019-20	66.50%	33.50%
Spring, 2020-21	66.70%	33.20%
3. Adults at school care about me.	Agree	Disagree
Fall, 2019-20	70%	30%
Spring, 2020-21	67.70%	32.20%
4. I feel safe at school.	Agree	Disagree
Fall, 2019-20	63.20%	36.80%
Spring, 2020-21	75.6%	24.4%
5. I usually feel calm and relaxed at school.	Agree	Disagree
Fall, 2019-20	39.20%	60.80%
Spring, 2020-21	35%	65%
6. My teachers take time to get to know me.	Agree	Disagree
Fall, 2019-20	56.80%	43.20%
Spring, 2020-21	49.7%	50.3%
7. If I have a problem there is at least one adult at school I can talk to.	Agree	Disagree
Fall, 2019-20	66.80%	33.20%
Spring, 2020-21	58.1%	41.9%
8. People at my school care if I am not there.	Agree	Disagree
Fall, 2019-20	50%	50%
Spring, 2020-21	26%	74%
9. I feel safe in the neighborhood by my school.	Agree	Disagree
Fall, 2019-20	71.10%	28.90%
Spring, 2020-21	70.3%	29.7%
10. Adults are able to stop someone from being a bully.	Agree	Disagree
Fall, 2019-20	42.40%	57.60%
Spring, 2020-21	46%	54%

The Plan

Attendance – Our students will be learning in-person and full-time next school year. If students want to continue with remote instruction, they will need to transition to Griffin Bay. This return to in-person learning and the clarification of how we will handle remote learning will improve student attendance. Here are other components to our plan that will help us improve student attendance:

- We will be diligent in working as a team (truancy officer, teachers, paraprofessionals, administration) to ensure that we adhere to our tardy/truancy protocol.
- Part of our increased counseling service will have counselors trouble shooting with struggling students to help them improve their attendance.
- We will create an attendance campaign that will focus on stellar attendance. This effort will include the help of student body officers as we create signage and other ways to communicate this emphasis.
- The advisory period will be used to teach students the benefits of good attendance.

Academic Grades – Prior to the 2021-2022 school year we will increase our summer school support for students. See below for the summer school schedule. Here is what we are planning for this upcoming summer school:

- We will offer math and language arts recovery to students three weeks, four days per week, and nearly five hours per day.
- We will have one week of STEAM enrichment. See the schedule of when this support will happen this upcoming summer.

Summer School 2021 - MS	July 19-22	July 26-29	August 2-5	August 9-12	August 16-19
Middle School Math 8:00 AM - 10:15 AM 10:30 AM - 12:45 AM 3 weeks / 12 days 8 hrs to prepare (5 + .25(12))					
Middle School LA 8:00 AM - 10:15 AM 10:30 AM - 12:45 AM 3 weeks / 12 days 8 hrs to prepare (5 + .25(12))					
Middle School Enrichment STEAM PM 20 hours					

In addition to increasing support during the summer, we will provide an after-school study hall two days each week and 1.5 hours per day. We are investigating to see if we can expand this after-school support.

Social & Emotional Wellbeing – Prior to the 2020-2021 school year the middle school had two advisory periods per month. Teachers were advisors of students across all grade levels, and they went with that same group of students from year to year. The primary purpose of these advisories was to give students a recognized contact person apart from the counselor that could help them navigate middle school.

During the 2020-2021 school year we maintained the number of advisories at two per month. Teachers continued with the same students they had the previous year with the addition of new 6th grade students. The purpose of the advisory period was to provide social & emotional support throughout the pandemic and to take care of other routine middle school activities.

For the 2021-2022 school year we will have an advisory period every single Wednesday of the school year. We will implement Character Strong curriculum to focus these important advisory sessions on teaching social & emotional skills. We will be adjusting the makeup of these periods to include students of only one grade level per advisory. Teachers will still keep students from year to year in their advisory period, but it will be with students of the same grade.

Final Analysis and Timeline

We will consistently analyze data in these three areas (attendance, grades, social & emotional wellbeing) throughout the school year. Each monthly faculty meeting will have these three topics listed on the agenda to analyze and communicate the trends in the data. The truancy team will analyze truancy data biweekly. The grade checks will continue biweekly throughout the school year. Three social & emotional student surveys will be conducted throughout the school year. The ILT will review the recovery plan in November of 2021 and then in April of 2022.

FRIDAY HARBOR HIGH SCHOOL

Introduction

Friday Harbor High School altered its method of instruction during the 2020-21 school year because of the Covid-19 pandemic. We started the school year in a teleschool model with students receiving their instruction remotely through Zoom. Attendance was recorded based on the students who were part of the zoom classes. Google Classroom and Skyward were used to manage coursework in each class.

