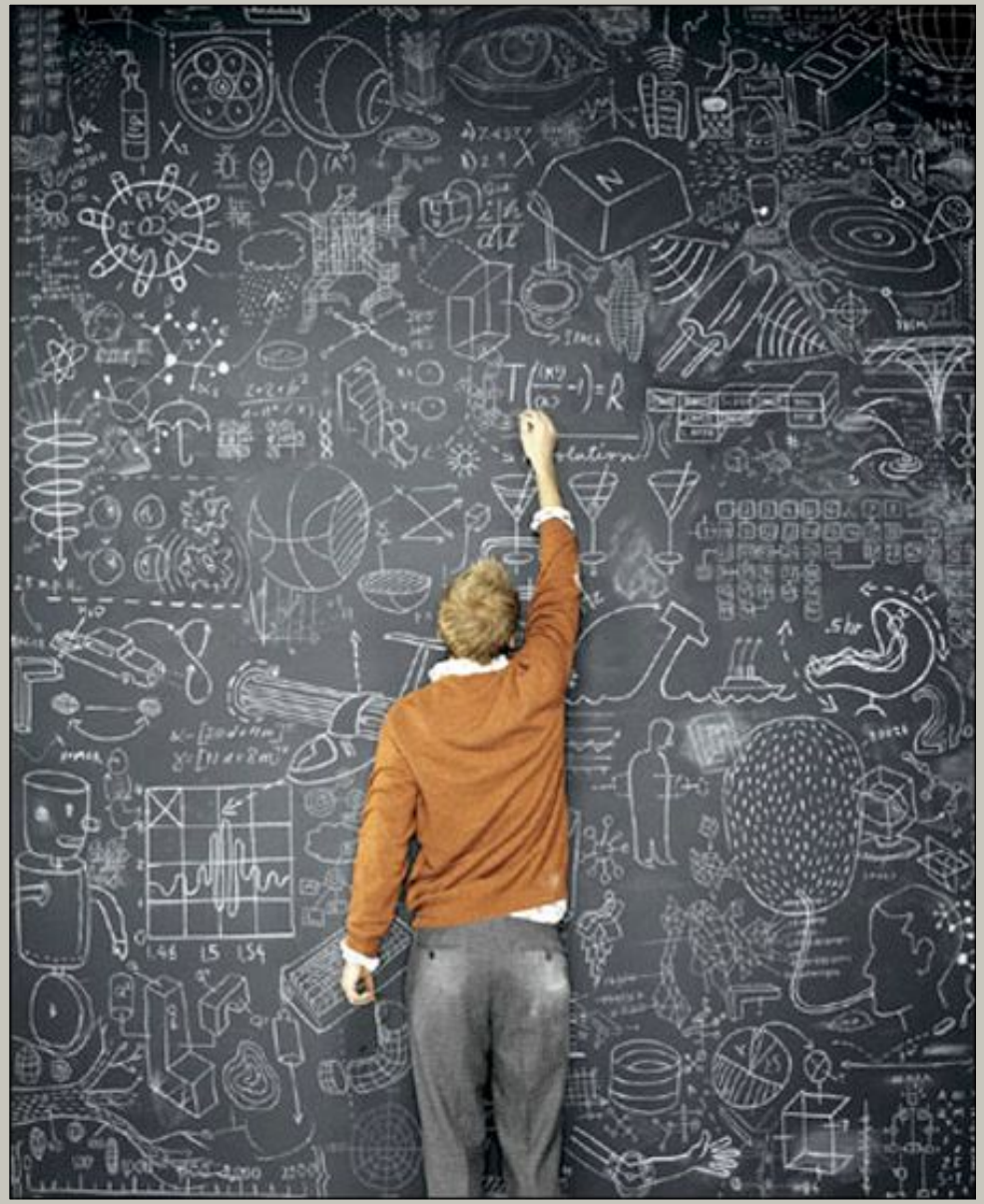
Academic & Student Well-Being Recovery Plan



Orcas Island School District
May 27, 2021

Federal and State Law

Federal Law:

American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2.

