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

**Part I: LEA Information**

Please enter your LEA: CENTERVILLE SCHOOL DISTRICT

Please enter the name of the point of contact for this survey: Dr. Ann Varkados, Superintendent

Please enter point of contact email address: avarkados@centervilleschool.org

OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: K - 8

**Part II: Attestations and Public Posting**

1. Centerville 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 25, 2021

1. Centerville 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: Equity Rubric: Attending to Needs of the Most Vulnerable Populations; Insight Education Group.

Please provide a link to the equity analysis tool used: https://doc-0o-50-apps-viewer.googleusercontent.com/viewer/secure/pdf/c9342d4a30hvnns55p0dhgju71l2ik44/8t83nee3tsto4bkli51eaimk0e84f495/1619557275000/gmail/02346460938399038323/ACFrOgAg381XIJpiq\_ObrEJnv7lCU1\_1rBnvsiU7nvev9LA6xzuaHsJzBgtfMXn0wsg-xVoVrbChqiSI7Sg9m2U-hHwPEKEcrnKIw5SL-zTgr4ZMkNfOKgDRnWufyxc=?print=true&nonce=280o2mibqcgp6&user=02346460938399038323&hash=795u9tnq87tbfg3cp9o2q03kgm532nkh

1. 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 26, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: www.https://centervilleschool.org

**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.

1. 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 District Made Differentiated Intervensions in Small Group

**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.

1. 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) |  |  |  |
| ACE |  |  |  |
| AIMSweb |  |  |  |
| Amplify Insight (CCSS) |  |  |  |
| Assessment and Learning in Knowledge Spaced (ALEKS) |  |  |  |
| CEE |  |  |  |
| 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 |  |  |  |
| Other - Write In (Required) |  |  |  |
| PALS |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| 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 |  |  |  |
| Student COVID Impact Surveys |  |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| 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 |  |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| Other District Made Assessments |  |  |  |

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** |  |  |  |
| --- | --- | --- | --- |
| Accelerated Reader (AR) |  |  |  |
| ACE |  |  |  |
| AIMSweb |  |  |  |
| Amplify Insight (CCSS) |  |  |  |
| Assessment and Learning in Knowledge Spaced (ALEKS) |  |  |  |
| CEE |  |  |  |
| 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 |  |  |  |
| Other - Write In (Required) |  |  |  |
| PALS |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| 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 |  |  |  |
| Student COVID Impact Surveys |  |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| 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 |  |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| Other Teacher Made Assessments/Observations |  |  |  |

