

## Washington LEA Academic and Student Well-being Recovery Plan

### Part I: LEA Information

Please enter your LEA: Sedro-Woolley School District

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

Please enter point of contact email address: molson@swsd101.org  
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: preK-12

### Part II: Attestations and Public Posting

1. Michael Olson (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved:

2. Michael Olson (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: Adapted tool based upon the Art Corps 2014 and Seattle Race and Social Justice Initiative August 2012 through the Shoreline School District Equity Analysis Tool

Please provide a link to the equity analysis tool used:

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:

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

### Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

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)

Acceleration Academy

- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- Narrowing Standards
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

**Part IV: 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.

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.

<b>Academic Diagnostic Assessments</b>	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" type="checkbox"/>	DIBELS

<b>Academic Diagnostic Assessments</b>	
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input checked="" type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input checked="" type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input checked="" type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input checked="" type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input checked="" type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input checked="" type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation

<b>Academic Diagnostic Assessments</b>	
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

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.

<b>Well-Being Diagnostic Assessments</b>	
<input type="checkbox"/>	ACE
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" type="checkbox"/>	Other - Write In (Required) SRSS-IE
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	Well-being resources

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input checked="" type="checkbox"/> DIBELS	K-2

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input checked="" type="checkbox"/> Fountas & Pinnell	K-6
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input checked="" type="checkbox"/> GOLD (WaKids)	Pre-K & K
<input type="checkbox"/> GRADE	
<input checked="" type="checkbox"/> iReady	K-8
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input checked="" type="checkbox"/> IXL	K-6 (some schools)
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input type="checkbox"/> MAP Math	
<input type="checkbox"/> MAP Reading	
<input type="checkbox"/> Mastery Connect	
<input type="checkbox"/> McLeod Assessment of Reading Comprehension	
<input checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/> PALS	
<input type="checkbox"/> Read 180 (assessment tools)	
<input type="checkbox"/> Read Well	
<input checked="" type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	K-6 (some schools)
<input checked="" type="checkbox"/> Running Records	
<input checked="" type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8 & 10
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/> SpringBoard Assessments	
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/> STAR Early Literacy	
<input type="checkbox"/> STAR Math	
<input type="checkbox"/> STAR Reading	
<input type="checkbox"/> Success for All (SFA)	
<input type="checkbox"/> SuccessNet	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	K
<input type="checkbox"/> WIDA MODEL for Kindergarten	
<input type="checkbox"/> WIDA MODEL (Grades 1-12)	
<input type="checkbox"/> Other	

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

<b>Well-Being Diagnostic Assessments</b>	<b>Grade(s)</b>
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input checked="" type="checkbox"/> Other - Write In (Required) SSRS-IE	K-12
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input checked="" type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	
<input type="checkbox"/> Well-being resources	

7. For each **academic** 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 learning.

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> CPAA (NWEA)			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input checked="" type="checkbox"/> DIBELS	K-2		2
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input checked="" type="checkbox"/> Fountas & Pinnell	K-6		2
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input checked="" type="checkbox"/> GOLD (WaKids)	K		1
<input type="checkbox"/> GRADE			
<input checked="" type="checkbox"/> iReady	K-8		3
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
<input type="checkbox"/> MAP Math			
<input type="checkbox"/> MAP Reading			
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/> PALS			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input checked="" type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	K-6		2
<input checked="" type="checkbox"/> Running Records	K-6		2 formal windows, but also as needed.
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8 & 10	1	Fall 2021 & Spring 2022
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input type="checkbox"/> Smarter Balanced Math Summative Assessments			
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/> SpringBoard Assessments			
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		Ongoing
<input type="checkbox"/> Teacher Recommendation			
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	1	
<input type="checkbox"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input checked="" type="checkbox"/> Other NAVVY Standards Measurement ELA & Math	9-12		Several

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.

