

Washington LEA Academic and Student Well-being Template

As required by the Legislature in House Bill 1368, each Washington public school district, state-tribal education compact school, and charter school must submit an academic and student well-being recovery plan to the Office of Superintendent of Public Instruction (OSPI) no later than June 1, 2021. A follow-up survey to determine LEA progress will be sent in Fall 2021.

The recovery plan is intended to provide information on how LEAs plan to address student needs due to school closures and extended time in remote learning due to the COVID-19 pandemic. LEAs are required to receive school board approval of their updated plan.

LEAs must use the Academic and Student Well-being Template to file their plan with OSPI no later than June 1, 2021. Plans submitted via email or methods outside of the survey link will not be accepted.

LEAs will receive a copy of their responses to the email they include in the plan. Please double-check to confirm you've submitted the correct email address. If edits are required, LEAs should use the edit link provided in their submission confirmation.

All questions regarding LEA Academic and Student Well-being Recovery Plan should be sent to RecoveryPlan@k12.wa.us

Please select your LEA:

Endicott School District

Please enter the name of the point of contact for this survey:

Bruce Porubek

Please enter point of contact email address:

bporubek@sjeschools.org

Please select the grade levels served by your LEA:

Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

1. Endicott School District attests that the School Board approved this plan after allowing for public comment.

Yes

Please enter the date this plan was approved by the School Board.

05/24/2021

2. Endicott School District attests that an equity analysis tool was used in the development of this plan.

Yes

Please provide the name of the equity analysis tool used:

CEE-Educational Effectiveness Survey

Please provide a link to the equity analysis tool used:

<https://www.effectiveness.org>

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website:

05/26/2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan:

<http://www.sjeschools.org>

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

Additional Instructional Time Before or After School
Building Relationships
Common Assessments
Early Learning (K-4 literacy)
Equitable Grading Practices
Extracurricular Activities
High-quality Tutoring
Inclusionary Practices
Multi-tiered System of Supports
SEL and Mental Health Supports
Student Voice and Perception
Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
Other - Write In (Required): Character Strong
Other - Write In (Required): PBIS

5. Please select the academic diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
DIBELS
DRA (Developmental Reading Assessment)
GOLD (WaKids)
iReady
IXL
Lexia
MAP Math
MAP Reading
Sight Words
Smarter Balanced ELA Summative Assessments
Smarter Balanced Math Summative Assessments
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
Teacher Recommendation
WA-KIDS

Please select the well-being diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

CEE
Other - Write In (Required): Character Strong
Other - Write In (Required): PBIS
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
Teacher Recommendation
WA-KIDS
Well-being resources

6. For each academic diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	DIBELS	DRA (Developmental Reading Assessment)	GOLD (WaKids)	iReady	IXL	Lexia	MAP Math	MAP Reading
Kindergarten	X	X	X	X	X	X	X		X
Grade 1	X	X	X	X	X	X	X		X
Grade 2	X	X	X	X	X	X	X		X
Grade 3	X	X	X	X	X	X	X		X
Grade 4	X	X			X	X	X		X
Grade 5	X	X			X	X	X		X
Grade 6	X					X	X	X	X
Grade 7	X					X	X	X	X
Grade 8	X					X	X	X	X

For each well-being diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

	CEE	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Teacher Recommendation	WA-KIDS	Well-being resources	PBIS	Character Strong
Kindergarten	X	X	X	X	X	X	X
Grade 1	X	X	X		X	X	X
Grade 2	X	X	X		X	X	X
Grade 3	X	X	X		X	X	X
Grade 4	X	X	X		X	X	X
Grade 5	X	X	X		X	X	X
Grade 6	X	X	X		X	X	X
Grade 7	X	X	X		X	X	X
Grade 8	X	X	X		X	X	X

7. For each academic diagnostic assessment predominantly used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	DIBELS	DRA (Developmental Reading Assessment)	GOLD (WaKids)	iReady	IXL	Lexia	MAP Math	MAP Reading	S W
Once per school year				X			X			
Multiple times per school year	X	X	X		X	X		X	X	X

For each well-being diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is 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.

