BELLINGHAM PUBLIC SCHOOLS
Bellingham, Washington

MEMORANDUM

TO: **Board of Directors**

FROM: **Dr. Greg Baker, Superintendent**

DATE: **May 24, 2021**

SUBJECT: **Academic and Well Being Recovery Plan**

The Office of the Superintendent of Public Instruction (OSPI) is requiring each public school district in the state of Washington to submit a report by June 1 outlining plans for academic and well being recovery for students. This plan, attached, is part of a larger continuous improvement cycle that includes data analysis, equity review, and progress monitoring of strategies and interventions planned and implemented for student groups identified by the process to be in greatest need of support.

Introduction

The last fourteen months have been full of adjustments and flexibility as we have navigated the pandemic caused due to COVID-19, with school closures, re-openings, hybrid learning models, and the stresses impacting students, staff and families during this time of uncertainty and change. As we look to the fall and the return of students to in-person learning and a regular school schedule, we want to prepare for the most effective re-entry as possible, paying attention to student needs in both academic areas as well as well-being. The state's Academic and Well Being Recovery Plan asks us to identify, through data and equity analysis, these specific student needs and develop strategies and interventions to implement in efforts to combat the deficits that may have occurred.

In the spirit of reframing the idea of learning loss and recovery, we seek to see the experience of the last fourteen months as a gateway to something new and an opportunity to look for positive change opportunities rather than recovery and loss, thinking of our recovery plan as a gateway plan. While the hardship of the pandemic has been real and felt across all aspects of our system, there have also been silver linings. We have reimagined and redesigned many aspects of our educational system through the necessary adjustments to teaching and learning. Forced to find ways to teach virtually, in hybrid settings, and to find ways to connect with students and families outside of our normal measures, we have stretched our system in new ways. Some of these new ways can be seen as improvements that we must examine and consider for application into our future as we begin to return to regular schedules and structures.

As we look ahead, we want to ensure that our district focuses not only on learning loss and deficits (acknowledging the loss of school learning is an important part of our recovery plan) but that we also lift up and nurture what our students gained by living through the COVID-19 pandemic and how our schools have adjusted. The experiences students faced have varied, and in some cases, students may be emerging with new and different skills such as resiliency, flexibility and a deeper sense of their approach to learning. Some of the adjustments to our system are resulting in students reengaging in schools with a greater understanding of themselves as humans and learners, stronger connections to their families and greater independence.

We recently came across an idea by Arundhati Roy who said "Historically, pandemics have forced humans to break with the past and imagine a world anew. This one is no different. It is a portal, a gateway between one world and the next."

We are inspired by Roy's words and believe this time of planning and reflection allows us to reimagine educational and engagement strategies for our students and families.

State Report

The report due to OSPI on June 1 is a step in an iterative process of this continuous improvement cycle. This summary report outlines below the additional steps that will be taken in these efforts over the come months and throughout next school year. The state report asks for the following assurances:

School board approval of the plan

Public posting on district website of the plan

Identification and use of an equity analysis tool to apply to plan

Identification of assessment data to analyze across grades and student groups

Identification of strategies and interventions to correct disproportional impact of school closures

Data Reviewed

We selected the following data to conduct our initial review. These same data sets will be used for a more in-depth review and analysis prior to school reopening and then periodically throughout the 2021-22 school year.

Academic
Teaching Strategies GOLD (TSG) / WaKids – Preschool and Kindergarten
Benchmark Assessment System (BAS) – Elementary Literacy
MAP for Reading and Math – Grades 3-8
Embedded assessments in Lexia (literacy) & Dreambox (math) – Elementary
Smarter Balanced ELA and Math Summative Assessments – Grades 3-8 (previous years)

<u>Well-Being</u>
Teaching Strategies GOLD (TSG) / WaKids – Preschool and Kindergarten
Perception data from School Climate & Culture Feedback Surveys – Families & Students
Healthy Youth Survey – (previous years)
Student COVID Impact Survey
Qualitative data from common "silver lining" feedback and engagement processing with staff, families, & students

In order to identify areas to support students and families in the 2021-22 school year, we are leaning on the work done through our ends reporting for our school board, our Ninth Grade Student Success Teams and our processes of reflection and feedback with staff, families and students to identify what has worked and what has not worked during the last 14 months.

