

Academic and Student Well-being Recovery Plan Aberdeen School District

Part I: LEA Information

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

Please enter the name of the point of contact for this survey: **Dr. Alicia Henderson**

Please enter point of contact email address: **ahenderson@asd5.org**

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

Part II: Attestations and Public Posting

1. **Aberdeen 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 18, 2021**

2. **Aberdeen 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:
Highline School District Equity Policy

Please provide a link to the equity analysis tool used:
<https://www.asd5.org/wellbeingrecoveryplan>

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: <https://www.asd5.org/wellbeingrecoveryplan>

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)
X	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
X	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)
X	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
X	MAP Math
X	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 type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
X	Smarter Balanced ELA Interim Assessments
X	Smarter Balanced ELA Summative Assessments
X	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 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 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.

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) DESSA-Aperture
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input checked="" 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
X	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)
X	Accelerated Reader (AR)	K - 8
<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)	
X	DIBELS	K - 2
<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	
X	GOLD (WaKids)	K
<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)	
X	IXL	K-12
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/>	Lexia	
X	MAP Math	K-12
X	MAP Reading	K - 12
<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 type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
X Smarter Balanced ELA Summative Assessments	3 - 10
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
X 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 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	
X 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.

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)	
X	Other - Write In (Required) DESSA	K-12
<input type="checkbox"/>	Panorama Education School Climate Survey	
<input type="checkbox"/>	Student COVID Impact Surveys	
X	SWIS	K-12
<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	
X	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
X	Accelerated Reader (AR)	K - 8	X	
<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)			
X	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		Varies by grade level and subject
X	DIBELS	K - 2		3
<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			
X	GOLD (WaKids)	K	1	
<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)			
X	IXL	K-12	1	
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/>	Lexia			
X	MAP Math	K-12		3
X	MAP Reading	K-12		3
<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 type="checkbox"/>	Running Records			
<input type="checkbox"/>	Sight Words			
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments			
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments	3-10	1	
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments	3-10	1	
<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			
X	Teacher Recommendation	K-8		3
<input type="checkbox"/>	Universal Screener list of tools			
<input type="checkbox"/>	Universal Screener Guide			
X	WA-KIDS	K	1	
<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.

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)			
X Other - Write In (Required) DESSA-Aperature	K-12		3
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
X SWIS	K - 12		3
<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
- X 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)

- X American Indian/Alaskan Native
- Asian
- Black/African American
- X Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- X Two or More Races
- White
- X English language learners
- X Low-income
- X Students with disabilities
- Students experiencing homelessness
- X 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
X	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days

<input type="checkbox"/>	Balanced Calendar
X	Summer School
X	Building Relationships
X	Common Assessments
X	Early Learning (K-4 literacy)
<input type="checkbox"/>	Equitable Grading Practices
X	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
X	Multi-tiered System of Supports
X	Narrowing Standards
X	Professional Learning
X	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
X	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	
X Additional Instructional Time Before or After School	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
X Summer School	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Building Relationships	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster

	Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Common Assessments	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Early Learning (K-4 literacy)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native
<input type="checkbox"/> Equitable Grading Practices	
X Extended Day Partnerships (CBOs)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
X Mastery Learning/Project-Based learning	
X Multi-tiered System of Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Narrowing Standards	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Professional Learning	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X SEL and Mental Health Supports	English Learners, Low Income, Students Experiencing

	Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	
X Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/career/beyond)	Students with Disabilities

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		
X Additional Instructional Time Before or After School	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native	K-12 (EL only) K-8
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
X Summer School	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native	K - 12
X Building Relationships	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
<input type="checkbox"/> Common Assessments		

X	Early Learning (K-4 literacy)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native	K-4
	<input type="checkbox"/> Equitable Grading Practices		
X	Extended Day Partnerships (CBOs)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K - 8
	<input type="checkbox"/> Extracurricular Activities		
	<input type="checkbox"/> High-quality Tutoring		
	<input type="checkbox"/> Inclusionary Practices		
	<input type="checkbox"/> Mastery Learning/Project-Based learning		
X	Multi-tiered System of Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
X	Narrowing Standards	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12

X	Professional Learning	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
X	SEL and Mental Health Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
X	Strategic Staffing (teacher advocates, advisory, looping)	All	10
	<input type="checkbox"/> Student Voice and Perception		
X	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K 5th 8 th 12th

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.”

To address gaps in student learning and well-being, our district will systematically monitor student progress every three months.

Through identified teaming structures at the district and building level, a data-based decision-making process will be utilized to monitor student progress and program effectiveness.

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.

Early Learning (K-4 Literacy)

- 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.

Additional Instructional Time Before or After School