OSPI Requirements:

Federal law requires the state education agency (SEA) to distribute ESSER funds to LEAs via the Title I funding formula. The law requires the funds to be used to address academic recovery and acceleration (the federal law uses the term "learning loss").

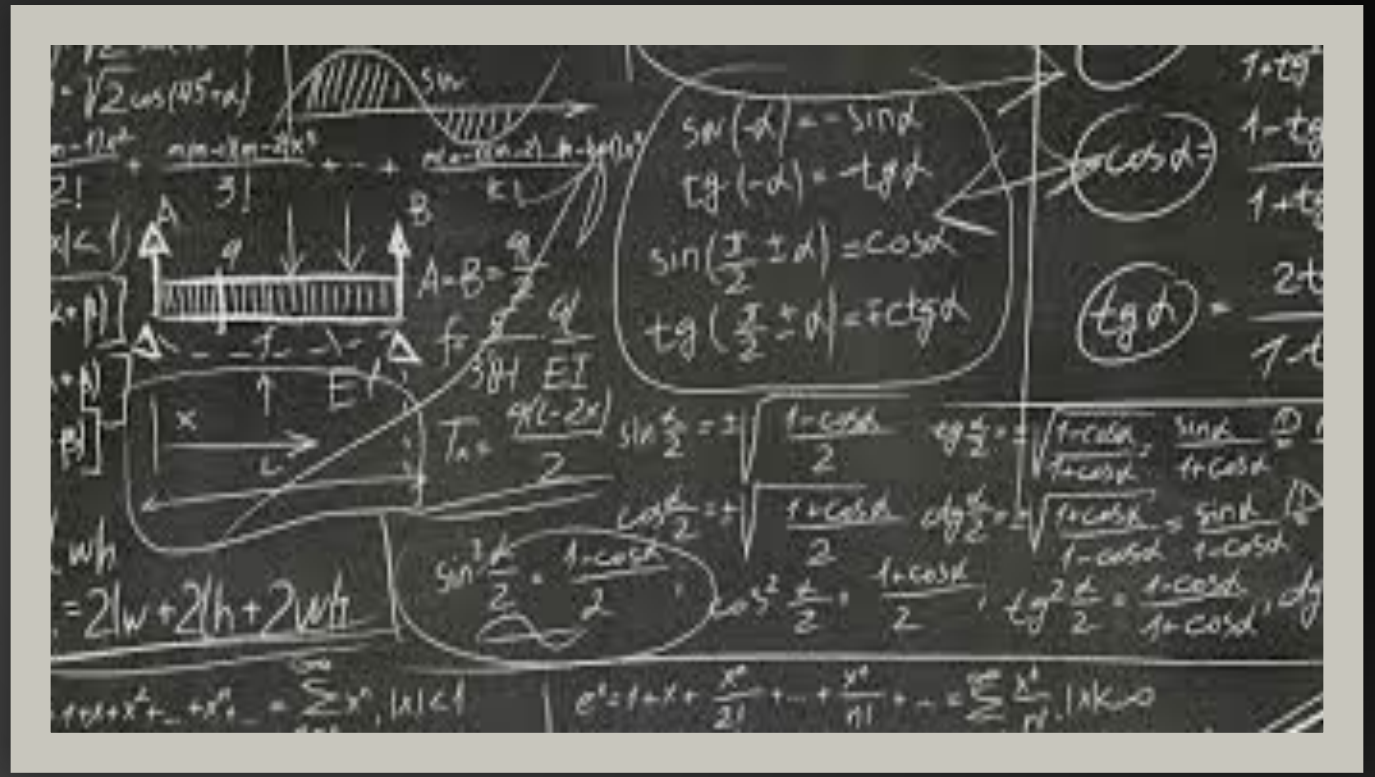
District Requirements

Each public school district in Washington State is required by the Washington State Legislature and by Congress to create and submit an Academic and Student Well-being Recovery Plan.

GOAL

The goal of the plan is to identify which students and student groups need additional academic and well-being supports, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond.

