

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Lakewood School District

Please enter the name of the point of contact for this survey: Scott Peacock

Please enter point of contact email address: speacock@lwsd.wednet.edu
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

1. The Lakewood 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: 5/19/2021

2. Lakewood 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: Shoreline Race & Equity Impact Decision-Making Tool

Please provide a link to the equity analysis tool used:
<https://www.shorelineschools.org/cms/lib/WA02217114/Centricity/Domain/1090/FINAL%20AND%20APPROVED%20Shoreline%20race%20and%20equity%20tool.pdf>

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
- 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	
<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)

Academic Diagnostic Assessments	
<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 type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input checked="" type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input 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 checked="" 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 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

Academic Diagnostic Assessments	
<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 checked="" type="checkbox"/>	Other ELPA21

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	
<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) Second Step
<input checked="" type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input checked="" 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 type="checkbox"/>	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)
<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)	6-8

Academic Diagnostic Assessments	Grade(s)
<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 type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input checked="" type="checkbox"/> Fountas & Pinnell	K-5
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input 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	K-12
<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 checked="" type="checkbox"/> Read 180 (assessment tools)	6-8
<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	3-10
<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)	
<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-3
<input checked="" type="checkbox"/> STAR Math	K-12
<input checked="" type="checkbox"/> STAR Reading	3-12
<input type="checkbox"/> Success for All (SFA)	
<input type="checkbox"/> SuccessNet	
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Pre K-12

Academic Diagnostic Assessments		Grade(s)
<input checked="" type="checkbox"/>	Teacher Recommendation	Pre 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 ELPA21	K-12

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)
<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) Second Step	K-8
<input checked="" type="checkbox"/>	Panorama Education School Climate Survey	Pre K-12
<input type="checkbox"/>	Student COVID Impact Surveys	
<input checked="" type="checkbox"/>	SWIS	K-5
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Pre K-12
<input checked="" type="checkbox"/>	Teacher Recommendation	Pre 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"/>	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)			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	6-8		x
<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 type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input checked="" type="checkbox"/> Fountas & Pinnell	K-5		x
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input 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	K-12		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 checked="" type="checkbox"/> Read 180 (assessment tools)	6-8		x
<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	3-10		x
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-10	x	
<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-3		x

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input checked="" type="checkbox"/> STAR Math	K-12		x
<input checked="" type="checkbox"/> STAR Reading	3-12		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	Pre K-12		x
<input checked="" type="checkbox"/> Teacher Recommendation	Pre 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 checked="" type="checkbox"/> Other ELPA21	K-12	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
<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) Second Step	K-8		x
<input checked="" type="checkbox"/> Panorama Education School Climate Survey	Pre K-12		x
<input type="checkbox"/> Student COVID Impact Surveys			
<input checked="" type="checkbox"/> SWIS	K-5		x
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	Pre K-12		x
<input checked="" type="checkbox"/> Teacher Recommendation	Pre 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)

Strategies	
<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

Strategies	
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input checked="" type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input checked="" type="checkbox"/>	Extended Day Partnerships (CBOs)
<input checked="" type="checkbox"/>	Extracurricular Activities
<input 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 checked="" type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input checked="" 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.

Strategies	Student Group(s)	
<input type="checkbox"/>	Acceleration Academy	
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School	All
<input type="checkbox"/>	Additional School Days	
<input type="checkbox"/>	Balanced Calendar	
<input checked="" type="checkbox"/>	Summer School	All
<input checked="" type="checkbox"/>	Building Relationships	All
<input checked="" type="checkbox"/>	Common Assessments	All
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)	All
<input checked="" type="checkbox"/>	Equitable Grading Practices	All
<input checked="" type="checkbox"/>	Extended Day Partnerships (CBOs)	All
<input checked="" type="checkbox"/>	Extracurricular Activities	All
<input type="checkbox"/>	High-quality Tutoring	
<input checked="" type="checkbox"/>	Inclusionary Practices	All
<input type="checkbox"/>	Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/>	Multi-tiered System of Supports	All
<input checked="" type="checkbox"/>	Narrowing Standards	All
<input checked="" type="checkbox"/>	Professional Learning	All
<input checked="" type="checkbox"/>	SEL and Mental Health Supports	All
<input checked="" type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)	All

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Student Voice and Perception	All
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All

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	K-12
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	All	Pre K-12
<input checked="" type="checkbox"/> Building Relationships	All	Pre K-12
<input checked="" type="checkbox"/> Common Assessments	All	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All	Pre K-12
<input checked="" type="checkbox"/> Equitable Grading Practices	All	K-12
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	All	K-12
<input checked="" type="checkbox"/> Extracurricular Activities	All	K-12
<input type="checkbox"/> High-quality Tutoring		
<input checked="" type="checkbox"/> Inclusionary Practices	All	Pre K-12
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All	Pre K-12
<input checked="" type="checkbox"/> Narrowing Standards	All	K-12
<input checked="" type="checkbox"/> Professional Learning	All	Pre K-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All	Pre K-12
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	All	K-12
<input checked="" type="checkbox"/> Student Voice and Perception	All	K-12
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All	Pre 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.”

Create a District Equity Team of parents, staff, and community members to guide, advise and monitor each of the three phases. Team will meet every 6-8 weeks.

Collect and analyze disaggregated equity data at 6-week intervals including but not limited to attendance, summative and formative assessment data, student progress through tiered interventions, discipline, and perceptual data across multiple groups of students.

Deploy a universal screener to identify students and survey the connections between SEL, attendance, behavior, and course performance three times during the school year.

Use existing building trauma informed leadership teams to monitor data monthly and inform planning that will develop and support students SEL needs across all tiers of need.

Gather initial survey data via Panorama in the areas of student wellness, academic needs, and culturally responsive learning disaggregated by gender, ethnicity, race, and program access to inform Phase 1 of the Lakewood Academic and Well-Being Recovery Plan. Measure data three times during the school year.

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.

Plan comprehensive proactive social and emotional supports and learning outcomes prior to the start of the school year.

Employ a learning model that recognizes student individual progress towards graduation. This includes: Offer summer programs for acceleration learning for all grade levels. Assign incomplete grades instead of failing grades in credit classes for unfinished learning. Provide universal credit recovery and credit ahead learning opportunities.

Professional development of staff in essential standards planning and priority instructional content to visualize and understand how supporting standards relate to the major work of the grade.

- 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.

Develop a formalized Multitiered System of Supports that is informed by classroom formative data aligned with essential standards and learning targets.

Identify equitable ways to assess students that are beneficial to learning, including assessment practices that illuminate students' knowledge and focus on what they are learning, rather than what they do not know. Identify areas of growth that students have made and what they are ready to do next.

Prioritized family involvement:

- a. Implement effective and inclusive structures to form partnerships with parents and families to support student learning. Address barriers to successful family involvement.
- b. Enact enhanced reporting identifying areas of strength and areas needing improvement. Develop regular, two-way communication and partnerships with families that help to ensure the success of each student.