We finished the last third of the school year in a hybrid model of instruction with two in-person cohorts with one meeting in the AM and one in the PM. Throughout the hybrid model of instruction teachers continued to teach a cohort of students remotely. All three cohorts connected with teachers directly four days a week in addition to a Wednesday each week of asynchronous learning.

The high school had 30% of in-person hybrid instruction and 70% of remote or asynchronous instruction. When in a hybrid model, 82% of students were in person and 18% of students remained remote.

The instructional Leadership Team (ILT) created this recovery plan and it consisted of the following members:

- Andy Anderson (Teacher)
- Gordy Waite (Counselor)
- Hailey Henderson-Paul (Counselor)
- Liz Varvaro (Teacher, CTE Director, Food Service Director)
- Martin Yablonovsky (Principal)
- Rod Turnbull (Assistant Principal)
- Sam Garson (Teacher)

As the ILT compared data from this 2020-2021 school year to previous school years, it was clear there was a decline in student attendance, academic grades, and student & emotional wellbeing. **The goal of our recovery plan is to return to pre-Covid-19 attendance, academic, and social/emotional wellbeing numbers.**

Data Review

Student Attendance – We compared the 2020-2021 student attendance with that of 2019-2020. As of May 13 of each school year, we noticed that students had attended 86.29% of their classes in the 2019-2020 school year and 83.5% of their classes in the 2020-2021 school year. This comparison results in an attendance decline of 2.79%.

Academic Grades – Throughout the previous school years, a grade check was completed every other week. When we compared the 2020-2021 school year with the previous school year, we noticed a drastic increase in the percentage of students with at least one D or F grade. When we compared the grade checks immediately following the mid-winter break, we saw the largest disparity with the percentage of struggling students almost doubling (33.21% to 60.43%). Also troubling was the fact that in 2019-2020 the percentages improved (reduced) as the year went by but they declined (increased) as the year progressed in 2020-2021. While the percentage of students with a low grade did improve when we compared the May 12 grade checks (53.96% in May 2020 and 51.3% in May 2021), it is important to remember that we were in a remote teleschool model of instruction during both time periods. A better comparison would be to look at a May grade check from 2019. When comparing low grades between May 2019 and May 2021, there was an increase of 8.55%.

Students with at least one D or F grade

5/20/2019	109	255	42.75%
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Students with at least one D or F grade

9/30/2019	99	265	37.36%
10/14/2019	98	265	36.98%
2/20/2020	88	265	33.21%
5/12/2020	143	265	53.96%

Students with at least one D or F grade

9/23/2020	105	230	45.65%
10/29/2020	120	230	52.17%
3/1/2021	139	230	60.43%
5/12/2021	118	230	51.30%

Social & Emotional Wellbeing – We compared ten questions from a student wellness survey that was administered twice during the 2020-2021 school year and once in the 2019-2020 school year (pre-pandemic). Here are the key points that we took away from this comparison (11/2019 vs 10/2020 vs 2/2021):

1. Student sense of belonging (belong to a group of friends) steadily declined.
2. There was a significant decline when students were asked if people cared if they were present in school.
3. There was a major decline when students were asked if adults could stop bullying.
4. Unlike the negative results listed above, students reported a significant increase when asked if their teachers got to know them.
5. Most categories saw a decline at the beginning of Covid-19 and then an increase later in the 2020-2021 school year.

"I belong to a group of friends at school."	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	84.38%	82.86%	75.28%
% Disagree + Strongly Disagree	15.63%	17.14%	24.72%
"My teachers take the time to get to know me."	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	75.45%	79.05%	79.78%
% Disagree + Strongly Disagree	24.55%	20.95%	20.22%
"People at my school care if I'm not there (in tele-school and regular school)."	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	71.43%	75.24%	68.54%
% Disagree + Strongly Disagree	28.57%	24.76%	31.46%
"I feel safe during school. "	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	94.64%	92.38%	95.51%
% Disagree + Strongly Disagree	5.36%	7.62%	4.49%
"If I have a problem there is at least one adult from school I can talk to. "	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	84.38%	81.90%	83.15%
% Disagree + Strongly Disagree	15.63%	18.10%	16.85%
"Adults at school are able to stop someone from being a bully"	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	83.04%	58.10%	51.69%
% Disagree + Strongly Disagree	16.96%	41.90%	48.31%
"I am encouraged to do my best in class. "	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	88.84%	90.48%	89.89%
% Disagree + Strongly Disagree	11.16%	9.52%	10.11%
"I feel I can get help if I need it for my academics."	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	91.96%	88.57%	92.13%
% Disagree + Strongly Disagree	8.04%	11.43%	7.87%
"It is important to me to do well in school."	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	94.64%	91.43%	95.51%
% Disagree + Strongly Disagree	5.36%	8.57%	4.49%
"I believe doing well in school increases my future options."	Nov-19	Oct-20	Feb-21
% Agree + Strongly Agree	94.64%	93.33%	96.63%
% Disagree + Strongly Disagree	5.36%	6.67%	3.37%