Equity Analysis Tool Selected

An equity analysis process to ensure decisions are informed by data and centered on equity allows districts to predict needs and put targeted plans in place for equitable systems to address student needs. Our district's equity analysis tool articulates our values for equity and inclusion and provides a systematic, collaborative approach to analysis to ensure decisions are made through an equity lens. By examining student assets, needs and cultural considerations, proportionality we can create opportunities to dismantle systemic inequities that exist in current policies, practices, norms and structures. As we apply our equity analysis process to the student academic and well being plan, we will examine the needs of student sub groups and guide our implementation plans toward their needs, both academic and well being.

Strategies/Interventions

Recognizing the needs of our students, specifically those of color, poverty, homelessness, and disability, we look to implement the following strategies and interventions, based on further processing and budget availability:

<u>Academic</u>

- Professional development and continued collective understandings related to student voice, cognitive engagement, curriculum coherence, classroom culture and environment and feedback related to equitable grading practices.
- Implementation of foundational skills curriculum and early learning literacy screener, including professional development and supports
- Increased instructional coach support across our system
- English Language Learner supports – additional coaching, direct services & newcomer support

- Special Education supports – increased staffing for life skills and BRIDGES classrooms; additional certificated staffing for resource, additional para educator staffing for direct student supports
- Increased programming and staffing for our Bellingham Virtual Learning and Bellingham Family Partnership Program
- Continuation of subscriptions to Lexia and Dreambox for targeted student needs in literacy and math
- Enhancements to AVID, CTE, preschool, MTSS, inquiry, enrichment, summer school partnerships and specialist offerings

Well Being

- Continued focus and efforts on establishing and maintaining positive relationships with students
- Professional development and continued collective understandings related to family engagement as an instructional strategy and classroom environment and culture to support student learning and connection.
- Daily student connection classes, morning meetings to build community and teach and solidify application of social, emotional learning skills
- Continuous enhancement to school climate and culture to increase student and family sense of school belonging
- Secured staffing of mental health coordinator
- Increase of one additional mental health specialist
- Addition of health services director and health room aides
- Additional allocation to school psychologists FTE to support assessment process for our youngest learners
- Continued outreach to solicit student voice in our continuous improvement efforts

In addition, we will focus efforts on smaller scale strategies and interventions closely aligned to our work within existing programs to target specific student groups we have identified. These efforts will focus on a variety of supports including strategic efforts in relationships, well being supports, family outreach, targeted academic intervention, and continuous outreach to students related to attendance, performance, growth and engagement.

We will continue to evaluate and analyze these strategies and interventions and adjust according to student needs.

Iterative Process

Our department of teaching and learning will engage in an iterative process of examining data to fine tune strategies, monitor progress, and work toward continuous improvement. For the 2021-22 school year this will include August 2021, winter 2022 and spring 2022 data carousel processes looking at the newest data available each season. This process will include data review,

proportionality reports and the application of our equity analysis tool. Adjustments to identified student needs and strategies will be made based on the iterative process. In addition, this process will be built into our administrative level meetings (school leadership) to share the DTL data process and findings and support building leaders in doing a similar process (data review, proportionality and equity analysis tool) with their school staffs, supported by DTL staff in partnership with school leadership teams. Data analysis at the class and student level will also take place within schools, supported by MTSS staff and processes looking at academic and well-being progress monitoring and adjusting interventions were needed.

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Bellingham Public Schools

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

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

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

Part II: Attestations and Public Posting

1. Bellingham Public Schools (LEA name) attests that the School Board approved this plan after allowing for public comment.

   Please enter the date this plan was approved: 5/26/21

2. Bellingham Public Schools (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: Bellingham Public Schools

   Equitable Decision and Policy Review Process

   Please provide a link to the equity analysis tool used: bellinghamschools.org/equity-plan

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: May 24, 2021

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

Academic Diagnostic Assessments
☐ Accelerated Reader (AR)
☐ AIMSweb
☐ Amplify Insight (CCSS)
☐ Assessment and Learning in Knowledge Spaced (ALEKS)
☐ CPAA (NWEA)
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)

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

Academic Diagnostic Assessments
☐ Teacher Recommendation
☐ Universal Screener list of tools
☐ Universal Screener Guide
☒ WA-KIDS
☐ WIDA MODEL for Kindergarten
☐ WIDA MODEL (Grades 1-12)
☒ Other Dreambox, PAST

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.