THE PLAN …



Student well-being is an overarching term to describe both social-emotional learning (SEL) and mental health needs. Learning cannot take place unless we attend to students' overall well-being.

OSPI

Diagnostic Assessments (academic and well-being) are 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.

OSPI

Student Supports:
Universal supports for all students and strategic supports for identified student groups and students.

OSPI'S PLAN REQUIREMENTS

- Districts must submit their plans via an online survey to OSPI by June 1, 2021.
- OSPI has provided a series of required questions to which districts must respond.
- The survey with responses to these questions is the formal plan that we submit to OSPI.
- The plan must be publicly posted on the LEA website.

TWO THINGS to TAKE NOTE OF:

- Assessment data is used to determine which students in each of the identified groups need the supports identified in the plan. Not all students in each of these groups will necessarily receive these supports.

- This plan is not inclusive of all the district's efforts to support students.

Equity

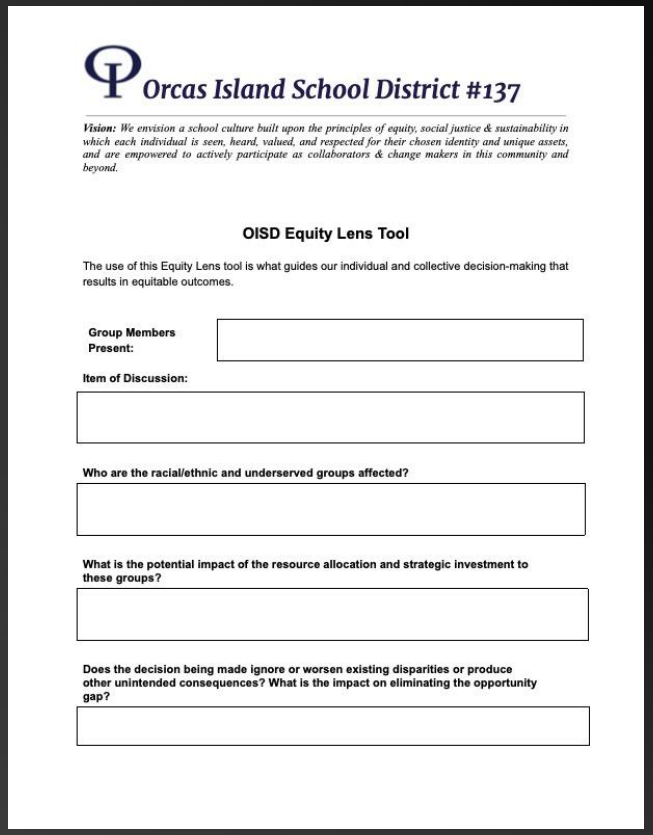
We envision a school culture built upon the principles of equity, social justice & sustainability in which each individual is seen, heard, valued, and respected for their chosen identity and unique assets, and are empowered to actively participate as collaborators & changemakers in this community and beyond.

OISD Equity Committee

EQUITY TOOL

As schools move forward with planning to serve students, decisions are informed by data and centered on equity by anticipating a range of perspectives and needs. By predicting needs, equitable systems can be planned and put in place to address student needs.

OSPI



Orcas Island School District #137

Vision: *We envision a school culture built upon the principles of equity, social justice & sustainability in which each individual is seen, heard, valued, and respected for their chosen identity and unique assets, and are empowered to actively participate as collaborators & change makers in this community and beyond.*

OISD Equity Lens Tool

The use of this Equity Lens tool is what guides our individual and collective decision-making that results in equitable outcomes.

Group Members Present:

Item of Discussion:

Who are the racial/ethnic and underserved groups affected?

What is the potential impact of the resource allocation and strategic investment to these groups?

Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

PHASES

Plans will be submitted in three phases, allowing them to engage in and plan for continuous improvement cycles, and time to design and implement powerful and equitable systems to support student needs and plan for long-term system changes.

OSPI

PHASE 1

- **June 2021:** Initial LEA plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.

