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: SCSD Equity Analysis Tool (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
☒   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	Grade		
☐	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/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students

		Experiencing Homelessness and Foster Care
☒	Additional School Days	Hispanic/Latinx,American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☐	Balanced Calendar	
☒	Summer School	Hispanic/Latinx,American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Building Relationships	Hispanic/Latinx,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	Hispanic/Latinx,American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Extended Day Partnerships (CBOs)	Hispanic/Latinx,American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care
☒	Extracurricular Activities	Hispanic/Latinx,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	

☒	Multi-tiered System of Supports	Hispanic/Latinx, 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	Hispanic/Latinx, 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	Hispanic/Latinx, 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)	Hispanic/Latinx, 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	Hispanic/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Additional School Days	Hispanic/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students	K–12

		Experiencing Homelessness and Foster Care	
☐	Balanced Calendar		
☒	Summer School	Hispanic/Latinx, 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	Hispanic/Latinx, 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	Hispanic/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Extended Day Partnerships (CBOs)	Hispanic/Latinx American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Extracurricular Activities	Hispanic/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	High-quality Tutoring	Hispanic/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☒	Inclusionary Practices	Hispanic/Latinx,American n Indian, Two or More Races, ELL, Low Income,	K–12

		Students with Disabilities, Students Experiencing Homelessness and Foster Care	
☐	Mastery Learning/Project-Based learning		
☒	Multi-tiered System of Supports	Hispanic/Latinx, American Indian, Two or More Races, ELL, Low Income, Students with Disabilities, Students Experiencing Homelessness and Foster Care	K–12
☐	Narrowing Standards		
☒	Professional Learning	Staff	K–12
☒	SEL and Mental Health Supports	American Indian, Two or Hispanic/Latinx, 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	Hispanic/Latinx, 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)	Hispanic/Latinx, 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 times 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