	CEE	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Teacher Recommendation	WA-KIDS	Well-being resources	PBIS	Character Strong
Once per school year	X			X	X	X	X
Multiple times per school year		X	X				

8. In what ways did your LEA include the following voices in the development of this plan?

	Students	Families	Community Organizations
Interviews			
Conferences (in-person and/or virtual)	X	X	
Advisory Groups	X	X	X
Surveys	X	X	

9. Based on your LEA'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? (Select all that apply)

Hispanic/Latino of any race(s) students
 White students
 Low-income students
 Students with Disabilities

10. Please select the specific strategies/interventions implemented to support specific student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results.

Additional Instructional Time Before or After School

Building relationships

Early Learning (K-4 literacy)

Equitable Grading Practices

Extracurricular Activities

High-quality Tutoring

Inclusionary practices

Multi-tiered System of Supports

SEL and Mental Health Supports

Student voice and perception

Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)

Common assessments

11. Please select the specific student groups(s) in which the strategies/interventions are implemented.

	Hispanic/Latino of any race(s) students	White students	Low- income students	Students with Disabilities
Additional Instructional Time Before or After School	X	X	X	X
Building relationships	X	X	X	X
Common assessments	X	X	X	X
Early Learning (K-4 literacy)	X	X	X	X
Equitable Grading Practices	X	X	X	X
Extracurricular Activities	X	X	X	X
High-quality Tutoring	X	X	X	X
Inclusionary practices	X	X	X	X
Multi-tiered System of Supports	X	X	X	X
SEL and Mental Health Supports	X	X	X	X
Student voice and perception	X	X	X	X
Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/career/beyond)	X	X	X	X

12. Please select the specific grade(s) in which the strategies/interventions are implemented for the identified student groups.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Additional Instructional Time Before or After School	X	X	X	X	X	X	X	X	X
Building relationships	X	X	X	X	X	X	X	X	X
Common assessments	X	X	X	X	X	X	X	X	X
Early Learning (K-4 literacy)	X	X	X	X					
Equitable Grading Practices	X	X	X	X	X	X	X	X	X
Extracurricular Activities							X	X	X
High-quality Tutoring	X	X	X	X	X	X	X	X	X
Inclusionary practices	X	X	X	X	X	X	X	X	X
Multi-tiered System of Supports	X	X	X	X	X	X	X	X	X
SEL and Mental Health Supports	X	X	X	X	X	X	X	X	X
Student voice and perception	X	X	X	X	X	X	X	X	X
Transition Supports (Pre-K- Elem; Elem- MS; MS-HS; HS- post-secondary/career/beyond)						X			X

13. Describe how your LEA will consistently apply equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

Our district will use an equity analysis processes, involving CEE-Educational Effectiveness Surveys, in an ongoing Inovia grant project over the course of the next two years.

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify up to three in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

Inclusionary Practices

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

Multi-tiered System of Supports

Thank you for submitting your plan to OSPI. If you spot any errors, please update your submission using the following link: http://survey.alchemer.com/s3/6283407/Washington-LEA-Academic-and-Student-Well-being-Template/?snc=1621978345_60ad6ce90b4990.86633757&sg_navigate=start.

Beginning in June, OSPI will review plans and verify all required elements have been submitted. Plans submitted after the June 1 deadline will be reviewed after all plans submitted on time have been reviewed.

LEA Leadership will receive notification of approval by email. If OSPI is unable to verify all required elements, the LEA's Point of Contact will be notified by email or by phone to request additional information and/or plan update.

All questions regarding LEA Academic and Student Well-being Recovery Plan should be sent to RecoveryPlan@k12.wa.us

Resolution – Academic and Student Well-Being Plan

BOARD RESOLUTION No. 21-03

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on the its website, making it accessible for those with disabilities and those in the community whose language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law included specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction to create this plan to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the Endicott School Board/Public Schools (the Board) has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and

Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

Adopted and approved this 24th day of May.

By:

Board President or Designee

Attest:

Superintendent

Adoption Date: **04.21**

Classification:

Revised Dates:

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