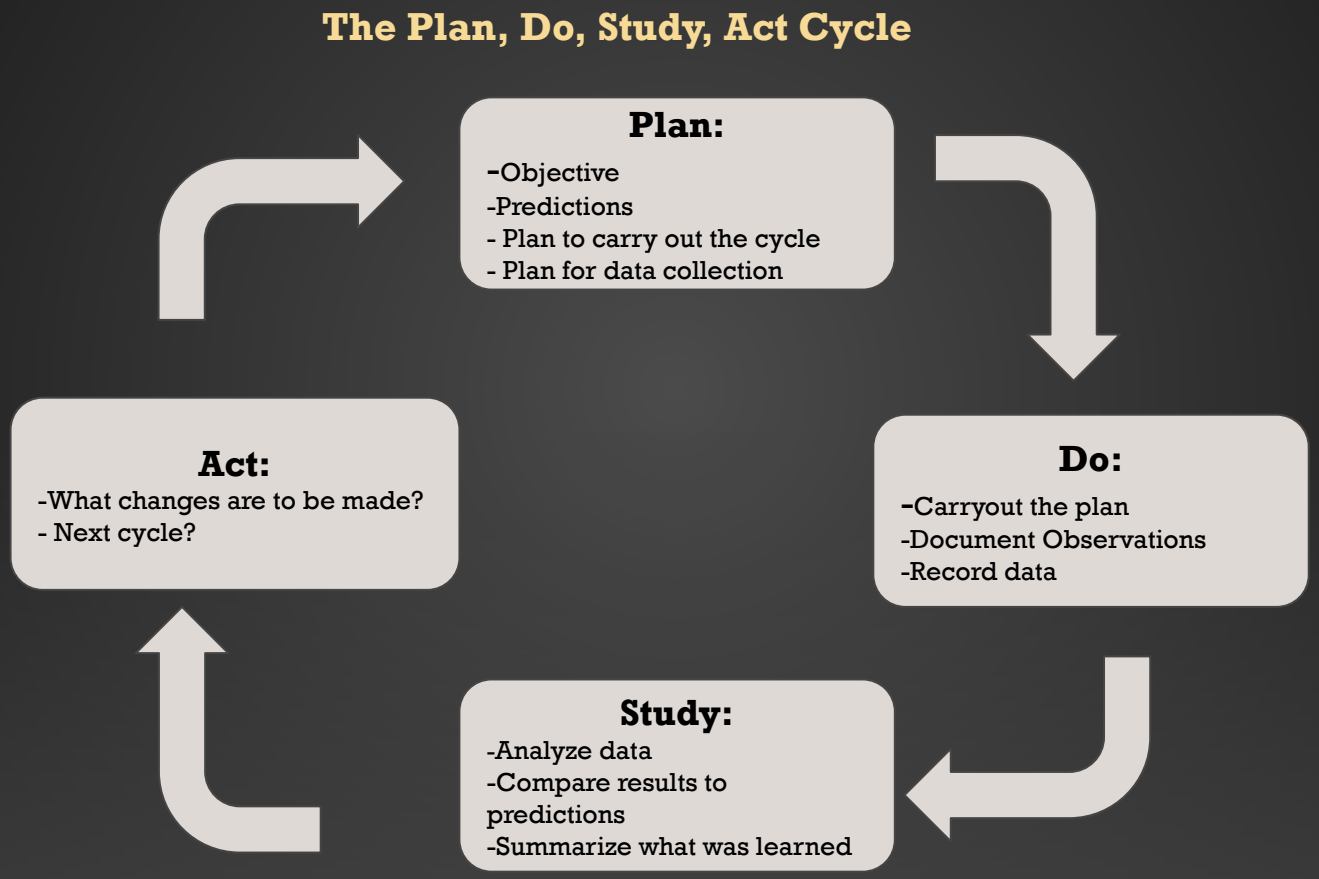
PHASE 2

- **November 2021:** Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22. Continue to collect data.

PHASE 3

- **April 2022:** Continuous improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond

Continuous Improvement Cycles



Do you have questions?

