

**Mansfield School District
Academic and Student Well-being Recovery Plan**

Part I: LEA Information

Please enter your LEA: Mansfield School District

Please enter the name of the point of contact for this survey: Mike Messenger

Please enter point of contact email address: mmessenger@mansfield.wednet.edu 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. Mansfield SD (LEA name) attests that the School Board approved this plan after allowing for public comment.

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

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

Mansfield equity analysis tool

Please provide a link to the equity analysis tool used:

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: 5/26/2021

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

Part III: Universal Supports for All Students

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

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

- Acceleration Academy
- Additional Instructional Time Before or After School
- Additional School Days

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

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
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			
<input checked="" type="checkbox"/> GOLD (WaKids)	pk	X	
GRADE			
iReady			
IRLA			
iStation			
ITBS (Iowa Test of Basic Skills)			
<input checked="" type="checkbox"/> IXL	p-12		X
KARK (Kindergarten Assessment Resource Kit)			
<input checked="" type="checkbox"/> Lexia	k-3		X
<input checked="" type="checkbox"/> MAP Math	k-12		X
<input checked="" type="checkbox"/> MAP Reading	k-12		X
Mastery Connect			
McLeod Assessment of Reading Comprehension			
OSPI Screeners for Literacy Skills Associated with Dyslexia			
PALS			
Read 180 (assessment tools)			
<input checked="" type="checkbox"/> Read Well	k-4		X
Really Great Reading - Diagnostic Decoding Surveys			
Running Records			
Sight Words			
Smarter Balanced ELA Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8, 10	x	
Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-8, 10	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			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
Success for All (SFA)			
SuccessNet			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	p-12		x
Teacher Recommendation			
Universal Screener list of tools			
Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	pk	x	

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	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)			
Panorama Education School Climate Survey			
Student COVID Impact Surveys			
SWIS			
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input checked="" type="checkbox"/> Teacher Recommendation	p-12		x
Universal Screener list of tools			
Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	pk	x	
Well-being resources			

Part V: Student and Family Voice

6. 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

7. 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.

8. 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		
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	all	p-12
Additional School Days		
Balanced Calendar		
Summer School		
Building Relationships		
Common Assessments		
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	all	k-4
Equitable Grading Practices		
Extended Day Partnerships (CBOs)		
Extracurricular Activities		
High-quality Tutoring		
Inclusionary Practices		
Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	all	p-12
Narrowing Standards		
<input checked="" type="checkbox"/> Professional Learning	all	p-12
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)		

Part VII: Monitoring Student Progress

9. 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.

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

Part VIII: Supports for Strategies/Interventions

10. 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.
Additional instructional time before or after school
Multitiered systems of support
Professional Learning
11. 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.
none