

CONDENSED PLANNING TOOL

The planning tool below explores the key themes with questions and considerations local education agencies (LEAs) can take to plan for progress in each area. LEAs may use this tool to support their completion of the Academic and Student Well-being Recovery Plan.

LEAs may use this tool as part of the planning phase of their Plan, Do, Study, Act (PDSA) cycles to support recovery and acceleration plans. This tool can be used to present for school board review and approval.

Table 3: Condensed Planning Tool

Key Themes, Questions, and Considerations	Recovery Plan Question
<p>Pre-Planning</p> <ul style="list-style-type: none"> • Establish acceleration planning structures and team, and set <u>expectations</u> for work. <ul style="list-style-type: none"> ○ Engage cross departmental LEA level team members ○ Engage representative school level team members ○ Engage representative family, student, and community team members • Set vision and goals. <ul style="list-style-type: none"> ○ Identify an equity analysis tool for the Plan development (required element in Plan) ○ Determine what must change from reflection on lessons learned from instruction during remote and hybrid – strategies to continue ○ Align with school improvement efforts • Understand the current state of students’ learning and well-being. <ul style="list-style-type: none"> ○ Identify and analyze a variety of data to construct a comprehensive understanding of students’ academic and well-being (include datasets such as information gathered from students, families, and community group; IEP Progress Data; Bilingual Measures; COVID-19 Student Survey results; diagnostic assessment data; data on students experiencing homelessness; data on students in foster care; other specific datasets from the Washington School Improvement Framework (WSIF) – attendance, discipline, access to advanced coursework, etc. 	<p>#1</p> <p>#2</p> <p>#3</p> <p>#5</p> <p>#6</p> <p>#7</p> <p>#8</p>



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<ul style="list-style-type: none"> • Develop a workplan. <ul style="list-style-type: none"> ○ Analyze student (and student group) needs based on diagnostic assessment results and determine strategies for recovery and acceleration, including additional time ○ Determine flexibility in staffing. Assign and incentivize staff, and strategically match appropriate staff to address greatest need ○ Determine improvement measures for academic and student well-being needs ○ Determine improvement cycle of Plan, Do, Study, Act ○ Determine diagnostic assessment frequency for the 2021–22 school year ○ Develop communication strategy so all are aware of the goals and changes, and all understand their part in supporting the plan <p>Questions to guide planning:</p> <ul style="list-style-type: none"> • What structures do we need to shift and change to support student recovery and acceleration? • What are the tools used in remote learning that we can leverage and continue as part of instruction? • How will the decisions in this Plan advance equity and support students furthest from educational justice in our system? • What evaluation tools and measures are needed to determine the impacts of our decision? Baseline, mid, and post analysis? • In what ways could the decision fail to advance equity? • What are the necessary resources to make this an equitable decision? • What are the potential challenges, structural barriers, or unexpected blind spots? • How are we seeking student and family input and feedback about policies that may have an adverse impact on their learning? • Do the changes impact labor agreements? 	
<p>Student Well-being</p> <ul style="list-style-type: none"> • What equity checks are in place to ensure policies and practices do not further perpetuate racial disparities? • How are we connecting recovery and acceleration strategies to wraparound and school-wide multi-tiered systems of support including mental health counseling, social-emotional learning, and culturally and linguistically inclusive curricula? 	<p>#2 #4 #5 #6 #7 #8 #9</p>

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<ul style="list-style-type: none"> • How are we considering capacity building in the use of evidence-based strategies to create and sustain school safety and discipline policies that take a holistic, non-punitive, and non-exclusionary approach to support students’ needs? • What structures are in place for building strong and trusting relationships among students, families, and educators? • What structures are in place to allow students and families to talk openly about mental health, life, school, and feelings about the future? • How are we supporting students so they know they are not alone and that others are going through similar situations? • How are students provided time and space to heal? 	#10 #11 #12 #13
<p>Student and Family Voice</p> <ul style="list-style-type: none"> • How will you engage student and family voices in the planning for recovery and acceleration? • How are students and families being asked, “What do you need?” and “How can schools help?” • How are schools being resourced to respond to family and student needs? • How will families be informed about available supports, how to access those supports, and how the supports might be different? • What structures are in place to make space for listening to what families say about their children’s interests and challenges? • What structures are in place in middle and high school to ensure all students have an advocate in the school and a primary contact for their families? • How might you invite community organizations as part of extended learning opportunities that infuse traditional ways of learning and pre-existing solutions? 	#2 #3 #4 #8 #9 #13

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<p>Professional Learning</p> <ul style="list-style-type: none"> • What professional development is required to make the changes necessary to support equity through flexible student-centered supports? • How will professional development be designed to support application in the classroom? • What professional learning will school and LEA leaders along with educators and staff be undertaking to understand the importance of culturally responsive and anti-racist education? • How will you leverage Teacher and Principal Evaluation and Growth Program (TPEP) tools to ensure educators and principals are creating inclusive, caring, and effective learning environments? • Understanding of and practices that support cultural competency, cultural responsiveness, and racial equity are foundational professional development needs for all educators. In what ways are educators learning about students’ cultural wealth? • What professional learning is necessary for educators to employ equitable grading practices that clearly communicate demonstrated learning and do not perpetuate harm? 	<p>#2 #4 #8 #9 #10 #11 #12 #13 #14</p>
<p>Recovery and Acceleration</p> <ul style="list-style-type: none"> • In what ways are we providing intervention services that are connected to the grade-level core curriculum for all students, and making transportation available to increase student access to these services? When are interventions offered – during the day, before or after school, summer, or intersession? • How might we provide access to extracurricular and enrichment activities and athletics that are responsive to student needs and interests? How might we make them free, inclusionary, and accessible to all students with transportation after school? • Most student learning gaps will be focused on particular clusters of standards, rather than the entire content area curriculum for a grade level. What are some ways you might consider flexible grouping for instruction around clusters of standards to provide acceleration at the classroom level? • What are some ways you might support teachers to work in vertical teams to consider standards-based learning progressions and identify where students may be missing prerequisite knowledge and skills? • How are recovery services for students with disabilities aligned with your plan for all students, so special education services support that recovery? 	<p>#2 #4 #8 #9 #10 #11 #12 #13 #14 #15</p>

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<p>Diagnostic Assessment</p> <ul style="list-style-type: none"> • How might assessment data be used to accelerate progress rather than remediate, which can further stigmatize or impact families disproportionately? • How might you convene educators to learn from results together? • How are diagnostics being used to identify targeted strategies for academic and for well-being needs? • How are diagnostics being used to identify staffing support to align with student needs? • How might diagnostics promote flexible grouping to avoid tracking? 	<p>#2 #4 #5 #6 #7 #9 #13</p>
<p>Community Partnerships</p> <ul style="list-style-type: none"> • In what ways did you engage your students, families, and community members in identifying student needs? • What professional learning might be necessary for community partners and volunteers offering supports for students? • What professional learning might community partners offer to school staff? • How might asset mapping from community organizations' offerings be used to match to student/family needs? • How might community partnerships provide additional structures of support? 	<p>#2 #3 #4 #8 #9 #10 #11 #12 #13</p>