

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

### Part I: LEA Information

Please enter your LEA: Deer Park School District

Please enter the name of the point of contact for this survey: Travis Hanson

Please enter point of contact email address: travis.hanson@dpsd.org  
OSPI will use this email for questions regarding the contents of this survey.

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

### Part II: Attestations and Public Posting

1. Deer Park 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: 05/24/21

2. Deer Park 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: PPS Equity & Social Justice Lens

- Who are the under-represented student group/groups affected by this policy, program, practice, or decision?
- Does this policy, program, practice or decision deepen existing disparities or produce unintended consequences?
- How have you intentionally involved stakeholders who are also members of any/all communities affected by this policy, program, practice, or decision?
- What are the barriers to more equitable outcomes? (mandated, political, emotional, financial, programmatic, or managerial)
- How will you (a) mitigate the negative impacts and (b) address the identified barriers mentioned previously?

Please provide a link to the equity analysis tool used: <https://www.pps.net/Page/2305>

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 25, 2021

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

### 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 Kindergarten Jump Start

### 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 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 type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input checked="" 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 checked="" 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 checked="" 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 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)

<b>Academic Diagnostic Assessments</b>	
<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 type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input checked="" 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.

<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) Review 360 Behavior
<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 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 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)	K-5
<input type="checkbox"/> DIBELS	
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input type="checkbox"/> GOLD (WaKids)	
<input type="checkbox"/> GRADE	
<input checked="" type="checkbox"/> iReady	K-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 checked="" type="checkbox"/> Lexia	3-5
<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 checked="" type="checkbox"/> PALS	K-2
<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 checked="" type="checkbox"/> Sight Words	K-2
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-5
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-11
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	3-5
<input type="checkbox"/> Smarter Balanced Math Summative Assessments	3-11
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>
<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 checked="" type="checkbox"/> Teacher Recommendation	K-5
<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.

<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) Review360 Behavior	K-8
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input checked="" type="checkbox"/> SWIS	K-5
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input checked="" type="checkbox"/> Teacher Recommendation	K-5
<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)	K-5		Yes
<input type="checkbox"/> DIBELS			
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input checked="" type="checkbox"/> DRA (Developmental Reading Assessment)	K-2		Yes
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input type="checkbox"/> GOLD (WaKids)			
<input type="checkbox"/> GRADE			
<input checked="" type="checkbox"/> iReady	K-8		Yes
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
<input type="checkbox"/> MAP Math			
<input type="checkbox"/> MAP Reading			
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/> PALS			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input checked="" type="checkbox"/> Running Records	K-2		Yes
<input checked="" type="checkbox"/> Sight Words	K-5		Yes
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments		Yes	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments		Yes	
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments		Yes	

<b>Academic Diagnostic Assessments</b>	<b>Grade(s)</b>	<b>Once per School Year</b>	<b>Multiple Times per School Year</b>
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments		Yes	
<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-2		Yes
<input checked="" type="checkbox"/> Teacher Recommendation	K-2		Yes
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	Yes	
<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.

<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 checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	3-5		Yes
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input checked="" type="checkbox"/> SWIS	K-5		Yes
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input checked="" type="checkbox"/> Teacher Recommendation	K-5		Yes



Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	Yes	
<input type="checkbox"/> Well-being resources			

**Part V: Student and Family Voice**

8. In what ways did your LEA include the following voices in the development of this plan? *(Student, Family, and Community Organizations)*

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

**Part VI: Strategic Supports for Students**

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

**Part VII: Strategic Supports for Identified Student Groups**

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies	
<input type="checkbox"/>	Acceleration Academy
<input type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input checked="" type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input type="checkbox"/>	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input checked="" type="checkbox"/>	High-quality Tutoring
<input checked="" type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input 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 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 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	Available to ALL
<input checked="" type="checkbox"/> Building Relationships	Available to ALL
<input checked="" type="checkbox"/> Common Assessments	Available to ALL
<input type="checkbox"/> Early Learning (K-4 literacy)	
<input checked="" type="checkbox"/> Equitable Grading Practices	Available to ALL
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input checked="" type="checkbox"/> Extracurricular Activities	Available to ALL