The Plan

Attendance – Our students will be learning in-person and full-time next school year. Also, if students want to continue with remote instruction, they will need to transition to Griffin Bay. This return to in-person learning and the clarification of how we will handle remote learning will improve student attendance. Here are other components to our plan that will help us improve student attendance:

- We will be diligent in working as a team (truancy officer, teachers, paraprofessionals, administration) to ensure that we adhere to our tardy/truancy protocol.
- Part of our increased counseling service will have counselors trouble shooting with struggling students to help them improve their attendance.
- We will create an attendance campaign that will focus on stellar attendance. This effort will include the help of student body officers as we create signage and other ways to communicate this emphasis.
- The advisory period will be used to teach students the benefits of good attendance.

Academic Grades – Prior to the 2021-2022 school year we will increase our summer school support for students. Here is what we are planning for this upcoming summer school:

- We will continue with our regular four week, four days/week, four hours/day credit recovery using Odysseyware.
- We will add another four-week support (same amount of time as the credit recovery group above) for those students who are most at risk to not graduate. Students will get high school credit for attending this summer school option as well. However, this group will focus primarily on improving math and language arts skills.
- During the summer, we will have one week of STEAM enrichment.

See the schedule (next page) of when this support will happen this upcoming summer.

Summer School 2021 - HS	July 19-22	July 26-29	August 2-5	August 9-12	August 16-19
High School Odysseyware 8:00 AM - Noon (4hr) 4 weeks / 16 days 4 hrs to prepare					
High School Enrichment STEAM AM 20 hours					
High School Math or ELA 8:00 AM - Noon (4hr) 4 weeks / 16 days 4hrs to prepare					

In addition to increased support during the summer, we will provide an after-school study hall four days each week and 1.5 hours per day. While student will be able to get academic help in whatever subject they need, we will focus two days per week on math/science support and the other two days on language arts/social studies support.

Social & Emotional Wellbeing – Prior to the 2020-2021 school year the high school had one advisory period per month. Teachers were advisors of students across all grade levels, and they went with that same group of students from year to year. The primary purpose of these advisories was to give students a recognized contact person separate from the counselor that could help them navigate high school.

During the 2020-2021 school year we increase the number of advisories to two per month. Teachers continued with the same students they had the previous year with the addition of new freshmen. The purpose of the advisory period was to provide social & emotional support throughout the pandemic and to take care of other routine high school activities such as course registration for the upcoming school year.

For the 2021-2022 school year we will have at least two advisory periods per month. We have purchased the Character Strong curriculum to focus these important advisory sessions on teaching social & emotional skills. We will be adjusting the makeup of these periods to include students of only one grade level per advisory. Teachers will still keep students from year to year in their advisory period, but it will be with students of the same grade. If there are other school business items that need to be taken care of, like course registration, additional advisories will be added so that the social/emotional advisories will not be affected.

Additionally, in 2021-2022, we will be adjusting our Senior Project from a lone language arts teacher being responsible for all the projects to a shared responsibility between all teachers. Each teacher will help students keep track of their semester's favorite learning from each class in their Google drive. This will take place in an additional advisory period and it will help unify the school by bringing one more consistent practice done by each student and teacher.

Final Analysis and Timeline

We will consistently analyze data in these three areas (attendance, grades, social & emotional wellbeing) throughout the school year. Each monthly faculty meeting will have these three topics listed on the agenda to analyze and communicate the trends in the data. The truancy team will analyze truancy data biweekly. The grade checks will continue biweekly throughout the school year. Three social & emotional student surveys will be conducted throughout the school year. The ILT will review the recovery plan in November of 2021 and then in April of 2022.

SPECIAL SERVICES

Recovery Services for Special Education is for additional services for students with disabilities designed to address the lack of appropriate progress on IEP goals due to missed or limited services or other reasons related to the result of the pandemic. IEP teams should review the need for recovery services as part of the IEP process and prioritize individual decisions based on student need. The IEPs and decisions may take place prior to the 21-22 school year or during the 21-22 school year. Decisions regarding recovery services focuses on what the student's expected progress would have been if the pandemic had not occurred compared with the present level of progress.

[Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#)



	Present Levels	Progress	Services
Pre-COVID (Baseline)	What were the student's present levels of performance before COVID?	What was the student's level of progress (on IEP goals) before COVID?	What special education and related services were documented on the student's pre-COVID IEP?
From Spring 2020 to Present	What concerns have been raised by the parent(s)? What is the difference between the student's current present levels of performance, compared with the student's expected level of performance had the pandemic not occurred?	To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?	What special education and related services were offered to the student in Spring 2020 and during the 2020–21 school year compared to the baseline offer of FAPE? To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?
Recovery Services Decision	How and when will the student access the recovery services? What options are available for inclusive access, whether recovery services are provided during or outside of the school day?	Based on the student's current rate of progress, age, and developmental level, what is the timeline for the student to achieve the expected level of progress for the identified recovery services areas? How and how often will parents be informed of progress on recovery services, including how the IEP team will address any lack of reasonable progress?	Based on the student's present levels of performance and missed or reduced services during the pandemic, what special education or related service areas or IEP goals require recovery services? For the identified recovery services areas, what amount of services is needed to help the student achieve the level of progress expected had the pandemic not occurred?

Steps in making these decisions include the following:

1. Review the student's program, what the IEP requirements were noted to be, review equity and inclusion, and gather the data that will be used to inform the decisions.
2. Monitor the progress of the student's growth and evaluate this information, monitor for regression, and prioritize the need. Gather assessment data.
3. Partner with students and families, communicate and share information, engage the team in the process and decisions.
4. Provide the recommendations and information reviewed and decided in the IEP prior written notice and inform the director. Be clear in the PWN regarding the actions that will be provided.

Possible recovery services that may be offered by the IEP team:

- After School supplementary special education services.
- Recovery School during school breaks.
- Summer 21-22 Recovery School, DATES TBD.
- Extended services during the school day.

SOCIAL EMOTIONAL LEARNING AND STUDENT WELLNESS

The Social and Emotional Learning and Student Wellness plan was created in collaboration with the SJISD counselor consortium, administrators, and school leadership teams who reviewed data, and made recommendations for use in this Social Emotional Component of the recovery plan. We recognize that "learning cannot take place unless we attend to students' overall well-being. Learning is social, emotional, and academic **and is enhanced by relationships, social interaction, rich learning environments, and access to rigorous learning opportunities.**" [Academic and Student Well-Being Recovery Plan: Planning Guide 2021](#)

Team members' input that was imperative in development of the Social Emotional Learning (SEL) recovery included the administrators, their input from their building ILT's, and the Counselor Consortium.

Counselor Consortium:

- School counselors; Gordy Waite, Amara Zee, Terra Holmgren
- PIP coordinator; Alexis Hauck
- District Liaison to the Hispanic community; Al Torres
- School Psychologist; Rachel Carney
- Prevention Intervention, counseling intern; Hailey Henderson-Paul
- Special Services Director; Becky Bell

Below is a general overview of the Recovery Services for Social Emotional Learning and Student Wellness, and the buildings are going to embed some of these ideas in each of the school's individual recovery plans. Data was collected through the on-going student surveys, climate surveys, parent input, teacher input, and student input. Data was also collected through therapy referral information and numbers of students served, PIP program referrals, and the percentages of students requiring support unique to social emotional wellness.

Data Collected:

Data the teams utilized for their school recovery plans included the following:

- Individual therapy sessions increased from 60 individual sessions in 18-19 to 118 individual sessions in 20-21 (so far as of April 30, 2021) which was a 49% increase.
- PIP and on-campus individual 1:1 and small group sessions had to dramatically decrease due to cleaning, distancing, and limited time on campus. Typically PIP and individual sessions districtwide increased by 20% annually, however due to covid and requirements, the decrease was over 50% leading to a limited ability to manage crisis needs and identify students in need.
- MS/HS student surveys noted a decrease in a sense of belonging and more students felt teachers didn't care if they were at school.
- ES school staff noted 4 crisis cases that occurred when trained staff was not available on campus to support parents and school in management of safety and wellness.

Summary of Social Emotional Learning Plans Districtwide:

Districtwide implementation for Social Emotional Needs and Wellness will include:

- Implementation of a districtwide curriculum that will target social emotional learning and student skills.
- Increased time for interventionists to work through crisis situations and increase student engagement, attendance, curriculum implementation, student' wellness, and manage mental health needs and referrals.

Final Analysis and Timeline

- Reflect on lessons learned from remote and hybrid...what can remain and what must change.
- Align the work with our School Improvement plans (SIPs).
- According to the State this is a three-phase process which we will review in November and then again next April. How will we evaluate, monitor and adjust. PLAN, DO, STUDY, ACT
- Determine frequency of assessment measures for evaluation
- What is the communication strategy to make sure all are aware of the goals of the plan?

DOCUMENT HISTORY

This handbook is subject to change as state and local guidance changes.

Date	Name	Description
May 21, 2021	Recovery Plan Team	• Draft 2021-22 Recovery Plan Handbook created.
May 26, 2021	Board of Directors	• Approval at May 26, 2021 School Board meeting
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