

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Tukwila School District

Please enter the name of the point of contact for this survey: Ted Howard, Chief Academic Officer

Please enter point of contact email address: HowardT@tukwila.wednet.edu

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

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

Part II: Attestations and Public Posting

1. Tukwila 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

2. Tukwila 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: **Tukwila School District Race and Equity Tool Kit**

Please provide a link to the equity analysis tool used: [TSD Race & Equity Toolkit](#)

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 27, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: [TSD Academic and Student Well Being Recovery Plan](#)

****Translated plans will be posted when translations are complete. Estimated date is June 4th.**

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 checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" 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 checked="" 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
<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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Sight Words
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments

<input checked="" type="checkbox"/>	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 checked="" 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"/>	WIDA MODEL for Kindergarten
<input checked="" 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 checked="" type="checkbox"/>	CEE

<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	Panorama Education School Climate Survey
<input checked="" type="checkbox"/>	Student COVID Impact Surveys
<input 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 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 checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	6-9
<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/>	Fountas & Pinnell	K-5
<input type="checkbox"/>	Gates Macginitie	
<input type="checkbox"/>	GMADE	
<input type="checkbox"/>	GOLD (WaKids)	
<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 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 checked="" type="checkbox"/>	Read 180 (assessment tools)	6-8
<input type="checkbox"/>	Read Well	
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys	
<input checked="" type="checkbox"/>	Running Records	K-5
<input checked="" type="checkbox"/>	Sight Words	K-1
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments	
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments	3-12

<input type="checkbox"/>	Smarter Balanced Math Interim Assessments	
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments	3-12
<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 checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12
<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	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 checked="" type="checkbox"/> CEE	5-12
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	6-8

<input type="checkbox"/>	Other - Write In (Required)	
<input type="checkbox"/>	Panorama Education School Climate Survey	
<input checked="" type="checkbox"/>	Student COVID Impact Surveys	6-12
<input type="checkbox"/>	SWIS	
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12
<input checked="" type="checkbox"/>	Teacher Recommendation	K-12
<input type="checkbox"/>	Universal Screener list of tools	
<input type="checkbox"/>	Universal Screener Guide	
<input checked="" type="checkbox"/>	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
<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 checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	6-8		X
<input checked="" type="checkbox"/> DIBELS	K-2	X	
<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 checked="" type="checkbox"/>	Fountas & Pinnell	K-5		
<input type="checkbox"/>	Gates Macginitie			
<input type="checkbox"/>	GMADE			
<input type="checkbox"/>	GOLD (WaKids)			
<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 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 checked="" type="checkbox"/>	Read 180 (assessment tools)	6-8		X
<input type="checkbox"/>	Read Well			
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys			
<input checked="" type="checkbox"/>	Running Records	K-5		X
<input checked="" type="checkbox"/>	Sight Words	K-1		X
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments			

<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments	3-12	X	
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments	3-12	X	
<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 checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X
<input checked="" type="checkbox"/>	Teacher Recommendation	K-12		X
<input type="checkbox"/>	Universal Screener list of tools			
<input type="checkbox"/>	Universal Screener Guide			
<input checked="" type="checkbox"/>	WA-KIDS	K	X	
<input checked="" type="checkbox"/>	WIDA MODEL for Kindergarten	K	X	
<input checked="" type="checkbox"/>	WIDA MODEL (Grades 1-12)	1-12	X	
<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	Multiple Times per
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		School Year	School Year
<input type="checkbox"/> ACE			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input checked="" type="checkbox"/> CEE	5-12	X	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	6-8		X
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input checked="" type="checkbox"/> Student COVID Impact Surveys	6-12	X	
<input type="checkbox"/> SWIS			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X
<input checked="" type="checkbox"/> Teacher Recommendation	K-12		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"/> 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 checked="" type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input checked="" 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 checked="" type="checkbox"/> Equitable Grading Practices
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)
<input checked="" type="checkbox"/> Extracurricular Activities
<input checked="" type="checkbox"/> High-quality Tutoring
<input checked="" type="checkbox"/> Inclusionary Practices
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/> Multi-tiered System of Supports
<input checked="" type="checkbox"/> Narrowing Standards
<input checked="" 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 checked="" type="checkbox"/> Acceleration Academy	Gifted Students; High School AP classes; High School Running Start students
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	EL ,SPED, Title 1,MKV, Foster care, Students refer by teachers

