

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:

Burlington-Edison School District

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

Bryan Jones

Please enter point of contact email address:

bjones@be.wednet.edu

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

Grade 9

Grade 10

Grade 11

Grade 12

1. Burlington-Edison 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. Burlington-Edison 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:

The Leadership for Equity Assessment & Development (LEAD) Tool.

Please provide a link to the equity analysis tool used:

<http://leadtool.educationnorthwest.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:

06/01/2021

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

www.be.wednet.edu

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
Summer School
Building Relationships
Common Assessments
Early Learning (K-4 literacy)
Equitable Grading Practices
Extended Day Partnerships (CBOs)
Extracurricular Activities
Inclusionary Practices
Narrowing Standards
Professional Learning
SEL and Mental Health Supports
Strategic Staffing (teacher advocates, advisory, looping)
Student Voice and Perception
Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)

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)
GOLD (WaKids)
IRLA
MAP Math
MAP Reading
OSPI Screeners for Literacy Skills Associated with Dyslexia
Smarter Balanced ELA Summative Assessments
Smarter Balanced Math Summative Assessments
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
WA-KIDS
WIDA Model (Grades 1-12)
WIDA Model for Kindergarten
Other - Write In (Required): ENIL

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

Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)

Student COVID Impact Surveys

WA-KIDS

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)	GOLD (WaKids)	IRLA	MAP Math	MAP Reading	OSPI Screeners for Literacy Skills Associated with Dyslexia	Smarter Balanced ELA Summative Assessments	Smarter Balanced Math Summative Assessments
Kindergarten	X	X	X	X		X		
Grade 1	X		X	X		X		
Grade 2	X		X	X		X		
Grade 3	X		X	X			X	X
Grade 4	X		X	X			X	X
Grade 5	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
Grade 9	X			X	X			
Grade 10	X			X	X		X	X
Grade 11	X			X	X			
Grade 12	X			X	X			

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

	CEE	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	Student COVID Impact Surveys	WA-KIDS
Kindergarten	X	X	X	X
Grade 1	X	X	X	
Grade 2	X	X	X	
Grade 3	X	X	X	
Grade 4	X	X	X	
Grade 5	X	X	X	
Grade 6	X	X	X	
Grade 7	X	X	X	
Grade 8	X	X	X	
Grade 9	X	X	X	
Grade 10	X	X	X	
Grade 11	X	X	X	
Grade 12	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)	GOLD (WaKids)	IRLA	MAP Math	MAP Reading	OSPI Screeners for Literacy Skills Associated with Dyslexia	Smarter Balanced ELA Summative Assessments	Smarter Balanced Math Summative Assessments	As
Once per school year		X					X	X	
Multiple times per school year	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	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	Student COVID Impact Surveys	WA-KIDS
Once per school year	X	X	X	X
Multiple times per school year				

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			
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)

American Indian/ Alaska Native students
 Asian students
 Black/ African American students
 Hispanic/Latino of any race(s) students
 Native Hawaiian/ Other Pacific Islander students
 Students of two or More Races
 White students
 English Language Learners
 Low-income students
 Students with Disabilities
 Students Experiencing Homelessness
 Students in Foster Care

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

Summer School

Building relationships

Common assessments

Early Learning (K-4 literacy)

Equitable Grading Practices

Extended Day Partnerships (CBOs)

Extracurricular Activities

High-quality Tutoring

Inclusionary practices

Multi-tiered System of Supports

Narrowing standards

Professional Learning

SEL and Mental Health Supports

Strategic Staffing (teacher advocates, advisory, looping)

Student voice and perception

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

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

	American Indian/ Alaska Native students	Asian students	Black/ African American students	Hispanic/Latino of any race(s) students	Native Hawaiian/ Other Pacific Islander students	Students of two or More Races	White students	
Additional Instructional Time Before or After School	X	X	X	X	X	X	X)
Summer School	X	X	X	X	X	X	X)
Building relationships	X	X	X	X	X	X	X)
Common assessments	X	X	X	X	X	X	X)
Early Learning (K-4 literacy)	X	X	X	X	X	X	X)
Equitable Grading Practices	X	X	X	X	X	X	X)
Extended Day Partnerships (CBOs)	X	X	X	X	X	X	X)
Extracurricular Activities	X	X	X	X	X	X	X)
High-quality Tutoring	X	X	X	X	X	X	X)
Inclusionary practices	X	X	X	X	X	X	X)
Multi-tiered System of Supports	X	X	X	X	X	X	X)
Narrowing standards	X	X	X	X	X	X	X)
Professional Learning	X	X	X	X	X	X	X)
SEL and Mental Health Supports	X	X	X	X	X	X	X)
Strategic Staffing (teacher advocates, advisory, looping)	X	X	X	X	X	X	X)
Student voice and perception	X	X	X	X	X	X	X)
Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/career/beyond)	X	X	X	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	Grade 9
Additional Instructional Time Before or After School	X	X	X	X	X	X	X	X	X	X
Summer School		X	X	X	X	X	X	X	X	X
Building relationships	X	X	X	X	X	X	X	X	X	X
Common assessments	X	X	X	X	X	X	X	X	X	X
Early Learning (K-4 literacy)	X	X	X	X	X					
Equitable Grading Practices										X
Extended Day Partnerships (CBOs)	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	X
Inclusionary practices	X	X	X	X	X	X	X	X	X	X
Multi-tiered System of Supports	X	X	X	X	X	X	X	X	X	X
Narrowing standards	X	X	X	X	X	X	X	X	X	X
Professional Learning	X	X	X	X	X	X	X	X	X	X
SEL and Mental Health Supports	X	X	X	X	X	X	X	X	X	X
Strategic Staffing (teacher advocates, advisory, looping)	X	X	X	X	X	X	X	X	X	X
Student voice and perception	X	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		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 has integrated the LEAD tool into each of our school improvement plans (SIP) for ongoing progress monitoring by Instructional Leadership Teams (ILT) at each site throughout the school year.

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.

Strategic Staffing (teacher advocates, advisory, looping)

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.

Inclusionary Practices
Professional Learning

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=1622499893_60b56235172799.48055793&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.

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