

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:

Creston School District

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

Chuck Wyborney

Please enter point of contact email address:

cwyborney@wcsd.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. Creston 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. Creston 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 Equity Tool

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:

05/28/2021

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

<https://www.wcsd.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
Building Relationships
Common Assessments
Extracurricular Activities
High-quality Tutoring
Multi-tiered System of Supports
Narrowing Standards
Professional Learning
SEL and Mental Health Supports
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)
DIBELS
EasyCBM
Read Well
STAR Math
STAR Reading
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.

Student COVID Impact Surveys
Teacher Recommendation
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)	DIBELS	EasyCBM	Read Well	STAR Math	STAR Reading	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Re
Kindergarten		X	X	X			X	X
Grade 1		X	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
Grade 8					X	X	X	X
Grade 9						X	X	X
Grade 10						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.

	Student COVID Impact Surveys	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	
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.

	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	DIBELS	EasyCBM	Read Well	STAR Math	STAR Reading	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Teacher Recommendation
Once per school year								
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.

	Student COVID Impact Surveys	Teacher Recommendation	WA-KIDS
Once per school year	X		X
Multiple times per school year		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	
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
- Students of two or More Races
- Low-income students
- Students Experiencing Homelessness
- White students

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)
- Extracurricular Activities
- High-quality Tutoring
- Multi-tiered System of Supports
- Professional Learning
- SEL and Mental Health Supports
- 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	Students of two or More Races	White students	Low- income students	Students Experiencing Homelessness
Building relationships	X	X	X	X	X
Common assessments	X	X	X	X	X
Early Learning (K-4 literacy)	X	X	X	X	X
Extracurricular Activities	X	X	X	X	X
High-quality Tutoring	X	X	X	X	X
Multi-tiered System of Supports	X	X	X	X	X
Professional Learning	X	X	X	X	X
SEL and Mental Health Supports	X	X	X	X	X
Student voice and perception	X	X	X	X	X
Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/career/beyond)	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
Building relationships	X	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	X					
Extracurricular Activities							X	X	X	X
High-quality Tutoring	X	X	X	X	X	X	X			
Multi-tiered System of Supports	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
Student voice and perception								X	X	X
Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/career/beyond)	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.

Our district will review all student benchmark data 3 times during the school year. We will check for any gaps in learning for all students and provide intervention or system changes to address any issues we identify.

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.

Extracurricular Activities
Professional Learning
Building Relationships

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.

Common Assessments
Multi-tiered System of Supports
Narrowing Standards

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=1622209863_60b0f547514ab3.33618479&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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