Well-Being Diagnostic Assessments
☐ ACE
☐ Amplify Insight (CCSS)
☐ CEE
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
☒ Other - Write In (Required) School Climate and Culture Feedback Survey, Healthy Youth Survey
☐ Panorama Education School Climate Survey
☒ Student COVID Impact Surveys
☒ SWIS
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☒ Teacher Recommendation
☐ Universal Screener list of tools
☐ Universal Screener Guide
☒ WA-KIDS
☒ Well-being resources

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

Academic Diagnostic Assessments	Grade(s)
☐ Accelerated Reader (AR)	
☐ AIMSweb	
☐ Amplify Insight (CCSS)	
☐ Assessment and Learning in Knowledge Spaced (ALEKS)	
☐ CPAA (NWEA)	

Academic Diagnostic Assessments	Grade(s)
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☐ DIBELS	
☐ Discovery Education Predictive Assessment	
☐ DRA (Developmental Reading Assessment)	
☐ DRP (Degrees of Reading Power)	
☐ EasyCBM	
☐ FAST (Formative Assessment System for Teachers)	
☒ Fountas & Pinnell	K-5
☐ Gates Macginitie	
☐ GMADE	
☒ GOLD (WaKids)	PK-K
☐ GRADE	
☐ iReady	
☐ IRLA	
☐ iStation	
☐ ITBS (Iowa Test of Basic Skills)	
☐ IXL	
☐ KARK (Kindergarten Assessment Resource Kit)	
☒ Lexia	K-5
☒ MAP Math	3-8
☒ MAP Reading	3-8
☐ Mastery Connect	
☐ McLeod Assessment of Reading Comprehension	
☒ OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2
☐ PALS	
☒ Read 180 (assessment tools)	6-9
☐ Read Well	
☐ Really Great Reading - Diagnostic Decoding Surveys	
☒ Running Records	K-3
☐ Sight Words	
☐ Smarter Balanced ELA Interim Assessments	
☒ Smarter Balanced ELA Summative Assessments	3-8, 10
☐ Smarter Balanced Math Interim Assessments	
☒ Smarter Balanced Math Summative Assessments	3-8, 10
☐ SMI (Scholastic Math Inventory SAM/MI)	
☐ SPI (Scholastic Phonics Inventory SAM/PI)	
☐ SpringBoard Assessments	
☒ SRI (Scholastic Reading Inventory SAM/RI)	6-9
☐ STAR Early Literacy	
☐ STAR Math	
☐ STAR Reading	
☐ Success for All (SFA)	

Academic Diagnostic Assessments	Grade(s)
☐ SuccessNet	
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	P-12
☐ Teacher Recommendation	
☐ Universal Screener list of tools	
☐ Universal Screener Guide	
☒ WA-KIDS	PK-K
☐ WIDA MODEL for Kindergarten	
☐ WIDA MODEL (Grades 1-12)	
☒ Other Dreambox, PAST	K-5

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

Well-Being Diagnostic Assessments	Grade(s)
☐ ACE	
☐ Amplify Insight (CCSS)	
☐ CEE	
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☒ Other - Write In (Required) School Climate & Culture Feedback Surveys, Healthy Youth Survey	3-12
☐ Panorama Education School Climate Survey	
☐ Student COVID Impact Surveys	
☒ SWIS	K-8
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12
☒ Teacher Recommendation	
☐ Universal Screener list of tools	
☐ Universal Screener Guide	
☒ WA-KIDS	PK-K
☒ Well-being resources	K-5

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.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ Accelerated Reader (AR)			
☐ AIMSweb			
☐ Amplify Insight (CCSS)			

	Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐	Assessment and Learning in Knowledge Spaced (ALEKS)			
☐	CPAA (NWEA)			
☐	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
☐	DIBELS			
☐	Discovery Education Predictive Assessment			
☐	DRA (Developmental Reading Assessment)			
☐	DRP (Degrees of Reading Power)			
☐	EasyCBM			
☐	FAST (Formative Assessment System for Teachers)			
☒	Fountas & Pinnell	K-5		X
☐	Gates Macginitie			
☐	GMADE			
☒	GOLD (WaKids)	PK-K		X
☐	GRADE			
☐	iReady			
☐	IRLA			
☐	iStation			
☐	ITBS (Iowa Test of Basic Skills)			
☐	IXL			
☐	KARK (Kindergarten Assessment Resource Kit)			
☒	Lexia	K-5		X
☒	MAP Math	3-8		X
☒	MAP Reading	3-8		X
☐	Mastery Connect			
☐	McLeod Assessment of Reading Comprehension			
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2		X
☐	PALS			
☒	Read 180 (assessment tools)	6-9		X
☐	Read Well			
☐	Really Great Reading - Diagnostic Decoding Surveys			
☒	Running Records	K-3		X
☐	Sight Words			
☐	Smarter Balanced ELA Interim Assessments			
☒	Smarter Balanced ELA Summative Assessments	3-8, 10	X	
☐	Smarter Balanced Math Interim Assessments			
☒	Smarter Balanced Math Summative Assessments	3-8, 10	X	
☐	SMI (Scholastic Math Inventory SAM/MI)			
☐	SPI (Scholastic Phonics Inventory SAM/PI)			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ SpringBoard Assessments			
☒ SRI (Scholastic Reading Inventory SAM/RI)	6-9		X
☐ STAR Early Literacy			
☐ STAR Math			
☐ STAR Reading			
☐ Success for All (SFA)			
☐ SuccessNet			
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	P-12		X
☐ Teacher Recommendation			
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☒ WA-KIDS	PK-K		X
☐ WIDA MODEL for Kindergarten			
☐ WIDA MODEL (Grades 1-12)			
☒ Other Dreambox; PAST	K-5		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.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ ACE			
☐ Amplify Insight (CCSS)			
☐ CEE			
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
☒ Other - Write In (Required) School Climate & Culture Feedback Surveys; HYS;	3-12	X	
☐ Panorama Education School Climate Survey			
☒ Student COVID Impact Surveys	6-12	X	
☒ SWIS	K-8		X
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
☒ Teacher Recommendation	K-12		X
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☒ WA-KIDS	PK-K		X

