

**Brinnon School District**  
**Academic and Student Well-Being Recovery Plan**  
**(Board approved on 5/18/21)**

**Universal Supports for All students**

- Balanced calendar
- Summer school
- Building relationships
- Common assessments
- Early Learning K-4 Literacy
- Equitable grading practices
- High-quality tutoring
- Inclusionary practices
- Multi-tiered systems of support
- Narrowing standards
- Professional learning
- SEL and Mental Health supports
- Transition supports – PreK in particular
- Read Naturally

**Diagnostic Assessments**

- ALEKS – 5-8 math – several times a year with curriculum associated
- DIBELS –TK-6 – 3 times per year
- iStation – TK-8 – monthly – subjects and grade levels may vary
- MAP Reading & Math – TK-8 – 3 times per year
- WA-KIDS – TK/K – several times per year
- Smarter Balanced block assessments – 3-8 – yearly

**Well-Being Assessments**

- Teacher recommendation, WA-KIDS, counseling recommendations, screener

**Student and Family Voice**

- Choices: interviews, conferences, advisory groups, surveys

**Strategic Supports for Students/Identified Students**

- Supports listed on the Universal Support list are used for all students in all subpopulations as appropriated and needed.

**Monitoring Student Progress/Equity Analysis**

- Our district uses the equity analysis process in a number of ways and we will continue to evaluate appropriate uses. We currently and in 2021-2022 will use it to:

- Guide discussions during student progress meetings held at least 3 times per year.
- As part of 504 & IEP meetings and related decisions.
- Curriculum, adoption & program decisions.
- 4. TPEP end-of-year student growth evaluations.

**Supports for Strategies/Interventions:**

- Of strategies listed, list up to 3 which your school has knowledge, skills, and capacity to mentor another school
  - Common assessments
  - High quality tutoring
- Of strategies listed, list up to 3 where your school needs more support
  - Professional learning

**Brinnon School District Equity Analysis Tool**

During the 21-22 school year, our focus will be on using an equity lens to consider the following questions and consider the impacts on historically marginalized groups and communities:

1. Who are the groups affected by this policy, program, practice or decision? What are the potential impacts on these groups?
2. Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?
3. How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision?
4. What are the barriers to a more equitable implementation of your policy, program, practice or decision? (Consider mandates, politics, emotions, finances, or programs.)
5. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?