<input checked="" type="checkbox"/> Additional School Days	EL ,SPED, Title 1,MKV, Foster care, general Ed, Students refer by teachers
<input checked="" type="checkbox"/> Balanced Calendar	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Summer School	EL ,SPED, Title 1,MKV, Foster care, Students refer by teachers
<input checked="" type="checkbox"/> Building Relationships	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Common Assessments	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Equitable Grading Practices	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Extracurricular Activities	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> High-quality Tutoring	EL ,SPED, Title 1,MKV, Foster care, General Ed

<input checked="" type="checkbox"/> Inclusionary Practices	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Multi-tiered System of Supports	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Narrowing Standards	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Professional Learning	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> SEL and Mental Health Supports	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Student Voice and Perception	EL ,SPED, Title 1,MKV, Foster care, General Ed
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/ career/beyond)	EL ,SPED, Title 1,MKV, Foster care, General Ed

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)
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<input checked="" type="checkbox"/> Acceleration Academy	Gifted Students; High School AP students; High School Running Start Students	3-12
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	EL ,SPED, Title 1,MKV, Foster care, Students refer by teachers	K-12
<input checked="" type="checkbox"/> Additional School Days	EL ,SPED, Title 1,MKV, Foster care, General Ed, Students refer by teachers	3-12 ; It will start in the fall of 2021
<input checked="" type="checkbox"/> Balanced Calendar	EL ,SPED, Title 1,MKV, Foster care, General Ed ,	K-12
<input checked="" type="checkbox"/> Summer School	EL ,SPED, Title 1,MKV, Foster care, Students refer by teachers	K-12
<input checked="" type="checkbox"/> Building Relationships	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Common Assessments	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-4
<input checked="" type="checkbox"/> Equitable Grading Practices	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12

<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Extracurricular Activities	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> High-quality Tutoring	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Inclusionary Practices	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Multi-tiered System of Supports	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Narrowing Standards	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Professional Learning	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
<input checked="" type="checkbox"/> Student Voice and Perception	EL ,SPED, Title 1,MKV, Foster care, General Ed	3-12

<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/career/beyond)	EL ,SPED, Title 1,MKV, Foster care, General Ed	K-12
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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 a myriad of strategies to identify and monitor students at all levels.

1. Across schools, we have care teams (MTSS teams) that come together to look at student data monthly. Principals, social workers, psychologists, interventionists, family liaisons, support staff, and teachers come together to share information and knowledge about how to best support students in a whole child and culturally responsive way.
2. Using a data monitoring system and process, we will create data portals to monitor our exited EL students within two years and share the data with all the stakeholders to continue to support the students to succeed.
3. Using a data monitoring system and process, we will create data portals to monitor and support different groups of students. We will provide preventative interventions and wrap-around services through our data tracking and monitoring.
4. We are hiring a multilingual and dual-language instructional specialist who will be the point person in our data monitoring system for our exited EL students and various subgroups of students.

5. We use i-Ready, Orleans Hanna, National Geographic Inside, WaKIDS, cognitive Ability Test (CogAT), Classroom Assessments, Fountas and Pinnell Benchmark Assessment System (BAS), World Language Assessments, Healthy Youth Survey (HYS), School Climate Survey, and National Assessment of Educational Progress (NAEP) in various areas to help us collect data and create data points for references.
6. We strive to provide as many opportunities to teachers and staff for any professional developments before we launch any new program and adopt new standards. We are offering WIDA overview and introducing the standards and genre-based pedagogy in different stages, from EL specialists to all K-12 staff,
7. We want to support our staff well in their transitions to WIDA standards. We have also started using WIDA standards to guide our cross-discipline and cross-grade level PLC discussions at our secondary level. We will use WIDA screener and summative assessments to measure students' ELD developments.
8. All teachers will follow the WIDA standards for their language and content objectives when instructing all our multilingual learners. They will have the WIDA interim assessments to use for students' formative assessments in ELD.

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.

Our district can share our experiences on shifting our mindsets and cultures to prioritize our high percentage of multilingual students and families. We can share using Naglieri non-verbal ability tests with the equity purpose for accelerating learning. We can also share how we target and combine wrap-around services with academic instructions for our most at risk students by collaborating with all stakeholders.

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.

We need more WIDA PD training from the State levels to help teachers use these standards to guide and co-plan their lessons and instructions in both content and languages. We need more flexibility for TBIP to be used in our multilingual and dual language programs since we are using many bridge strategies and tapping in students' home languages to facilitate their ELD developments. We need the State's support to find ways to support, retain, and grow our teachers of color by providing stipend and professional development opportunities.