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☒ Well-being resources	K-5		X

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)

Strategies	
☐	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)

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

Strategies		Student Group(s)
☐	Acceleration Academy	
☒	Additional Instructional Time Before or After School	All student groups identified
☐	Additional School Days	
☐	Balanced Calendar	
☒	Summer School	All student groups identified
☒	Building Relationships	All student groups identified
☒	Common Assessments	All student groups identified
☒	Early Learning (K-4 literacy)	All student groups identified
☒	Equitable Grading Practices	All student groups identified

	Strategies	Student Group(s)
☒	Extended Day Partnerships (CBOs)	All student groups identified
☒	Extracurricular Activities	All student groups identified
☒	High-quality Tutoring	All student groups identified
☒	Inclusionary Practices	All student groups identified
☐	Mastery Learning/Project-Based learning	
☒	Multi-tiered System of Supports	All student groups identified
☒	Narrowing Standards	All student groups identified
☒	Professional Learning	All student groups identified
☒	SEL and Mental Health Supports	All student groups identified
☒	Strategic Staffing (teacher advocates, advisory, looping)	All student groups identified
☒	Student Voice and Perception	All student groups identified
☒	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All student groups identified

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

	Strategies	Student Group(s)	Grade(s)
☐	Acceleration Academy		
☒	Additional Instructional Time Before or After School	All student groups identified	6-12
☐	Additional School Days		
☐	Balanced Calendar		
☒	Summer School	All student groups identified	P-21
☒	Building Relationships	All student groups identified	P-21
☒	Common Assessments	All student groups identified	
☒	Early Learning (K-4 literacy)	All student groups identified	P-4
☒	Equitable Grading Practices	All student groups identified	9-12
☒	Extended Day Partnerships (CBOs)	All student groups identified	K-8

	Strategies	Student Group(s)	Grade(s)
☒	Extracurricular Activities	All student groups identified	6-12
☒	High-quality Tutoring	All student groups identified	
☒	Inclusionary Practices	All student groups identified	P-21
☐	Mastery Learning/Project-Based learning		
☒	Multi-tiered System of Supports	All student groups identified	P-12
☒	Narrowing Standards	All student groups identified	K-12
☒	Professional Learning	All student groups identified	P-12
☒	SEL and Mental Health Supports	All student groups identified	P-12
☒	Strategic Staffing (teacher advocates, advisory, looping)	All student groups identified	6-12
☒	Student Voice and Perception	All student groups identified	P-12
☒	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All student groups identified	P-12

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 department of teaching and learning (DTL) will engage in an iterative process of examining data to fine tune strategies, monitor progress, and work toward continuous improvement. For the 2021-22 school year this will include August 2021, winter 2022 and spring 2022 data carousel processes looking at the newest data available each season. This process will include data review, proportionality reports and the application of our equity analysis tool. Adjustments to identified student needs and strategies will be made based on the iterative process. In addition, this process will be built into our administrative level meetings (school leadership) to share the DTL data process and findings and support building leaders in doing a similar process (data review, proportionality and equity analysis tool) with their school staffs, supported by DTL staff in partnership with school leadership teams. Data analysis at the class

and student level will also take place within schools, supported by MTSS staff and processes looking at academic and well-being progress monitoring and adjusting interventions were needed.

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.
    Equitable Grading Practices
    SEL & Mental Health Supports
    Early Learning

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.

    Equitable Grading Practices

    SEL & Mental Health Supports

    Inclusionary Practices