<b>Well-Being Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<input type="checkbox"/> ACE			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input checked="" type="checkbox"/> Other - Write In (Required) SRSS-IE	K-12		3x per year
<input type="checkbox"/> Panorama Education School Climate Survey			



Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input checked="" type="checkbox"/> Teacher Recommendation	K-12		As Needed
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	1	
<input type="checkbox"/> Well-being resources			

**Part V: Student and Family Voice**

8. In what ways did your LEA include the following voices in the development of this plan?  
*(Student, Family, and Community Organizations)*

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

**Part VI: Strategic Supports for Students**

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/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

**Part VII: Strategic Supports for Identified Student Groups**

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

**10.** Please select the specific strategies/interventions implemented to support student groups identified in your LEA’s review of the equity analysis and student diagnostic assessment results. (Select all that apply)

<b>Strategies</b>	
<input type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input type="checkbox"/>	Extended Day Partnerships (CBOs)
<input checked="" type="checkbox"/>	Extracurricular Activities
<input type="checkbox"/>	High-quality Tutoring
<input type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

**11.** Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

<b>Strategies</b>	<b>Student Group(s)</b>
<input type="checkbox"/> Acceleration Academy	
<input type="checkbox"/> Additional Instructional Time Before or After School	
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Identified through rubric of assessment,

<b>Strategies</b>	<b>Student Group(s)</b>
	engagement, attendance data
<input checked="" type="checkbox"/> Building Relationships	Native American, Hispanic, ELL, Low Income
<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Native American, Hispanic, ELL, Low Income
<input type="checkbox"/> Equitable Grading Practices	
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	Hispanic, Native American
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input checked="" type="checkbox"/> Inclusionary Practices	504, Special Education, Hispanic, ELL, Native American
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Identified through academic diagnostic, SRSS-IE and on-going progress monitoring
<input type="checkbox"/> Narrowing Standards	
<input type="checkbox"/> Professional Learning	
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Native American, Hispanic, ELL, Low Income
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

<b>Strategies</b>	<b>Student Group(s)</b>	<b>Grade(s)</b>
<input type="checkbox"/> Acceleration Academy		
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Targeted student groups, including ELL, Hispanic, Native American, Low Income	1-8
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Hispanic, ELL, Native American Low Income,	K-8; 9-12

<b>Strategies</b>	<b>Student Group(s)</b>	<b>Grade(s)</b>
<input checked="" type="checkbox"/> Building Relationships	All, but notably student characteristic and demographic groups other than White Non-Low Income	K-12
<input checked="" type="checkbox"/> Common Assessments	All	K-10
<input type="checkbox"/> Early Learning (K-4 literacy)		
<input checked="" type="checkbox"/> Equitable Grading Practices	All	K-12
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	K-6	
<input checked="" type="checkbox"/> Extracurricular Activities	Low Income	K-12
<input checked="" type="checkbox"/> High-quality Tutoring		
<input checked="" type="checkbox"/> Inclusionary Practices	7-12	
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All	K-12
<input type="checkbox"/> Narrowing Standards		
<input type="checkbox"/> Professional Learning		
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Identified through SRSS-IE	K-12
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input checked="" type="checkbox"/> Student Voice and Perception	All	K-12
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	prek-K	

## **Part VII: Monitoring Student Progress**

- 13.** Describe how your LEA will 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.

For example:

“Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps.”

Our school district has adapted from Art Corps 2014 and Seattle Race and Social Justice Initiative August 2012 through the Shoreline School District Equity Analysis Tool to be utilized when making decisions by ELT, School Board, Materials Adoptions. Three times per year following diagnostic and common assessments, school site based leadership teams will monitor progress, identify learning gaps, and adjust strategies. Additionally, student/parent/teacher conferences are held to discuss individual student progress.

## **Part VIII: Supports for Strategies/Interventions**

**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.

- 1) Title/LAP Intervention Support (school day use of data)/or Teacher Induction (B.E.S.T.)
- 2) MTSS through Ci3T Framework
- 3) Implementation of Standards-Based Grading K-6; Sound Grading Practices

**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.

1. Establishing relationships with marginalized families and family groups;
- 2: Establishing relationships and collaborating with community organizations; strong with Rotary, and Helping Hands Food Bank, but not with other groups.
- 3.