MEMORANDUM

TO: Board of Directors

DATE: May 18, 2021

FROM: Lloy Schaaf, Ed.D.

RE: Student Academic and Well-being Recovery Plan

TYPE: Action Item

The Office of Superintendent of Public Instruction has released a template and planning guide for districts in Washington State to complete a Student Academic and Well-being Recovery Plan. The plan must be uploaded and due to **OSPI on or before June 1, 2021**. There is a fillable form that we will be expected to complete for OSPI and selection of an Equity Analysis Tool for our work. Please find this form and the Equity Analysis Tool attached.

 The plan is in response to two laws, one federal and one state, that connect planning for academic and student well-being recovery to eligibility to receive federal Elementary and Secondary School Emergency Relief (ESSER) III funds. That said, the planning template is facilitating good work and good thinking around how we need to support our students. It connects to our school and district improvement plans in that the purpose is to create the best possible re-entry plan for students regarding mental health and academics.

The planning template focuses on six areas which includes student well-being, student and family voice, professional learning, recovery and acceleration, diagnostic assessment, and community partnerships. In an effort to begin to address these areas, we have sent out student and family surveys regarding students' academic and social emotional health. We have asked students and families their opinions related to needed supports and interventions for students as they return to school. We have also asked our teachers and para educators their thoughts about supporting students and possible summer work necessary to be ready for our returning students. We also selected an Equity Analysis Tool. The tool was reviewed by our District Equity Team. It is an amended version of a tool that the Shoreline School District shared and created.

The other important component of the plan is that it will be reviewed and submitted in three phases. This will give our district time to implement strategies and interventions, track data, and make necessary adaptations to support our students. The first phase is submission on or before June 1, 2021, the second phase is due in November, 2021 and phase three is due in April of 2022.

Recommendation: That the board approves the Academic and Student Well-Being Recovery Plan for Phase I.

Race & Equity Impact Decision-Making Tool
(Approval by Advisory Team) 4.28.21

The purpose of this tool is to engage everyone involved in Stanwood-Camano Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Stanwood-Camano Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff and families of the Stanwood/Camano School District.

Before a Decision

Section A: Pause and examine YOU - Who are you? (as an individual and as a decision-making team)

1) Who is involved in making a decision? Who is at the table right now making this decision? What is your racial composition?
2) What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? What is not?
3) Based on our group membership, what inherent biases (e.g. racial, political, gender, religious) do we bring to the table?

Section B: Who is affected?

1) What is the racial composition of the impacted groups? Who is affected?
2) Is there an existing racial disparity we are trying to address? What is the data source?
3) What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?
4) What are the power dynamics or disparities between YOU and those affected?
5) In what ways is the impacted group involved in the decision-making?
6) What additional methods can we employ that would increase the impacted groups' involvement?

Section C: What are the impacts?

1) How will the decision of this group advance equity in our system?
2) What evaluation tools and measures do we need to determine the impacts of our decision?
3) In what ways could the decision fail to advance equity?
4) What are the necessary resources and/or supports to make this an equitable decision?
5) How will we ensure accountability?
6) What are the potential challenges, structural barriers, or unexpected blind spots?

7) What follow actions will we complete to support our endeavors?

After the implementation of the decision: Reflection

Section D: What do you think happened?

1) Did you succeed in advancing equity? To what degree? How do you know? (What evaluation tools and measures were used to determine the impacts of our decision?) If no, what steps are we taking to ensure equity is still achieved?
2) Who helped you in ways you did not expect?
3) What are the unintended consequences, positive or negative?
4) How have we invited authentic feedback (especially from those most impacted) on our process and our outcomes?
5) What have you changed as a result of the feedback and outcomes?

Summary of Findings (accountability)

Next Steps

Adapted from Arts Corps 2014 and Seattle Race and Social Justice Initiative August 2012 and the Shoreline Race & Equity Impact Decision-Making Tool.

The Race and Equity Decision Making Tool was created by Stanwood-Camano School District Equity Leadership team in support of the Academic and Student Well-being Recovery Plan and House Bill 1368.

Last update: April, 2021

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Stanwood-Camano School District

Please enter the name of the point of contact for this survey: Lloy Schaaf/ Dan Johnston

Please enter point of contact email address: lschaaf@stanwood.wednet.edu/
djohnston@stanwood.wednet.edu
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.   (LEA name) attests that the School Board approved this plan after allowing for public comment.

    Please enter the date this plan was approved: May 18, 2021

2.   (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: <u>SCSD Equity Analysis Tool</u>
(modified from Shoreline)

    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
☒	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 (family meetings at beginning of school, student support during PDW)

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)
☐	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
☒	Teacher Recommendation
☐	Universal Screener list of tools
☐	Universal Screener Guide
☒	WA-KIDS
☒	WIDA MODEL for Kindergarten
☒	WIDA MODEL (Grades 1–12)
☐	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.

