

Academic and Student Well-being Recovery Plan

May 25, 2021



#Washougal *Rising*

BACKGROUND

Districts must submit an Academic and Student Well-being Recovery Plan to be eligible to receive ESSER III funds.

Federal Law: Elementary and Secondary School Emergency Relief Fund under the American Rescue Plan Act of 2021, Public Law 117-2

- Funds are distributed using Title I formula
- The funds must be used to address learning loss (Washington State-learning recovery and acceleration)
- District must submit a plan for the safe return to in-person instruction and continuity of services
- Public comment must be sought prior to plan submission
- The plan will be posted on the District website

State law: LEA Academic and Student Well-being Recovery Plan (House Bill 1368; Sec. 12 [2021]). OSPI has identified additional elements required prior to plan approval:

- The district must use an equity analysis tool in the development of the plan
- School board approval of the plan will meet federal requirements for public posting and opportunity for public comment

PHASE I

JUNE 1, 2021

Immediate and short-term strategies/interventions

PHASE II

NOVEMBER 2021

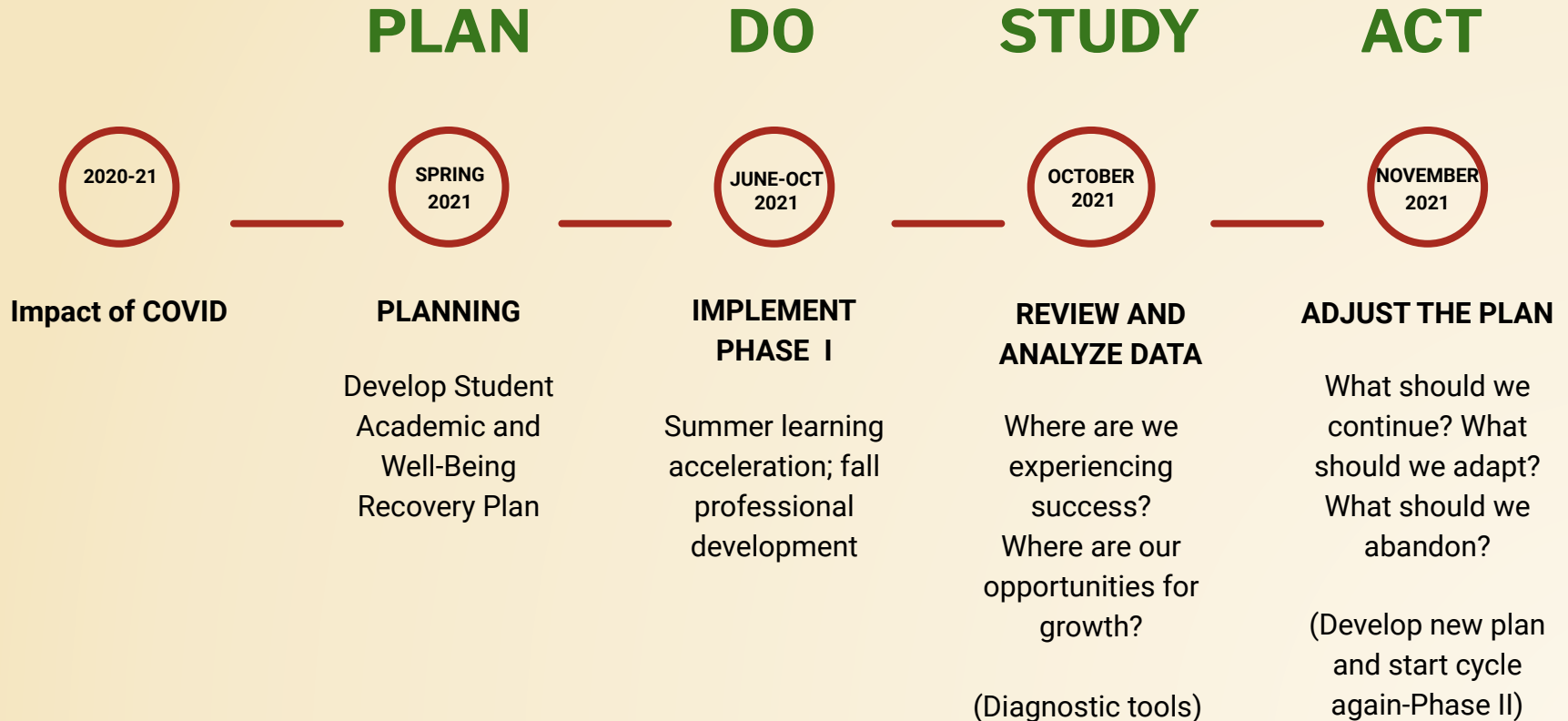
Build on learning;
Plan longer-term improvements

PHASE III

APRIL 2022

Accelerate and innovate for long-term sustainable improvement

Cycle of Continuous Improvement



Student Outcomes: Goals

WSD Performance Report (Ends Report) 2016-2022

- Student Academic and Well-Being Goals
- Goals have not changed*

INTENT: ESSER III funds be utilized for academic recovery and acceleration to mitigate the impact of COVID-19

*Additional Metric 2020-21 SEL Screener: 72% of students were not at risk

Academic and Student Well-being Plan

REQUIRED SECTIONS:

- Universal Supports for Students
- Diagnostic Assessments
 - Academic
 - Well-being
- Student and Family Voice
- Strategic Supports for Students
- Monitoring Progress

Universal Student Supports

Designed for all students

- Summer Brain Boot Camps
- Elementary Class Meetings
- Common Assessments/Essential Standards (PLC work)
- K-4 Literacy
- After School Program
- Professional Learning
- SEL Curriculum (Second Step, Character Strong)
- Extracurricular Activities (Club 8, Athletics)
- Transition Supports

Diagnostic Screeners

ACADEMIC	SOCIAL-EMOTIONAL WELL-BEING
FAST	mySAEBRS
Wa-KIDS	COVID-19 Surveys
iReady	SWIS (Climate Surveys)
Smarter Balanced	Teacher Recommendation
Teacher Recommendations	Wa-KIDS
Local assessments	

Student, Family, and Community Voice



- Surveys
- Public Forums
 - Tea-time with Templeton
- Advisory Groups
 - District Equity Advisory Team
 - Dual Language Task Force
- Student Interviews
- Partnerships (Unite!)

