

Impact Public Schools Academic and Student Well-being Recovery Plan

This is the plan for Impact | Puget Sound Elementary, Impact | Salish Sea Elementary, and Impact | Commencement Bay Elementary.

Board Approval Date: May 28, 2021

Impact Public Schools used the [Racial Equity Toolkit: An Opportunity to Operationalize Equity](#) in the development of this plan.

Universal Supports for All Students

The following universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being:

- Additional School Days
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)

Diagnostic Assessments

The following academic diagnostic assessments will be used to monitor, assess, and target supports for student learning.

Assessment	Grade(s)	Once Per School Year	Multiple Times Per School Year
Curriculum-based assessments	K, 1, 2, 3		X
Fountas & Pinnell	K, 1, 2, 3		X
Lexia	K, 1, 2, 3		X
MAP Math	K, 1, 2, 3		X

MAP Reading	K, 1, 2, 3		X
Success For All (SFA)	K, 1		X
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K, 1, 2, 3		X
WA-KIDS	K	X	

The following well-being diagnostic assessments will be 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.

Assessment	Grade(s)	Once Per School Year	Multiple Times Per School Year
SELweb from SEL LABS	K, 1, 2, 3	X	
Panorama Education School Climate Survey	K, 1, 2, 3	X	
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K, 1, 2, 3		X

Student & Family Voice

Impact Public Schools used the following methods to include student, family, and community voices in the development of this plan:

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

We have conducted town hall meetings, gathered advisory group feedback, held 1:1 meetings, and conducted surveys throughout the spring to gather input from faculty and families, and we will continue to do these as we prepare for the fall. Each teacher has also held a conference with the family of each scholar.

Strategic Supports for Students

Based on our review of equity analysis and student diagnostic assessment results, the following student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being:

- English language learners
- Low-income

Strategic Supports for Identified Student Groups

Below are the specific strategies/interventions implemented to support student groups identified in our review of the equity analysis and student diagnostic assessment results.

Strategy	Student Group	Grades
Additional Instructional Time Before or After School	Students who qualify for intervention English language learners Low-income students	1, 2, 3
Summer School	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Multi-Tiered System of Supports	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Additional School Days	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Building Relationships	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Common Assessments	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Early Learning (K-4 literacy)	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Equitable Grading Practices	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Inclusionary Practices	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Mastery Learning/Project-Based learning	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3

Professional Learning	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
SEL and Mental Health Supports	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3
Strategic Staffing (teacher advocates, advisory, looping)	Students who qualify for intervention English language learners Low-income students	K, 1, 2, 3

Based on student data from Fountas and Pinnell reading assessments and internal Math Interim Assessments, scholars who scored below grade level are provided additional intervention groups, before or after school, and seats in summer school.

Monitoring Student Progress

Our district analyzes student data on Fountas and Pinnell reading assessments, Success for All phonics assessment, math interim assessments, and ELA interim assessments three times per year. In each data analysis process, we monitor progress, identify student learning gaps, and adjust strategies. For example, we adjust reading and phonics groups to ensure that all students are getting literacy instruction at their correct level. We adjust review weeks to reteach standards that students have not yet demonstrated mastery in. We use this quarterly data to inform our intervention groups and strategies.

Supports for Strategies / Intervention

Of the strategies/interventions Impact Public Schools has implemented or is planning to implement, the following three are those in which Impact Public Schools has the knowledge, skills, and capacity to mentor another LEA.

- SEL and Mental Health Supports: Our schedule includes 30 minutes of daily, dedicated social-emotional learning time. Curriculum includes developmentally appropriate social and emotional skills including emotion recognition, problem solving, assertiveness, self-regulation, gratitude, mindfulness, goal setting, and more. Additionally, we created a new curriculum to support scholars during school transitions this year. For example, when reopening the building, the curriculum included a self-care toolbox and ways to show care without touching.
- Project-based learning: Project-based learning is a core component of our instructional model. In this last year, we adapted our curriculum to provide project-based learning to all students, both through distance and hybrid learning.
- Professional Learning: Our adult learning model includes a robust coaching program as well as rich professional development. Every staff member has an

instructional coach, who observes and provides feedback on a regular basis. Additionally, professional development is aligned with school goals, identified from student and school data.

Of the strategies/interventions Impact Public Schools has implemented or is planning to implement, the following are those for which we would welcome more support.

- Summer School. We are thrilled to provide summer school for our students who need additional support over the summer. As this is our first year creating and implementing a summer program, we would value feedback to best serve students.