

Resolution – Academic and Student Well-Being Plan

BOARD RESOLUTION No. 2021-04

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 Coupeville School District 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: Kathleen Anderson
Board President or Designee

Attest: [Signature]
Superintendent

Adoption Date: **04.21**

Classification:

Revised Dates:



Resolution – Academic and Student Well-Being Plan

BOARD RESOLUTION No. 2021-04

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 Coupeville School District 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 _____ day of _____.

By: _____
Board President or Designee

Attest: _____
Superintendent

Adoption Date: **04.21**

Classification:

Revised Dates:

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Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: **Coupeville School District**

Please enter the name of the point of contact for this survey: **Steve King**

Please enter point of contact email address: **sking@coupeville.k12.wa.us**
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: **SpEd Pre, K-12**

Part II: Attestations and Public Posting

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

Please enter the date this plan was approved: 5/24/2021

2. Coupeville attests that an equity analysis tool was used in the development of this plan. Please provide the name of the equity analysis tool used: **Race & Equity Impact Decision-Making Tool**

Please provide a link to the equity analysis tool used:

https://docs.google.com/document/d/1zWsVnnpvC_0mcrcUk7E1JhuxWOM8BAXB9rcF5wL01iU/edit

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: 5/25/21

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

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

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)

- Acceleration Academy
- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- CommonAssessments

- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- 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)
- Other **Wolf Buddies HS Mentor/Tutor/SEL Support Program**

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

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.

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input checked="" type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE

<input checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input checked="" type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input checked="" type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input checked="" type="checkbox"/>	Sight Words
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input checked="" type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input checked="" type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other PSAT, SAT

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.

Well-Being Diagnostic Assessments	
<input type="checkbox"/>	ACE
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	Panorama Education School Climate Survey
<input checked="" type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	Well-being resources

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

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	Pre-5
<input checked="" type="checkbox"/> DIBELS	Pre-2
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input checked="" type="checkbox"/> EasyCBM	K-5
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input checked="" type="checkbox"/> GOLD (WaKids)	K

<input type="checkbox"/>	GRADE	
<input type="checkbox"/>	iReady	K-8
<input type="checkbox"/>	IRLA	
<input type="checkbox"/>	iStation	
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)	
<input checked="" type="checkbox"/>	IXL	3
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/>	Lexia	
<input type="checkbox"/>	MAP Math	
<input type="checkbox"/>	MAP Reading	
<input type="checkbox"/>	Mastery Connect	
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension	
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/>	PALS	
<input type="checkbox"/>	Read 180 (assessment tools)	
<input type="checkbox"/>	Read Well	
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/>	Running Records	
<input checked="" type="checkbox"/>	Sight Words	Pre-2
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments	6-9
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments	
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments	
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments	
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/>	SpringBoard Assessments	
<input checked="" type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)	2-5
<input type="checkbox"/>	STAR Early Literacy	
<input type="checkbox"/>	STAR Math	
<input type="checkbox"/>	STAR Reading	
<input type="checkbox"/>	Success for All (SFA)	
<input type="checkbox"/>	SuccessNet	
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Pre-12
<input checked="" type="checkbox"/>	Teacher Recommendation	Pre-5
<input type="checkbox"/>	Universal Screener list of tools	
<input type="checkbox"/>	Universal Screener Guide	
<input type="checkbox"/>	WA-KIDS	
<input type="checkbox"/>	WIDA MODEL for Kindergarten	
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)	
<input type="checkbox"/>	Other	

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

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input checked="" type="checkbox"/> Student COVID Impact Surveys	Pre-12
<input type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	K
<input type="checkbox"/> Well-being resources	

7. For each **academic** 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 learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CPAA (NWEA)			
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	Pre-12		X
<input checked="" type="checkbox"/> DIBELS	Pre-2		X
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input checked="" type="checkbox"/> EasyCBM	K-5		X
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			

<input type="checkbox"/>	GMADE			
<input checked="" type="checkbox"/>	GOLD (WaKids)	K	X	
<input type="checkbox"/>	GRADE			
<input checked="" type="checkbox"/>	iReady	K-8		X
<input type="checkbox"/>	IRLA			
<input type="checkbox"/>	iStation			
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/>	IXL			
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/>	Lexia			
<input type="checkbox"/>	MAP Math			
<input type="checkbox"/>	MAP Reading			
<input type="checkbox"/>	Mastery Connect			
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension			
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/>	PALS			
<input type="checkbox"/>	Read 180 (assessment tools)			
<input type="checkbox"/>	Read Well			
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/>	Running Records			
<input checked="" type="checkbox"/>	Sight Words	Pre-2		X
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments			
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments			
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments			
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments			
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/>	SpringBoard Assessments			
<input checked="" type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)	3-5		X
<input type="checkbox"/>	STAR Early Literacy			
<input type="checkbox"/>	STAR Math			
<input type="checkbox"/>	STAR Reading			
<input type="checkbox"/>	Success for All (SFA)			
<input type="checkbox"/>	SuccessNet			
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Pre-12		X
<input checked="" type="checkbox"/>	Teacher Recommendation	Pre-5		X
<input type="checkbox"/>	Universal Screener list of tools			
<input type="checkbox"/>	Universal Screener Guide			
<input checked="" type="checkbox"/>	WA-KIDS	K	X	
<input type="checkbox"/>	WIDA MODEL for Kindergarten			
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)			
<input type="checkbox"/>	Other			