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) District Created 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	K–8
☐	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)	K–12
☐	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)	K
☐	GRADE	
☐	iReady	
☐	IRLA	
☐	iStation	
☐	ITBS (Iowa Test of Basic Skills)	
☒	IXL	K–5
☐	KARK (Kindergarten Assessment Resource Kit)	
☐	Lexia	
☒	MAP Math	K–8
☒	MAP Reading	K–8
☐	Mastery Connect	
☐	McLeod Assessment of Reading Comprehension	
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia	K–2
☐	PALS	
☐	Read 180 (assessment tools)	
☐	Read Well	
☒	Really Great Reading – Diagnostic Decoding Surveys	K–4
☐	Running Records	
☐	Sight Words	
☐	Smarter Balanced ELA Interim Assessments	
☒	Smarter Balanced ELA Summative Assessments	3–12

☐	Smarter Balanced Math Interim Assessments	
☒	Smarter Balanced Math Summative Assessments	3–12
☐	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	K–12
☒	Teacher Recommendation	K–12
☐	Universal Screener list of tools	
☐	Universal Screener Guide	
☒	WA–KIDS	K
☒	WIDA MODEL for Kindergarten	K
☒	WIDA MODEL (Grades 1–12)	1–12
☐	Other	

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) District Survey	K–12
☐	Panorama Education School Climate Survey	
☒	Student COVID Impact Surveys	6–12
☐	SWIS	
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K–12
☒	Teacher Recommendation	K–12
☐	Universal Screener list of tools	
☐	Universal Screener Guide	
☒	WA–KIDS	K
☒	Well–being resources	K–12

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	K–8		X
☐	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)	K–12		X
☐	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)	K	X	
☐	GRADE			
☐	iReady			
☐	IRLA			
☐	iStation			
☐	ITBS (Iowa Test of Basic Skills)			
☒	IXL	K–5		X
☐	KARK (Kindergarten Assessment Resource Kit)			
☐	Lexia			
☒	MAP Math	K–8		X
☒	MAP Reading	K–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)			
☐	Read Well			
☒	Really Great Reading – Diagnostic Decoding Surveys	K–4		X
☐	Running Records			
☐	Sight Words			
☐	Smarter Balanced ELA Interim Assessments			
☒	Smarter Balanced ELA Summative Assessments	3–12	X	
☐	Smarter Balanced Math Interim Assessments			
☒	Smarter Balanced Math Summative Assessments	3–12	X	
☐	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	P–12		X
☒	Teacher Recommendation	P–12		X
☐	Universal Screener list of tools			
☐	Universal Screener Guide			

☒	WA-KIDS	K	X	
☒	WIDA MODEL for Kindergarten	K	X	
☒	WIDA MODEL (Grades 1–12)	1–12	X	
☐	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.

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) District Created	K–12		X
☐ Panorama Education School Climate Survey			
☒ Student COVID Impact Surveys	6–12	X	
☐ SWIS			
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	P–12		X
☒ Teacher Recommendation	P–12		X
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☒ WA-KIDS	K	X	
☒ Well-being resources	K–12		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	Hispanic/Latino, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students

		Experiencing Homelessness and Foster Care
☒	Additional School Days	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	Balanced Calendar	
☒	Summer School	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Building Relationships	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	Common Assessments	
☐	Early Learning (K–4 literacy)	
☒	Equitable Grading Practices	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Extended Day Partnerships (CBOs)	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Extracurricular Activities	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	High–quality Tutoring	
☒	Inclusionary Practices	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	Mastery Learning/Project–Based learning	

	Strategies	Student Group(s)
☒	Multi-tiered System of Supports	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	Narrowing Standards	
☒	Professional Learning	For staff
☒	SEL and Mental Health Supports	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	Strategic Staffing (teacher advocates, advisory, looping)	
☒	Student Voice and Perception	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Transition Supports (Pre-K–Elem; Elem– MS; MS–HS; HS–post-secondary/ career/beyond)	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care

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	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Additional School Days	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☐	Balanced Calendar		

☒	Summer School	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	3, 6–8, 9–12
☒	Building Relationships	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☐	Common Assessments		
☐	Early Learning (K–4 literacy)		
☒	Equitable Grading Practices	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Extended Day Partnerships (CBOs)	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Extracurricular Activities	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	High–quality Tutoring	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Inclusionary Practices	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☐	Mastery Learning/Project–Based learning		
☒	Multi–tiered System of Supports	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing	K–12

		Homelessness and Foster Care	
☐	Narrowing Standards		
☒	Professional Learning	Staff	K–12
☒	SEL and Mental Health Supports	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☐	Strategic Staffing (teacher advocates, advisory, looping)		
☒	Student Voice and Perception	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Transition Supports (Pre-K-Elem; Elem– MS; MS–HS; HS–post–secondary/ career/beyond)	American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–1, 5–6, 8–9

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 district will review the Equity Analysis tool and use of the tool at least three times per year (Fall, Winter, Spring) We will continue to ask ourselves when addressing the tool is appropriate as we continue with our equity work. Assessment data will also be reviewed at least three time per year (Fall, Winter, Spring).

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.
We do not feel that we have the capacity to mentor other LEAs at this time.

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.
Equity Analysis Tool; MTSS; Inclusionary Practices