

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

### Part I: LEA Information

Please enter your LEA: South Kitsap School District

Please enter the name of the point of contact for this survey: Superintendent Tim Winter

Please enter point of contact email address: winter@skschools.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. South Kitsap 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: May 19, 2021

2. South Kitsap 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: South Kitsap School District Equity Analysis and Planning Tool

Please provide a link to the equity analysis tool used: Available until 8/31/21 at [https://www.skschools.org/district/academic\\_\\_student\\_well-being\\_recovery\\_plan](https://www.skschools.org/district/academic__student_well-being_recovery_plan). Available beginning September 1, 2021 on the new district website at [www.skschools.org/learninSK/recoveryplan](http://www.skschools.org/learninSK/recoveryplan)

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: Available until 8/31/21 o at [https://www.skschools.org/district/academic\\_\\_student\\_well-being\\_recovery\\_plan](https://www.skschools.org/district/academic__student_well-being_recovery_plan). Available September 1, 2021 on the new SKSD website at [www.skschools.org/learninSK/recoveryplan](http://www.skschools.org/learninSK/recoveryplan)

### 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
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input checked="" type="checkbox"/>	EasyCBM
<input 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 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 type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input checked="" 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)

<b>Academic Diagnostic Assessments</b>	
<input checked="" type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input checked="" type="checkbox"/>	STAR Early Literacy
<input checked="" type="checkbox"/>	STAR Math
<input checked="" 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 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
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<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 checked="" 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 checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12
<input checked="" type="checkbox"/> DIBELS	K-5
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input checked="" type="checkbox"/> EasyCBM	K-12, Spec ED
<input 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)	Pre K
<input checked="" type="checkbox"/> GRADE	
<input 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	6-8
<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
<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 checked="" type="checkbox"/> Running Records	K-5
<input type="checkbox"/> Sight Words	
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-10
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-10
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	3-10
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-10
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	
<input checked="" type="checkbox"/> SpringBoard Assessments	9-10
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	
<input checked="" type="checkbox"/> STAR Early Literacy	K-1
<input checked="" type="checkbox"/> STAR Math	1-8
<input checked="" type="checkbox"/> STAR Reading	2-10
<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 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 type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	
<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 checked="" type="checkbox"/> 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.

<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)			
<input type="checkbox"/> CCAA (NWEA)			
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		X
<input checked="" type="checkbox"/> DIBELS	K-5		X
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input checked="" type="checkbox"/> EasyCBM	K-12, Spec Ed		X
<input 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)	Pre-K		X
<input type="checkbox"/> GRADE			
<input 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	6-8		X
<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 checked="" type="checkbox"/> Running Records	K-5		X
<input type="checkbox"/> Sight Words			
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-10	X	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-10	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 Math Interim Assessments	3-10	X	
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-10	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 checked="" type="checkbox"/> STAR Early Literacy	K-1		X
<input checked="" type="checkbox"/> STAR Math	1-8		X
<input checked="" type="checkbox"/> STAR Reading	2-10		X
<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 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	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 type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X



Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<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 checked="" type="checkbox"/> 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)

<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 checked="" 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
<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 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 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 checked="" type="checkbox"/> Additional Instructional Time Before or After School	All K-8 student groups
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	All K-12 student groups
<input checked="" type="checkbox"/> Building Relationships	All K-12 student groups
<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All K-4 student groups
<input checked="" type="checkbox"/> Equitable Grading Practices	All K-12 student groups
<input type="checkbox"/> Extended Day Partnerships (CBOs)	

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Extracurricular Activities	All K-12 student groups <sup>3</sup>
<input checked="" type="checkbox"/> High-quality Tutoring	American Indian/Alaska Native student groups
<input checked="" type="checkbox"/> Inclusionary Practices	All K-12 student groups
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All K-12 student groups
<input type="checkbox"/> Narrowing Standards	
<input type="checkbox"/> Professional Learning	
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All K-12 student groups
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Students with disabilities group

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 checked="" type="checkbox"/> Additional Instructional Time Before or After School	All student groups	K-8
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	All student groups	K-12
<input checked="" type="checkbox"/> Building Relationships	All student groups	K-12
<input type="checkbox"/> Common Assessments		
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All student groups	K-4
<input checked="" type="checkbox"/> Equitable Grading Practices	All student groups	K-12
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input checked="" type="checkbox"/> Extracurricular Activities	All student groups	K-12
<input checked="" type="checkbox"/> High-quality Tutoring	American Indian/Alaska Native student groups	K-12
<input checked="" type="checkbox"/> Inclusionary Practices	All student groups	K-12
<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 type="checkbox"/> Professional Learning		
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All student groups	K-12
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/> Student Voice and Perception		
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Students with disabilities group	K-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.”

The district will orient district leaders to the SKSD Equity Analysis and Planning Tool process before last day of school June 18, 2021

The district will integrate understanding and use of the SKSD Equity Analysis and Planning Tool in to the district wide Equity Awareness training that will be provided on August 23, 2021

District leadership will actively and intentionally work shoulder-to-shoulder with the District Equity Committee to support implementation & utilization fo the Equity Analysis Process & Planning Tool in o new & existing planning processes occurring throughout the 2021-22 school year.

The district will use the equity analysis tool and process quarterly (every 3 months) to monitor overall progress, adjust strategies, identify learning gaps and support both students and staff in maintaining social emotional well-being.

## 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.

The South Kitsap School District has the knowledge, skills and capacity to mentor another LEA in the following strategy/intervention areas: (a) Whole child and whole educator well-being and support; (b) Comprehensive and integrated multi-tiered systems of support; and (c) Equitable 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.

The South Kitsap School District needs more support in the following areas: (a) Equity, diversity & inclusionary practice(s) awareness & training; and (b) Effective tools to support universal behavioral, social and emotional screening for students.