

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: **Edmonds School District**

Please enter the name of the point of contact for this survey: **Dr. Gustavo Balderas**

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

Please enter the grade levels served by your LEA: **PreK - 12+**

Part II: Attestations and Public Posting

1. **Edmonds School District** 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. **Edmonds School District** attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used:
Edmonds School District Equity Lens protocol

Please provide a link to the equity analysis tool used: See inserted below:
**Edmonds School District
Office of Equity and Student Success
Equity Analysis Tool**

The Edmonds School District is committed to equity, inclusion, and opportunity for ALL students. The success of each student will not be predetermined by race, ethnicity, financial status, language, gender identity, sexual orientation, or disabilities.

Equity: Intentional actions to ensure we are providing access, inclusion, and opportunity for ALL students and having intentional outcomes for ALL students

Equity Lens: A racial equity lens is a set of questions we ask ourselves when we are planning, developing or evaluating a policy, program or decision.

When making decisions and taking action, utilize the following questions:

1. Does this decision align with the ESD mission/vision?
2. Whom does this decision affect both positively and negatively?

3. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
4. Are those being affected by the decision included in the process?
5. What other possibilities were explored?
6. Is the decision/outcome sustainable?

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: <https://www.edmonds.wednet.edu/>

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 type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<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 type="checkbox"/> Fountas & Pinnell
<input type="checkbox"/> Gates Macginitie
<input type="checkbox"/> GMADE
<input type="checkbox"/> GOLD (WaKids)
<input type="checkbox"/> GRADE
✓ iReady
<input type="checkbox"/> IRLA
<input type="checkbox"/> iStation
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)
<input 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 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 type="checkbox"/> Smarter Balanced ELA Interim Assessments
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments
<input type="checkbox"/> Smarter Balanced Math Interim Assessments
<input 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 type="checkbox"/> STAR Early Literacy
<input type="checkbox"/> STAR Math
<input type="checkbox"/> STAR Reading
<input type="checkbox"/> Success for All (SFA)
<input type="checkbox"/> SuccessNet
<input 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 type="checkbox"/> WA-KIDS
<input type="checkbox"/> WIDA MODEL for Kindergarten
<input type="checkbox"/> WIDA MODEL (Grades 1-12)
<input checked="" type="checkbox"/> Other - Acadience

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 - Panorama Wellness Screener and SEL survey.
<input type="checkbox"/>	Panorama Education School Climate Survey

<input type="checkbox"/> Student COVID Impact Surveys
<input type="checkbox"/> SWIS
<input 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 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 type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<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 type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input type="checkbox"/> GOLD (WaKids)	
<input type="checkbox"/> GRADE	
<input checked="" type="checkbox"/> iReady	K - 12
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input 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 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	K - 6
<input type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments	
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input 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 type="checkbox"/> STAR Early Literacy	
<input type="checkbox"/> STAR Math	
<input type="checkbox"/> STAR Reading	
<input type="checkbox"/> Success for All (SFA)	
<input type="checkbox"/> SuccessNet	
<input 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 type="checkbox"/> WA-KIDS	
<input type="checkbox"/> WIDA MODEL for Kindergarten	
<input type="checkbox"/> WIDA MODEL (Grades 1-12)	
<input checked="" type="checkbox"/> Other - Acadience	K-2

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 - Panorama Wellness Screener and SEL Survey	3 - 12
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input checked="" type="checkbox"/> SWIS	K-6
<input 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 type="checkbox"/> WA-KIDS	
<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)			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<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 type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input type="checkbox"/> GOLD (WaKids)			
<input type="checkbox"/> GRADE			
✓ iReady	K-12		Yes
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input 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 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			
✓ Running Records	K-6		Yes
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments			
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input 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 type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			
<input 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 type="checkbox"/> WA-KIDS			
<input type="checkbox"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
✓ Other - Acadience	K-2		Yes

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)			
✓ Other - Panorama Wellness Screener and survey	3-12		Yes
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			

<input 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 type="checkbox"/> WA-KIDS			
<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
<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 type="checkbox"/> Equitable Grading Practices
<input type="checkbox"/> Extended Day Partnerships (CBOs)
<input type="checkbox"/> Extracurricular Activities
<input type="checkbox"/> High-quality Tutoring
<input type="checkbox"/> Inclusionary Practices
<input type="checkbox"/> Mastery Learning/Project-Based learning
<input type="checkbox"/> Multi-tiered System of Supports
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.

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Students 2+ years below grade level, English learners, students served by special education
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Students 2+ years below grade level, English learners, students served by special education, any high school student that is deficient in credits for graduation
<input checked="" type="checkbox"/> Building Relationships	All students
<input checked="" type="checkbox"/> Common Assessments	All students
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Students 1+ years below in ELA, English learners,

<input type="checkbox"/> Equitable Grading Practices	
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input type="checkbox"/> Multi-tiered System of Supports	
✓ Narrowing Standards	All students
<input type="checkbox"/> Professional Learning	
✓ SEL and Mental Health Supports	All students
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/ career/beyond)	

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 type="checkbox"/> Additional Instructional Time Before or After School	Students 2+ years below grade level, English learners, students served by special education	K-12
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
✓ Summer School	Students 2+ years below grade level, English learners, students served by special education, any high school student that is deficient in credits for graduation	P-12
✓ Building Relationships	All students	P-12
✓ Common Assessments	All students	P-12
✓ Early Learning (K-4 literacy)	Students 1+ years below in ELA, English learners,	K-4
<input type="checkbox"/> Equitable Grading Practices		
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input type="checkbox"/> Extracurricular Activities		
<input type="checkbox"/> High-quality Tutoring		
<input type="checkbox"/> Inclusionary Practices		
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input type="checkbox"/> Multi-tiered System of Supports		
✓ Narrowing Standards	All students	P-12
<input type="checkbox"/> Professional Learning		
✓ SEL and Mental Health Supports	All students	P-12

<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/> Student Voice and Perception		
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/ career/beyond)		

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. Our district uses an equity analysis process...

- Aligned with our benchmark assessment calendar (fall, winter, and spring), we will analyze the results of our ELA and math assessments.
 - Executive level leadership will use these data to identify successes, challenges and opportunities for correction or improvement.
 - Staff will prepare reports of these analyses with
 - School-based staff will utilize these data (at the (school, class, and student levels) to inform their instruction and to ensure students most in need of additional support are identified and plans for support are created and implemented.
 - Student results will be shared with students and families.
 - Families will be consulted regarding plans for additional support.
- We will use the questions in our equity analysis tool to identify who is benefitting and who is not from our instructional program. We will engage with families in partnership to develop plans of support for students that are not progressing toward standard in their learning.

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.

- a. Culturally responsive assessment practices in special education
- b. Comprehensive review of LRE rates by level and strategies to address exclusionary practices
- c. Implementation of Student Advisory, District Advisory, and continued established advisory and work groups reflecting district demographics to guide, give feedback, and monitor district initiatives, re-entry plans, and other areas.

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.

- a. We need additional support in the implementation of an MTSS model while not having current universal screening, aligned formative assessments and summative assessments available on students.

- b. We need support in creating an action plan to collectively monitor and intervene with students who are credit deficient and at risk to not graduate on time. A focus for us is to streamline the many human resources we have working on this issue to a comprehensive team to improve graduation rates across the system.
- c. We need support in developing a model of academic intervention for middle school students.