

# Academic and Student Well-Being Recovery Plan 2021



**#Washougal** *Rising*

**Presented to the Washougal School Board**

May 25, 2021

## BACKGROUND

This comprehensive plan for academic and student well-being is submitted to the Office of Superintendent of Public Instruction (OSPI) in order to be eligible to receive federal Elementary and Secondary Schools Emergency Relief (ESSER) III funds. The following state and federal laws apply to ESSER funds:

- Federal Law: American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan Act of 2021, Public Law 117-2. The following is required in order to access ESSER III funds:
  - Funds will be distributed using the Title I funding formula.
  - The funds must be used to address learning loss (Washington state utilizes the term academic recovery and acceleration).
  - Local Education Agencies (LEAs) 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.

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

### Part I: LEA Information

Please enter your LEA: Washougal School District

Please enter the name of the point of contact for this survey: Renae Burson

Please enter point of contact email address: [renae.burson@washougalsd.org](mailto:renae.burson@washougalsd.org)  
OSPI will use this email for questions regarding the contents of this survey.

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

### Part II: Attestations and Public Posting

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

Please enter the date this plan was approved: Tentative 5/25/2021

2. Washougal School District (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: Equity in Decision-making

Please provide a link to the equity analysis tool used: See Appendix A. Link will be provided upon plan approval.

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: Tentative 5/26/2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: Link will be provided upon plan approval

### 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 type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	DIBELS
<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 checked="" type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input 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

<b>Academic Diagnostic Assessments</b>	
<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 type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input checked="" 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 checked="" 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"/>	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

<b>Well-Being Diagnostic Assessments</b>	
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" type="checkbox"/>	Other - Write In (Required) mySAEBRS, SAEBRS
<input type="checkbox"/>	Panorama Education School Climate Survey
<input checked="" type="checkbox"/>	Student COVID Impact Surveys
<input checked="" 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

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 type="checkbox"/> DIBELS	
<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 checked="" type="checkbox"/> FAST (Formative Assessment System for Teachers)	K-12
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input checked="" type="checkbox"/> GOLD (WaKids)	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 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	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2
<input type="checkbox"/> PALS	
<input type="checkbox"/> Read 180 (assessment tools)	
<input type="checkbox"/> Read Well	
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-8,10
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8,10
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	3-8,10
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-8,10
<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
<input checked="" type="checkbox"/> Teacher Recommendation	K-12
<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 checked="" type="checkbox"/> Other NNAT3	K-1

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) mySAEBRS, SAEBRS	K-12
<input type="checkbox"/> Panorama Education School Climate Survey	
<input checked="" type="checkbox"/> Student COVID Impact Surveys	K-12
<input checked="" type="checkbox"/> SWIS	K-12
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input checked="" type="checkbox"/> Teacher Recommendation	K-12
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	

Well-Being Diagnostic Assessments		Grade(s)
<input checked="" type="checkbox"/>	WA-KIDS	K
<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.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<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 type="checkbox"/> DIBELS			
<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 checked="" type="checkbox"/> FAST (Formative Assessment System for Teachers)	K-12		X
<input checked="" type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input checked="" type="checkbox"/> GOLD (WaKids)	K	X	
<input type="checkbox"/> GRADE			
<input checked="" type="checkbox"/> iReady	K-8		X
<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 checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2		X
<input type="checkbox"/> PALS			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-8,10	X	



<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	X	
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	3-8, 10	X	
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-8, 10	X	
<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		X
<input checked="" type="checkbox"/> Teacher Recommendation	K-12		X
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	X	
<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 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) MySAEBRS, SAEBRS	K-12		X
<input type="checkbox"/> Panorama Education School Climate Survey			
<input checked="" type="checkbox"/> Student COVID Impact Surveys	K-12		X
<input checked="" type="checkbox"/> SWIS	K-12	X	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input checked="" type="checkbox"/> Teacher Recommendation	K-12		X
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	X	
<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 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 type="checkbox"/>	Building Relationships
<input type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input type="checkbox"/>	Equitable Grading Practices

<b>Strategies</b>	
<input type="checkbox"/>	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input checked="" type="checkbox"/>	High-quality Tutoring
<input checked="" 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 type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input checked="" type="checkbox"/>	Student Voice and Perception
<input checked="" 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	All student groups with emphasis on students with disabilities, low income students
<input checked="" type="checkbox"/> Building Relationships	All student groups with an emphasis on low income students
<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All student groups
<input type="checkbox"/> Equitable Grading Practices	
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input type="checkbox"/> Extracurricular Activities	
<input checked="" type="checkbox"/> High-quality Tutoring	English language learners
<input checked="" type="checkbox"/> Inclusionary Practices	Students with disabilities
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All student groups
<input type="checkbox"/> Narrowing Standards	
<input checked="" type="checkbox"/> Professional Learning	All student groups
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All student groups
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input checked="" type="checkbox"/> Student Voice and Perception	English language learners, Students with disabilities
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All student groups with emphasis on students with disabilities

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)
<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	All student groups with emphasis on students with disabilities, low income students	K-12
<input checked="" type="checkbox"/> Building Relationships	All student groups with an emphasis on low income students	K-12
<input type="checkbox"/> Common Assessments		
<input type="checkbox"/> Early Learning (K-4 literacy)		
<input type="checkbox"/> Equitable Grading Practices		
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input type="checkbox"/> Extracurricular Activities		
<input checked="" type="checkbox"/> High-quality Tutoring	English language learners	6-12
<input checked="" type="checkbox"/> Inclusionary Practices	Students with disabilities	PK
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All student groups	K-12
<input type="checkbox"/> Narrowing Standards		
<input checked="" type="checkbox"/> Professional Learning	All student groups	K-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All student groups	K-12
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input checked="" type="checkbox"/> Student Voice and Perception	English language learners, Students with disabilities	6-12
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All student groups with emphasis on students with disabilities	PK,5,8

**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.”

Washougal utilizes the Plan-Do-Study-Act model. At the district level, diagnostic data is reviewed three times a year using an equity analysis process and disaggregated data to determine the effectiveness of the strategies being implemented. Adjustments to the plan are made as needed to meet the needs of learners. Building Leadership teams use an equity

analysis process to develop a School Improvement Plan. Building level diagnostic assessment data is reviewed three times a year to monitor student progress and identify adjustments that may be necessary. The following structures are built into the system to allow for planning, review of data and adjustments to the plan based on the data analysis:

\*Monthly building leadership team meetings allow for examination of data including diagnostic assessments, attendance, and discipline data.

\*Weekly teacher PLC meetings provide teams the opportunity to examine student data and make adjustments in instruction to meet student needs.

\*Monthly building equity team meetings, to examine disaggregated student data to close gaps in student learning and well-being

\*Student support teams at buildings meet regularly to determine academic and social emotional supports at the student level

\*District MTSS teams review implementation data annually to improve systems that support students.

### **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.

Building Relationships, Summer School, Professional 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.

Inclusionary Practices, Equitable Grading Practices

## Appendix A: Academic and Student Well-Being Recovery Plan: Equity in Decision-making Tool

When using this Equity in Decision-making Tool, consider the following:

1. Who are the groups most affected by this policy, program, practice or decision? What are the potential impacts on these groups?
2. Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?
3. How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision? Can the stakeholders validate your assessments in questions 1 and 2?
4. What barriers might prevent a more equitable implementation of your policy, program, practice or decision? (Consider funding, resources, competing interests, access.)
5. How will you mitigate any negative impacts and address barriers that you have identified?