1. 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) | K-8 |  |  |
| ACE |  |  |  |
| AIMSweb |  |  |  |
| Amplify Insight (CCSS) |  |  |  |
| Assessment and Learning in Knowledge Spaced (ALEKS) |  |  |  |
| CEE |  |  |  |
| CPAA (NWEA) |  |  |  |
| Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-8 |  |  |
| 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 | K-8 |  |  |
| 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 |  |  |  |
| Other - Write In (Required) | K-8 |  |  |
| PALS |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| Read 180 (assessment tools) |  |  |  |
| Read Well |  |  |  |
| Really Great Reading - Diagnostic Decoding Surveys |  |  |  |
| Running Records | K |  |  |
| Sight Words | K |  |  |
| Smarter Balanced ELA Interim Assessments |  |  |  |
| Smarter Balanced ELA Summative Assessments | 3-8 |  |  |
| Smarter Balanced Math Interim Assessments |  |  |  |
| Smarter Balanced Math Summative Assessments | 3-8 |  |  |
| SMI (Scholastic Math Inventory SAM/MI) |  |  |  |
| SPI (Scholastic Phonics Inventory SAM/PI) |  |  |  |
| SpringBoard Assessments |  |  |  |
| SRI (Scholastic Reading Inventory SAM/RI) |  |  |  |
| STAR Early Literacy | K-1 |  |  |
| STAR Math | K-8 |  |  |
| STAR Reading | K-8 |  |  |
| Student COVID Impact Surveys |  |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| SWIS |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  |  |
| Teacher Recommendation | K-8 |  |  |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K |  |  |
| Well-being resources |  |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 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)** |  |  |
| --- | --- | --- | --- |
| Accelerated Reader (AR) | K-8 |  |  |
| ACE |  |  |  |
| AIMSweb |  |  |  |
| Amplify Insight (CCSS) |  |  |  |
| Assessment and Learning in Knowledge Spaced (ALEKS) |  |  |  |
| CEE |  |  |  |
| CPAA (NWEA) |  |  |  |
| Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-8 |  |  |
| 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 | K-8 |  |  |
| 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 |  |  |  |
| Other - Write In (Required) |  |  |  |
| PALS |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| Read 180 (assessment tools) |  |  |  |
| Read Well |  |  |  |
| Really Great Reading - Diagnostic Decoding Surveys |  |  |  |
| Running Records | K |  |  |
| Sight Words | K |  |  |
| Smarter Balanced ELA Interim Assessments |  |  |  |
| Smarter Balanced ELA Summative Assessments | 3-8 |  |  |
| Smarter Balanced Math Interim Assessments |  |  |  |
| Smarter Balanced Math Summative Assessments | 3-8 |  |  |
| SMI (Scholastic Math Inventory SAM/MI) |  |  |  |
| SPI (Scholastic Phonics Inventory SAM/PI) |  |  |  |
| SpringBoard Assessments |  |  |  |
| SRI (Scholastic Reading Inventory SAM/RI) |  |  |  |
| STAR Early Literacy | K-1 |  |  |
| STAR Math | K-8 |  |  |
| STAR Reading | K-8 |  |  |
| Student COVID Impact Surveys |  |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| SWIS |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  |  |
| Teacher Recommendation | K-8 |  |  |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K |  |  |
| Well-being resources |  |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| Other Teacher Made Assessments/Observations | K-8 |  |  |

1. For each **academic** diagnostic assessment used across your LEA, please select the frequencywith whicheach 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) | K-8 |  | X |
| ACE |  |  |  |
| AIMSweb |  |  |  |
| Amplify Insight (CCSS) |  |  |  |
| Assessment and Learning in Knowledge Spaced (ALEKS) |  |  |  |
| CEE |  |  |  |
| CPAA (NWEA) |  |  |  |
| Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-8 |  | 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 | K-8 |  | X |
| 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 |  |  |  |
| Other - Write In (Required) |  |  |  |
| PALS |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| Read 180 (assessment tools) |  |  |  |
| Read Well |  |  |  |
| Really Great Reading - Diagnostic Decoding Surveys |  |  |  |
| Running Records | K |  | X |
| Sight Words | K |  | X |
| Smarter Balanced ELA Interim Assessments |  |  |  |
| Smarter Balanced ELA Summative Assessments | 3-8 | X |  |
| Smarter Balanced Math Interim Assessments |  |  |  |
| Smarter Balanced Math Summative Assessments | 3-8 | X |  |
| SMI (Scholastic Math Inventory SAM/MI) |  |  |  |
| SPI (Scholastic Phonics Inventory SAM/PI) |  |  |  |
| SpringBoard Assessments |  |  |  |
| SRI (Scholastic Reading Inventory SAM/RI) |  |  |  |
| STAR Early Literacy | K-1 |  | X |
| STAR Math | K-8 |  | X |
| STAR Reading | K-8 |  | X |
| Student COVID Impact Surveys |  |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| SWIS |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  | X |
| Teacher Recommendation | K-8 |  | X |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K | X |  |
| Well-being resources |  |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| Other Teacher Made Assessments/Observation | K-8 |  | X |