Strategies	Student Group(s)
<input type="checkbox"/> High-quality Tutoring	
<input checked="" type="checkbox"/> Inclusionary Practices	Students w/disabilities
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Available to ALL
<input type="checkbox"/> Narrowing Standards	
<input type="checkbox"/> Professional Learning	
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Available to ALL
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Available to ALL

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

Strategies	Student Group(s)	Grade(s)
<input type="checkbox"/> Acceleration Academy		
<input type="checkbox"/> Additional Instructional Time Before or After School		
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Available to ALL	3-11
<input checked="" type="checkbox"/> Building Relationships	Available to ALL	K-12
<input checked="" type="checkbox"/> Common Assessments	Available to ALL	K-12
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Available to ALL	K-4
<input checked="" type="checkbox"/> Equitable Grading Practices	Available to ALL	K-8
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input checked="" type="checkbox"/> Extracurricular Activities	Available to ALL	
<input type="checkbox"/> High-quality Tutoring		
<input checked="" type="checkbox"/> Inclusionary Practices	Available to ALL	
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Available to ALL	
<input type="checkbox"/> Narrowing Standards		
<input checked="" type="checkbox"/> Professional Learning	Available to ALL	
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Available to ALL	
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/> Student Voice and Perception		
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Available to ALL	2-3 / 5-6 / 9-10

**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."

PLC:

- Review of PLC structures/processes - revisit the four questions and the importance of rooting a results-orientation in the weekly work of grade-level and department-level collaboration. The focus must be on learning...not on teaching.
- PLC teams will analyze data every 6-8 weeks at their scheduled "data meetings"
- Once each month, PLC teams will engage in vertical and school-wide team discussions
- Grade levels will develop and create common grading sheets to collect and enter data with the support of the MTSS coordinator when needed.

MTSS:

- Arcadia and DPE will work with newly hired MTSS Coordinator to create and implement more consistent K-5 intervention procedures (particularly at the Tier II level).
- While placing necessary focus on the rigor and intensity of core academic programs and behavior supports for all students, all buildings will place special emphasis on academic and behavioral intervention services for students demonstrating a need for additional support. These "Tier II" supports are designed to meet the needs of groups of students who demonstrate some assortment of "risk indicators," but who are still considered be above levels considered to indicate a high risk for failure. Tier II supports are generally implemented in the regular classroom.
- Student support/MTSS teams will use documented "problem-solving processes" to looking at the whole child to provide academic, behavioral, and SEL supports for students (data

reviews, student trackers, PBIS procedures, SST processes, teacher referrals, counselor identification

- What's the problem? (what's expected...what's occurring)
- Why is it occurring? (problem analysis/data review)
- What are we going to do about it? (develop and implement a plan of attack...set short and long-term goals)
- Is it working? Measure response to instruction/intervention

#### INCLUSIONARY PRACTICES:

- DPSD will provide professional development for all staff to support implementation of inclusionary practices in every building, with emphasis on the foundational belief that students receiving special education services are first and foremost general education students.
- Each building will work with counselors and special education staff to identify and provide appropriate services in the least restrictive environment that best supports individual student.
- Utilize PLC times for open communication between classroom, title, and special education teachers to determine best inclusionary practices (create a schedule that supports this)

#### ASSESSMENT:

- School-wide calendars that create clear expectations for common assessment practices and tools and data-review processes. All students will be assessed for deficiencies/difficulties in reading, math, and behavior. Results from screening/universal benchmarking can help us identify students who score below the expected level of performance, and thus, who may need targeted interventions and additional support to help them improve their performance.
- Ideally, over time each student develops and acquires more knowledge - makes gains that maintain an "on grade level" growth rate. Thus, administering ongoing benchmark assessments act as regular "check-ups" to both document growth and identify students who are struggling - benchmarking allows a school to track how performance grows (or doesn't grow) across a period of time.
- Ensure that in addition to universal assessment practices/processes, there are more intensive and regular progress monitoring tools being used for students at the Tier 3 level. (those functioning at or below the 10 percentile/two years below grade level). Students at this

level of intervention often require more diagnostic study to accurately identify factors contributing to their academic and/or behavioral struggles.

### **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.

SST/Problem-solving processes

Equitable grading practices

- 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.

Effective Tier 2 supports in the classroom

Inclusionary Practices

SEL/Mental Health Supports