

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:

Adna School District

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

James L. Forrest

Please enter point of contact email address:

forrestj@adnaschools.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
Grade 9
Grade 10
Grade 11
Grade 12

1. Adna 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.

05/18/2021

2. Adna 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:

Shoreline SD

Please provide a link to the equity analysis tool used:

<https://www.shorelineschools.org/cms/lib/WA02217114/Centricity/Domain/1090/FINAL%20AND%20APPROVED%20Shoreline%20race%20and%20equity%20tool.pdf>

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:

05/27/2021

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

www.adnaschools.org

For each well-being 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)	Teacher Recommendation	WA-KIDS
Kindergarten		X	X
Grade 1		X	
Grade 2		X	
Grade 3		X	
Grade 4		X	
Grade 5		X	
Grade 6	X	X	
Grade 7	X	X	
Grade 8	X	X	
Grade 9	X	X	
Grade 10	X	X	
Grade 11	X	X	
Grade 12	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.

	Accelerated Reader (AR)	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	EasyCBM	iReady	OSPI Screeners for Literacy Skills Associated with Dyslexia	Sight Words	Smarter Balanced ELA Interim Assessments	Smarter Balanced ELA Summative Assessments	Smarter Balanced Math Interim Assessments	Smarter Balanced Math Summative Assessments	STAAR Early Literacy
Once per school year					X		X	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.

	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	Teacher Recommendation	WA-KIDS
Once per school year			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	X	X	
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)

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

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.

- Building relationships
- Common assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extracurricular Activities
- Inclusionary practices
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- 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.

	Hispanic/Latino of any race(s) students	Low-income students	Students with Disabilities	Students Experiencing Homelessness
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
Inclusionary practices	X	X	X	X
Professional Learning	X	X	X	X
SEL and Mental Health Supports	X	X	X	X
Strategic Staffing (teacher advocates, advisory, looping)	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	Grade 9	Grade 10	Grade 11	Grade 12
Building relationships	X	X	X	X	X	X	X	X	X	X	X	X	X
Common assessments	X	X	X	X	X	X	X	X	X	X	X	X	X
Early Learning (K-4 literacy)	X	X	X	X	X	X	X	X	X	X	X	X	X
Equitable Grading Practices	X	X	X	X	X	X	X	X	X	X	X	X	X
Extracurricular Activities	X	X	X	X	X	X	X	X	X	X	X	X	X
Inclusionary practices	X	X	X	X	X	X	X	X	X	X	X	X	X
Professional Learning	X	X	X	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	X	X	X
Strategic Staffing (teacher advocates, advisory, looping)	X	X	X	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	X	X	X	X	X	X	X	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.

The Adna School District will use the Shoreline SD equity tool every quarter to monitor progress , adjust strategies and identify student learning gaps. As the data of assessments are analyzed for student report cards, attention will be given to individual progress. At the beginning of the year we will discuss with parents the current level of academic standing and continue to communicate progress towards learning goals throughout the 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.

Building Relationships
Common Assessments
Multi-tiered System of 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.

Inclusionary Practices
SEL and Mental Health 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?sn=1621886391_60ac05b7387ca3.31745283&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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