



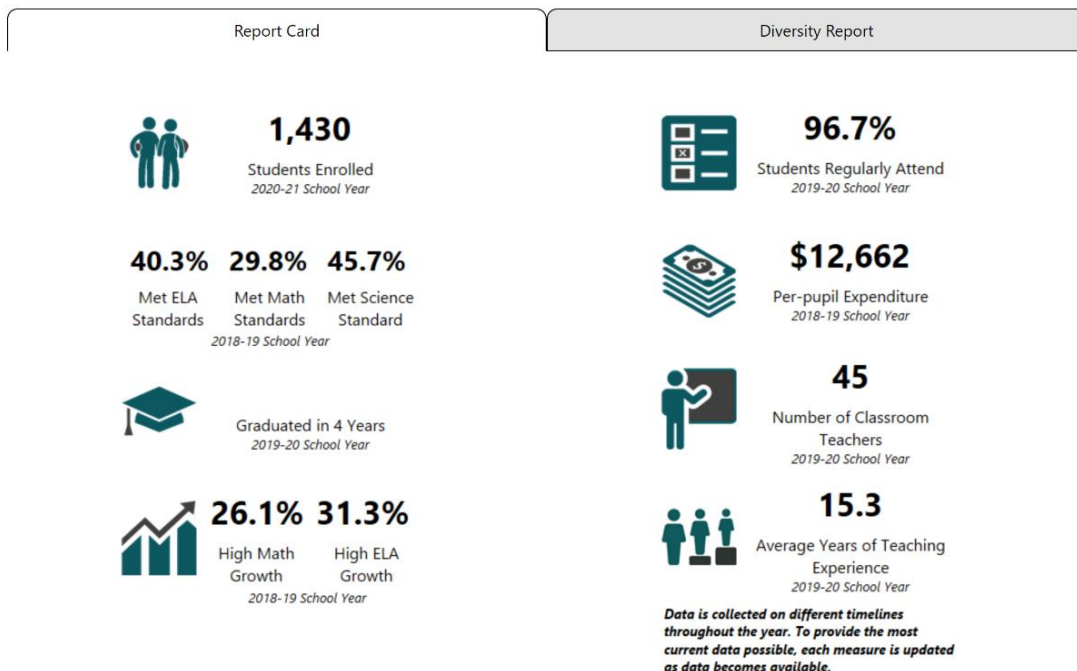
**Valley School District #070**  
**Academic and Student Well-Being Recovery Plan**

On February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state’s Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year. Valley School District developed a Stages of Reopening Plan for 2020-2021 school year and began the year in Stage 2, transitioning to Stage 4 in November 2020 and Stage 5 five days a week in person in April 2021.

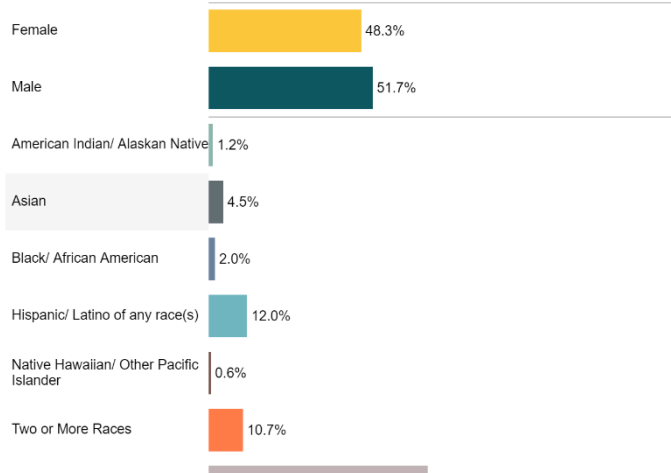
This recovery plan is intended to provide information on how Valley School District will address student needs over the course of the 2020-2021 and 2021-22 school years. The plan will help identify which student groups need additional supports, define how those supports will be provided and plan for recovery and acceleration of student learning and well-being. This plan will be developed in phases, this being phase 1. Phase 2 will be implemented in the Fall and Phase 3 in the Spring.

