

Academic and Student Well-being Recovery Plan

Summit Public Schools - Washington

Each public school district, tribal compact school, and charter school in Washington state is required by the state Legislature and by Congress to create and submit an Academic and Student Well-being Recovery Plan by June 1, 2021. The goal of the plan is to identify which students and student groups need additional academic and well-being supports, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond.

Universal Supports for All Students

The following universal supports are available to all students in Summit Public Schools:

1. The following universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being?
 - a. Building Relationships
 - b. Common Assessments
 - c. Equitable Grading Practices
 - d. High-quality Tutoring
 - e. Inclusionary Practices
 - f. Mastery Learning/Project-Based learning
 - g. Multi-tiered System of Supports
 - h. Professional Learning
 - i. SEL and Mental Health Supports
 - j. Strategic Staffing (teacher advocates, advisory, looping)
 - k. Student Voice and Perception
 - l. Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)

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.

2. For **academic** diagnostic assessments, Summit Public Schools will use the Summit Cognitive Skills Rubric and the Summit Learning Platform multiple times throughout the school year to monitor, assess, and target supports for student learning.
3. The following **well-being** diagnostic assessments will be used in each grade multiple times throughout the school year to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.
 - a. Student COVID Impact Surveys
 - b. Summit-made assessments

- c. Teacher/Mentor recommendations

Student and Family Voice

- 4. Summit Public Schools included the voices of students, families and community organizations in the development of this plan in the following ways:
 - a. Interviews
 - b. Conferences (in-person and/or virtual)
 - c. Advisory Groups
 - d. Surveys

Strategic Supports for Students

- 5. Based on Summit Public School's review of equity analysis and student diagnostic assessment results, we've determined that the following student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being:
 - a. English language learners
 - b. Low-income
 - c. Students with disabilities
 - d. Students experiencing homelessness
 - e. Students in foster care

Strategic Supports for Identified Student Groups

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

- 6. The specific strategies/interventions implemented to support student groups identified in Summit Public School's review of the equity analysis and student diagnostic assessment results include:
 - a. Acceleration Academy
 - b. Summer School
 - c. Building Relationships
 - d. Common Assessments
 - e. Equitable Grading Practices
 - f. High-quality Tutoring
 - g. Inclusionary Practices
 - h. Mastery Learning / Project-Based Learning
 - i. Multi-tiered System of Supports
 - j. Strategic Staffing (teacher advocates, advisory, looping)
 - k. Student Voice and Perception
 - l. Transition Supports (MS-HS; HS-post-secondary/ career/beyond)

Monitoring Student Progress

- 7. How will Summit Public Schools 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?

- a. Grade-level Teams (GLTs) meet weekly to look at student data and adjust interventions accordingly. At least once a quarter, GLTs will hold a longer meeting to reflect on the effectiveness of interventions so far and make adjustments or improvements as needed, including moving students between Tiers in our Multi-tiered System of Supports

Supports for Strategies/Interventions

8. Of the strategies/interventions that Summit Public Schools has implemented or is planning to implement, we believe that we have the knowledge, skills, and capacity to mentor another LEA in are:
 - a. Mastery Learning/Project-Based Learning
 - b. Common Assessments
 - c. Transition Supports (post-secondary)
9. Of the strategies/interventions that Summit Public Schools has implemented or is planning to implement, two strategies for which we may need more support are:
 - a. Multi-tiered System of Supports
 - b. Inclusionary Practices