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

| **Well-Being Diagnostic Assessments** | **Grade(s)** | **Once per School Year** | **Multiple Times per School Year** |
| --- | --- | --- | --- |
| Accelerated Reader (AR) | K-8 |  | X |
| ACE |  |  |  |
| AIMSweb |  |  |  |
| Amplify Insight (CCSS) |  |  |  |
| Assessment and Learning in Knowledge Spaced (ALEKS) |  |  |  |
| CEE |  |  |  |
| CPAA (NWEA) |  |  |  |
| Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-8 |  | 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 | K-8 |  | X |
| 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 |  |  |  |
| Other - Write In (Required) |  |  |  |
| PALS |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| Read 180 (assessment tools) |  |  |  |
| Read Well |  |  |  |
| Really Great Reading - Diagnostic Decoding Surveys |  |  |  |
| Running Records | K |  | X |
| Sight Words | K |  | X |
| Smarter Balanced ELA Interim Assessments |  |  |  |
| Smarter Balanced ELA Summative Assessments | 3-8 | X |  |
| Smarter Balanced Math Interim Assessments |  |  |  |
| Smarter Balanced Math Summative Assessments | 3-8 | X |  |
| SMI (Scholastic Math Inventory SAM/MI) |  |  |  |
| SPI (Scholastic Phonics Inventory SAM/PI) |  |  |  |
| SpringBoard Assessments |  |  |  |
| SRI (Scholastic Reading Inventory SAM/RI) |  |  |  |
| STAR Early Literacy | K-1 |  | X |
| STAR Math | K-8 |  | X |
| STAR Reading | K-8 |  | X |
| Student COVID Impact Surveys |  |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| SWIS |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  | X |
| Teacher Recommendation | K-8 |  | X |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K | X |  |
| Well-being resources |  |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| Other Teacher Made Assessments/Recommendations | K-8 |  | X |

**Part V: Student and Family Voice**

1. 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**

1. 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.

1. 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) |  |  |

1. 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 | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| Additional School Days |  |  |
| Balanced Calendar |  |  |
| Summer School | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| Building Relationships | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| Common Assessments |  |  |
| Early Learning (K-4 literacy) | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| Equitable Grading Practices |  |  |
| Extended Day Partnerships (CBOs) |  |  |
| Extracurricular Activities | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| High-quality Tutoring | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| Inclusionary Practices |  |  |
| Mastery Learning/Project-Based learning |  |  |
| Multi-tiered System of Supports | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| Narrowing Standards |  |  |
| Professional Learning | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |
| 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) | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities |  |

1. 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 | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | 5-8 |
| Additional School Days |  |  |
| Balanced Calendar |  |  |
| Summer School | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | K-8 |
| Building Relationships |  |  |
| Common Assessments |  |  |
| Early Learning (K-4 literacy) | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | K-4 |
| Equitable Grading Practices |  |  |
| Extended Day Partnerships (CBOs) |  |  |
| Extracurricular Activities | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | 5-8 |
| High-quality Tutoring | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | K-8 |
| Inclusionary Practices | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | K-8 |
| Mastery Learning/Project-Based learning |  |  |
| Multi-tiered System of Supports | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | K-8 |
| Narrowing Standards |  |  |
| Professional Learning | All Classroom Teachers | K-8 |
| 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) | Black/African American, Hispanic/Latino, Two or More Races, White, Low-income, Students w/ Disabilities | 7-8 |

**Part VII: Monitoring Student Progress**

1. 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.”

Centerville School is a small, rural school district for Kindergarten through 8th grade. The school of 88 students provides a focused, individualized learning experience for all students. Staff have professional time to evaluate data using the district approved equity analysis tools and diagnostic assessments. Students are discussed on the 2nd Wednesday of each month at a Student Intervention Team meeting. The needs of all students are discussed, addressed, and plans made. There is collaboration time between teachers and paraeducators to focus on students of need, based on data and evaluation and professional recommendations.

**Part VIII: Supports for Strategies/Interventions**

1. 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.

STAR 360 from Renaissance. iReady from Curriculum Associates. WAKIDS for kindergarten screening.

1. 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.

1- Support to provide Well-Being Assessments and evaluation tool for Well-Being.

2- Professional Education for para-educators to implement targeted interventions.

3-Data analysis with used assessments. Professional development to disaggregate data.