

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:

Concrete School District

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

Wayne Barrett

Please enter point of contact email address:

wbarrett@concrete.k12.wa.us

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. Concrete 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.

05/27/2021

2. Concrete 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:

Concrete Equity Analysis tool

Please provide a link to the equity analysis tool used:

<https://www.concrete.k12.wa.us/wordpress/wp-content/uploads/2021/05/Equity-tool.doc>

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:

05/28/2021

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

<https://www.concrete.k12.wa.us/wordpress/wp-content/uploads/2021/05/Learning-Recovery-Plan.pdf>

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

Multi-tiered System of Supports

Professional Learning

SEL and Mental Health Supports

Student Voice and Perception

Other - Write In (Required): Star/IAB's

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.

Accelerated Reader (AR)

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

DIBELS

Fountas & Pinnell

MAP Math

MAP Reading

Read 180 (assessment tools)

Sight Words

Smarter Balanced ELA Interim Assessments

Smarter Balanced ELA Summative Assessments

Smarter Balanced Math Interim Assessments

Smarter Balanced Math Summative Assessments

STAR Early Literacy

STAR Math

STAR Reading

Teacher Recommendation

WA-KIDS

IXL

Other - Write In (Required): ALEKS

SPI (Scholastic Phonics Inventory SAM/PI)

SRI (Scholastic Reading Inventory SAM/RI)

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.

Other - Write In (Required): MRA Leader in Me

Student COVID Impact Surveys

SWIS

WA-KIDS

Teacher Made Assessment/District Made Assessment/Classroom Based Assessment

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

	Accelerated Reader (AR)	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	DIBELS	Fountas & Pinnell	MAP Math	MAP Reading	Read 180 (assessment tools)	Sight Words	E A
Kindergarten	X	X	X	X	X	X		X	
Grade 1	X	X	X	X	X	X		X	
Grade 2	X	X	X	X	X	X		X	
Grade 3	X	X			X	X	X	X	X
Grade 4	X	X			X	X	X	X	X
Grade 5	X	X			X	X	X	X	X
Grade 6	X	X			X	X	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		
Grade 12		X					X		

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

	Student COVID Impact Surveys	SWIS	WA-KIDS	MRA Leader in Me	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
Kindergarten			X	X	X
Grade 1				X	X
Grade 2				X	X
Grade 3				X	X
Grade 4				X	X
Grade 5				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.

[illegible]

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.

	Student COVID Impact Surveys	SWIS	WA-KIDS	MRA Leader in Me	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
Once per school year	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
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
 Black/ African American students
 Hispanic/Latino of any race(s) 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
 Early Learning (K-4 literacy)
 Extended Day Partnerships (CBOs)
 Extracurricular Activities
 Multi-tiered System of Supports
 SEL and Mental Health Supports
 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	Black/ African American students	Hispanic/Latino of any race(s) students	Students of two or More Races	White students	English Language Learners	Low-income 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
Early Learning (K-4 literacy)	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
Multi-tiered System of Supports	X	X	X	X	X	X	X
SEL and Mental Health Supports	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.

[illegible]

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 adapted the Mt. Vernon School District Equity tool and is developing our Equity Action Plan. Decisions have an equity evaluation attached to them.

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.

Summer School
Extended Day Partnerships (CBOs)
SEL and Mental Health Supports

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.

Additional Instructional Time Before or After School
Equitable Grading Practices
Star/IAB's

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=1622221739_60b123ab34a032.72935706&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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