Strategic Supports

Designed for specific student groups

- Summer Splash
- Extended School Year
- Learning Assistance Program (focus K-4 literacy)
- Tutoring After School
- Mental Health Counseling
- Deans of Students (Title I)
- Inclusive Practices
- AVID

Where do we see the most disproportionality?

- Students who are differently abled
- Students who are low income
- Students who are hispanic/latinx
- Students who are English language learners
- Students who are experiencing homelessness

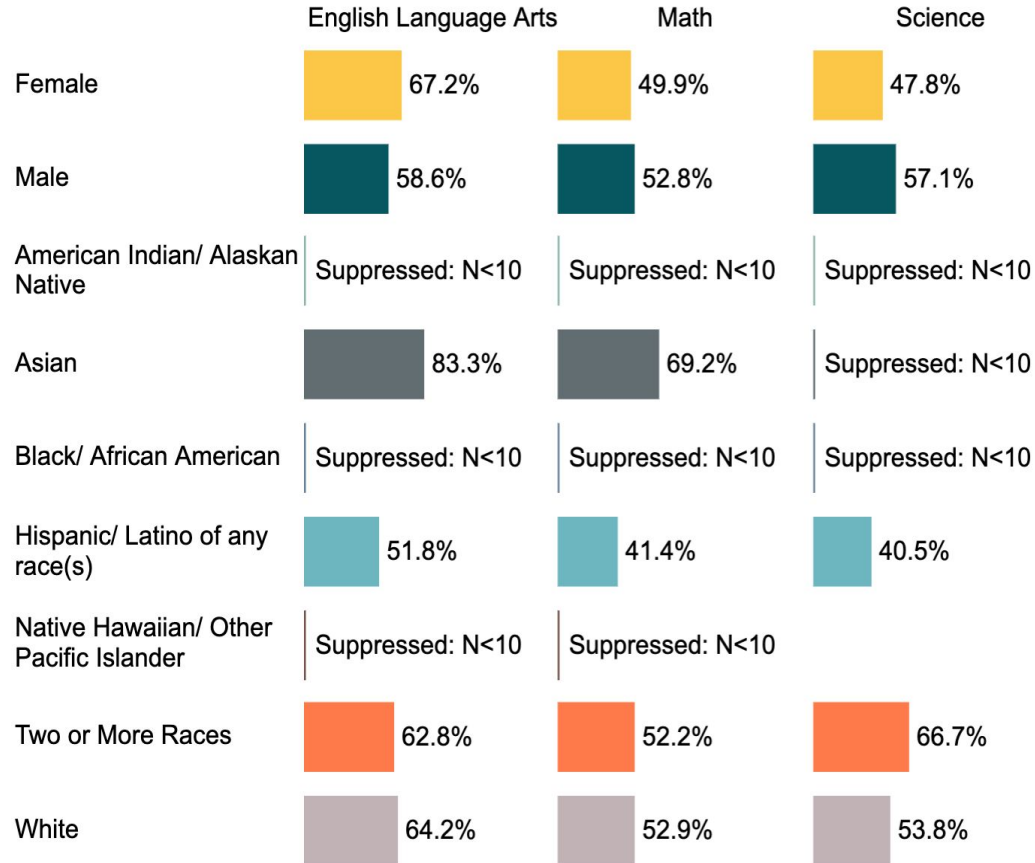
Disaggregated Data:

Small N size--impacts validity,
Personalized support is provided

	ELA	MATH	SCIENCE
Foster Care	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-Foster Care	62.9%	51.7%	52.9%
Migrant	Suppressed: N<10	Suppressed: N<10	
Non Migrant	62.7%	51.4%	52.6%

Washougal School District

2018-19



Phase I: Summer Learning Opportunities

Brain Boot Camps--NEW! K-8

Session I June 22-July 2; Session II August 3-13

Recovery of Services offered to students served on an IEP

Band enrichment

Open to all schools

Hosted at Gause

Summer School Splash--EXPANDED TO INCLUDE GRADES 4-8

July 6-July 30

Available to Title I Schools only (JMS, CRGE, HES, GES)

Extended School Year available to eligible students (determined by IEP)

Hosted at CRGE/JMS

WHS Summer Session: June 17 - June 30

Phase I: Programs to Accelerate Learning

- Transitional Kindergarten
- Dual Language
- AVID: Achievement via Individual Determination
- Social-Emotional Learning

Phase I: Professional Learning

PLCs at Work: Revisiting Professional Learning Communities

“When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it.”

Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos

Monitoring Student Progress

District Level:

- Ends Report
- Review of Diagnostic Data 3 times a year
- MTSS team

Building Level

- School Improvement Plan
- Review of Diagnostic Data 3 times a year
- Monthly Building Leadership/Equity Team meetings
 - Data: academic, attendance, discipline
- Student Support Teams

Teacher level

- Weekly teacher PLC meetings

PLAN

DO

STUDY

ACT