**Demographic Information** (<https://washingtonstatereportcard.ospi.k12.wa.us>)

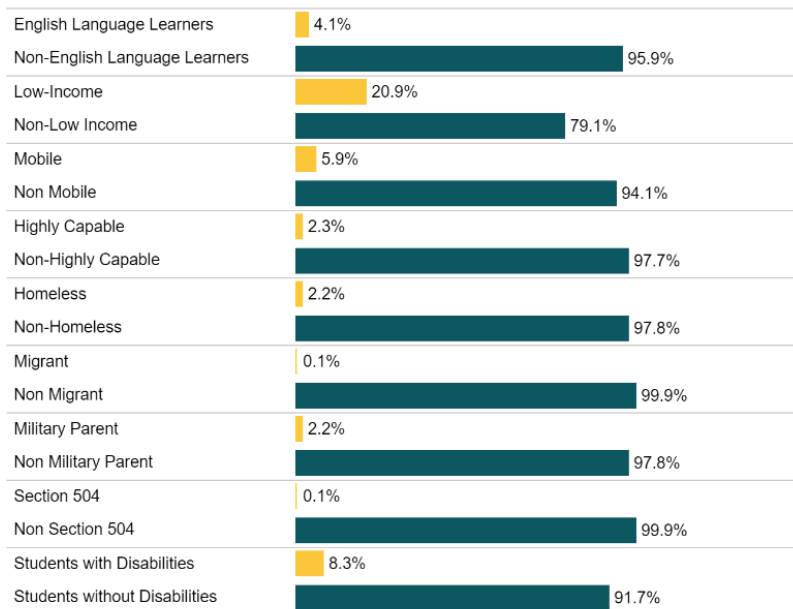
Valley School District is located in Stevens County, just 40 miles north of Spokane, Washington. Our K-12 onsite free and reduced student population demographics range from 70-80% year to year. We are an innovative school district with four different student programs: Valley Early Learning Center, Valley School (K-8), Paideia High School (one of two established cooperative high schools in Washington State), and Columbia Virtual Academy. VL Transport is a cooperative housed in Valley School District that serves four surrounding school districts. Valley School District is innovative and continues to grow in a rural setting.



**Valley School District  
2020-21**



**Valley School District  
2020-21**



**Attachments:**

Equity Analysis Tool – [Insight Education Group Equity Rubric](#)

OSPI Recovery Plan Template

**Valley School Board Resolution No. 5-20/21 A Resolution Adopting An Academic and Student Well-Being Plan for School Years 2020-2021 and 2021-2022**

## Washington LEA Academic and Student Well-being Recovery Plan

### Part I: LEA Information

Please enter your LEA: Valley School District

Please enter the name of the point of contact for this survey: Ben Ferney

Please enter point of contact email address: ben.ferney@valleysd.org  
OSPI will use this email for questions regarding the contents of this survey.

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

### Part II: Attestations and Public Posting

1. Valley 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 19, 2021

2. Valley 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: Insight Education Group Equity Rubric

Please provide a link to the equity analysis tool used:  
[https://f.hubspotusercontent20.net/hubfs/258326/Equity%20Rubric%207.16.20%20\(1\)%20\(1\).pdf](https://f.hubspotusercontent20.net/hubfs/258326/Equity%20Rubric%207.16.20%20(1)%20(1).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: May 20, 2021

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

### 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.

<b>Academic Diagnostic Assessments</b>	
<input checked="" 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)

<b>Academic Diagnostic Assessments</b>	
<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 checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input checked="" type="checkbox"/>	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 checked="" type="checkbox"/>	MAP Math
<input checked="" 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 checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" 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 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

<b>Academic Diagnostic Assessments</b>	
<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 ASQ-SE, Learning A to Z, Raz Kids, All About Reading and Spelling Read Live

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.

<b>Well-Being Diagnostic Assessments</b>	
<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) ASQ-SE
<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 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 checked="" type="checkbox"/>	Well-being resources

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input checked="" type="checkbox"/> 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)	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-8
<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 checked="" type="checkbox"/> GOLD (WaKids)	PreK-K
<input type="checkbox"/> GRADE	
<input checked="" type="checkbox"/> iReady	K-8
<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 checked="" type="checkbox"/> MAP Math	K-8
<input checked="" type="checkbox"/> MAP Reading	K-8
<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-5
<input type="checkbox"/> Sight Words	
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-8
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8
<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 checked="" type="checkbox"/> STAR Early Literacy	K-1
<input checked="" type="checkbox"/> STAR Math	2-8
<input checked="" type="checkbox"/> STAR Reading	2-8
<input type="checkbox"/> Success for All (SFA)	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<input type="checkbox"/> SuccessNet	
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-8
<input checked="" type="checkbox"/> Teacher Recommendation	K-8
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	PreK-K
<input type="checkbox"/> WIDA MODEL for Kindergarten	
<input type="checkbox"/> WIDA MODEL (Grades 1-12)	
<input checked="" type="checkbox"/> Other ASQ-SE, Learning A to Z & Raz Kids, All About Reading & Spelling, Read Live	PreK-K, K-4, K-8, 1-5

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

<b>Well-Being Diagnostic Assessments</b>	<b>Grade(s)</b>
<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) ASQ-SE	PreK-K
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input checked="" type="checkbox"/> SWIS	K-8
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input checked="" type="checkbox"/> Teacher Recommendation	PreK,K-8
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	PreK, TK, K
<input checked="" type="checkbox"/> Well-being resources	PreK-TK

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.