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.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> ACE			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input checked="" type="checkbox"/> Student COVID Impact Surveys	Pre-12		X
<input type="checkbox"/> SWIS			
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input type="checkbox"/> Teacher Recommendation			
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input type="checkbox"/> WA-KIDS			
<input type="checkbox"/> Well-being resources-forefront			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?
(Student, Family, and Community Organizations)

- Interviews: Student groups at the 9-12 level were interviewed. Title I process of parental involvement included interviews as well.
- Conferences (in-person and/or virtual): Board meetings once per month included community opportunities for input. The Board also actively engages its student member for input.
- Advisory Groups: The district held has hosted two advisory groups through the pandemic: The Re-opening Committee and the Equity Committee. Both include parents, community members, and staff.
- Surveys: Surveys sent to students and families multiple times regarding Re-opening input across grade levels.

Part VI: Strategic Supports for Students

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/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

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

Strategies	
<input type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input checked="" type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input type="checkbox"/>	Equitable Grading Practices
<input checked="" type="checkbox"/>	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input type="checkbox"/>	High-quality Tutoring
<input checked="" type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based Learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input type="checkbox"/>	Professional Learning

<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	all identified groups
<input checked="" type="checkbox"/> Additional School Days	all identified groups
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Students w/ Disabilities (*21), all identified groups (*22)
<input checked="" type="checkbox"/> Building Relationships	all identified groups
<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	all identified groups
<input type="checkbox"/> Equitable Grading Practices	
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	all identified groups
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input checked="" type="checkbox"/> Inclusionary Practices	all identified groups
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	all identified groups
<input type="checkbox"/> Narrowing Standards	
<input type="checkbox"/> Professional Learning	
<input checked="" type="checkbox"/> SEL and Mental Health Supports	all identified groups
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	

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

Strategies	Student Group(s)	Grade(s)
<input type="checkbox"/> Acceleration Academy		
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	All identified groups	Pre-12
<input checked="" type="checkbox"/> Additional School Days	All identified groups	Pre-12
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Students w/ Disabilities (*21), all identified groups (*22)	Pre-12
<input checked="" type="checkbox"/> Building Relationships	All identified groups	Pre-12

<input type="checkbox"/>	Common Assessments		
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)	All identified groups	K-4
<input type="checkbox"/>	Equitable Grading Practices		
<input checked="" type="checkbox"/>	Extended Day Partnerships (CBOs)	All identified groups	1-8
<input type="checkbox"/>	Extracurricular Activities		
<input type="checkbox"/>	High-quality Tutoring		
<input checked="" type="checkbox"/>	Inclusionary Practices	All identified groups	Pre-12
<input type="checkbox"/>	Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/>	Multi-tiered System of Supports	All identified groups	Pre-12
<input type="checkbox"/>	Narrowing Standards		
<input type="checkbox"/>	Professional Learning		
<input checked="" type="checkbox"/>	SEL and Mental Health Supports	All identified groups	Pre-12
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/>	Student Voice and Perception		
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected 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 created an equity tool to use mid-year and end of year to monitor progress, adjust strategies and identify student learning gaps within demographic categories. Being a small school district we are able to effectively monitor students individually as well. We are in the midst of providing equity training for district leadership, including our school board, and also training for all staff members on inclusive practices. We regularly engage in Multidisciplinary Team meetings for students with special needs. At the 6-12 level the student support team reviews every student over the course of the school year, and some more often than annually, to determine strengths and needs and assist students to meet with success. At all grade levels our PLC teams are very effective in monitoring student progress and implementing both classroom and schoolwide interventions for students who are struggling. All students in activities, clubs, and athletics are also regularly monitored as well.

Part VIII: Supports for Strategies/Interventions

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.

As a small school district we do not have the staffing to facilitate this. However, our administrators do regularly contribute their successes and expertise with other local school districts.

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. We are not sure we need support at this time.

It is too early to effectively identify where we need more support at this time but it is likely that we will need some assistance in our Equity work as this is the first year we have prioritized it as a district initiative.