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<input type="checkbox"/> Accelerated Reader (AR)	K-8		x
<input type="checkbox"/> AIMSweb			



<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<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)	K-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 type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input checked="" type="checkbox"/> GOLD (WaKids)	K	x	
<input type="checkbox"/> GRADE			
<input checked="" type="checkbox"/> iReady	K-8		x
<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 checked="" type="checkbox"/> MAP Math	k-8	6-8	k-5
<input checked="" type="checkbox"/> MAP Reading	k-8	6-8	k-5
<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-5		x
<input type="checkbox"/> Sight Words			
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-8	x	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8	x	
<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)			

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<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-1		x
<input checked="" type="checkbox"/> STAR Math	2-8		x
<input checked="" type="checkbox"/> STAR Reading	2-8		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	K-8		x
<input checked="" type="checkbox"/> Teacher Recommendation	K-8		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 type="checkbox"/> Other Read Live(1-5)(1), Learning AtoZ, Raz Kids (K-4)(multiple), All About Reading & Spelling (K-8)(multiple)	K-8	x	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.

<b>Well-Being Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<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) ASQ-SE	PreK-K	x	
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input checked="" type="checkbox"/> SWIS	K-8		x
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input checked="" type="checkbox"/> Teacher Recommendation	K-8		x
<input type="checkbox"/> Universal Screener list of tools			

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	PreK, TK, K	x	x
<input checked="" type="checkbox"/> Well-being resources	PreK, TK, K		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	
<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 type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input 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 checked="" type="checkbox"/>	Mastery Learning/Project-Based learning
<input type="checkbox"/>	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input 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	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Low Income, Students Experiencing Homelessness, Students with Disabilities

<b>Strategies</b>	<b>Student Group(s)</b>
<input checked="" type="checkbox"/> Building Relationships	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Early Learning (K-4 literacy)	
<input checked="" type="checkbox"/> Equitable Grading Practices	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input checked="" type="checkbox"/> Extracurricular Activities	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input type="checkbox"/> Multi-tiered System of Supports	
<input type="checkbox"/> Narrowing Standards	
<input type="checkbox"/> Professional Learning	
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input checked="" type="checkbox"/> Student Voice and Perception	Low Income, Students Experiencing Homelessness, Students with Disabilities
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Low Income, Students Experiencing Homelessness, Students with Disabilities

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

<b>Strategies</b>	<b>Student Group(s)</b>	<b>Grade(s)</b>
<input type="checkbox"/> Acceleration Academy		

Strategies	Student Group(s)	Grade(s)
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Low Income, Students Experiencing Homelessness, Students with Disabilities	9-12
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Low Income, Students Experiencing Homelessness, Students with Disabilities	PreK-12
<input checked="" type="checkbox"/> Building Relationships	Low Income, Students Experiencing Homelessness, Students with Disabilities, All	PreK-12
<input type="checkbox"/> Common Assessments		
<input type="checkbox"/> Early Learning (K-4 literacy)		
<input checked="" type="checkbox"/> Equitable Grading Practices	Low Income, Students Experiencing Homelessness, Students with Disabilities	9-12
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input checked="" type="checkbox"/> Extracurricular Activities	Low Income, Students Experiencing Homelessness, Students with Disabilities	6-12
<input type="checkbox"/> High-quality Tutoring		
<input checked="" type="checkbox"/> Inclusionary Practices	Low Income, Students Experiencing Homelessness, Students with Disabilities, All	PreK
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	Low Income, Students Experiencing Homelessness, Students with Disabilities	9-12
<input type="checkbox"/> Multi-tiered System of Supports		
<input type="checkbox"/> Narrowing Standards		
<input type="checkbox"/> Professional Learning		
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Low Income, Students Experiencing Homelessness, Students with Disabilities	K-12
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	Low Income, Students Experiencing Homelessness,	9-12
<input checked="" type="checkbox"/> Student Voice and Perception	Low Income, Students Experiencing	9-12

Strategies	Student Group(s)	Grade(s)
	Homelessness, Students with Disabilities	
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Low Income, Students Experiencing Homelessness, Students with Disabilities,	PreK,9-12

**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.”

Our district uses an equity analysis process twice a year to monitor progress, adjust strategies and identify student learning gaps.

**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.

Conscious Discipline

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.

Shared Leadership

Strengthening Families