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Orcas Island school District #137

Please enter the name of the point of contact for this survey: Eric Webb

Please enter point of contact email address: ewebb@orcas.k12.wa.us
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

1. Orcas Island 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 27, 2021

2. Orcas Island School District (LEA name) attests that an equity analysis tool was used the development of this plan.

   Please provide the name of the equity analysis tool used: OISD Equity Tool and SMART Goal Worksheet

   Please provide a link to the equity analysis tool used: and https://docs.google.com/document/d/1TbhaTdIZeMYx7rChGkkq-hTXt4E5xEapXEiU6qKY4ys/edit?usp=sharing, https://docs.google.com/document/d/1b_OisIx8OaQyflngXgTZDMiIG1sxADCedTAIn7WBRx0/edit?usp=sharing

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 28, 2021

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

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
☐	Accelerated Reader (AR)
☒	AIMSweb
☐	Amplify Insight (CCSS)
☐	Assessment and Learning in Knowledge Spaced (ALEKS)
☐	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

Academic Diagnostic Assessments	
☐	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
☐	PALS
☐	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
☐	Success for All (SFA)
☐	SuccessNet
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☒	Teacher Recommendation
☐	Universal Screener list of tools
☐	Universal Screener Guide
☒	WA-KIDS
☐	WIDA MODEL for Kindergarten
☐	WIDA MODEL (Grades 1-12)
☒	Other FastBridge - Early Reading, aReading and aMath

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
☒	ACE
☐	Amplify Insight (CCSS)
☐	CEE
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
☒	Other - Write In (Required) SAEBRS
☐	Panorama Education School Climate Survey
☒	Student COVID Impact Surveys
☒	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

6. 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)	
☒	AIMSweb	K-5
☐	Amplify Insight (CCSS)	
☐	Assessment and Learning in Knowledge Spaced (ALEKS)	
☐	CPAA (NWEA)	
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-5
☐	DIBELS	
☐	Discovery Education Predictive Assessment	
☒	DRA (Developmental Reading Assessment)	K-5
☐	DRP (Degrees of Reading Power)	
☐	EasyCBM	
☐	FAST (Formative Assessment System for Teachers)	
☐	Fountas & Pinnell	
☐	Gates Macginitie	
☐	GMADE	
☒	GOLD (WaKids)	K
☐	GRADE	
☐	iReady	
☐	IRLA	
☐	iStation	
☐	ITBS (Iowa Test of Basic Skills)	
☐	IXL	
☐	KARK (Kindergarten Assessment Resource Kit)	

Academic Diagnostic Assessments		Grade(s)
☒	Lexia	1-5
☐	MAP Math	
☐	MAP Reading	
☐	Mastery Connect	
☐	McLeod Assessment of Reading Comprehension	
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia	K-5
☐	PALS	
☐	Read 180 (assessment tools)	
☐	Read Well	
☐	Really Great Reading - Diagnostic Decoding Surveys	
☒	Running Records	K-5
☒	Sight Words	K-3
☐	Smarter Balanced ELA Interim Assessments	
☒	Smarter Balanced ELA Summative Assessments	3-10
☐	Smarter Balanced Math Interim Assessments	
☒	Smarter Balanced Math Summative Assessments	3-10
☐	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	
☐	Success for All (SFA)	
☐	SuccessNet	
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12
☒	Teacher Recommendation	K-12
☐	Universal Screener list of tools	
☐	Universal Screener Guide	
☒	WA-KIDS	K
☐	WIDA MODEL for Kindergarten	
☐	WIDA MODEL (Grades 1-12)	
☒	Other FastBridge	K-11

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)
☒	ACE	K-12
☐	Amplify Insight (CCSS)	
☐	CEE	
☐	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☒	Other - Write In (Required) SAEBRS	K-8
☐	Panorama Education School Climate Survey	
☒	Student COVID Impact Surveys	6-12
☒	SWIS	K-5

Well-Being Diagnostic Assessments		Grade(s)
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
☒	Teacher Recommendation	K-12
☐	Universal Screener list of tools	
☐	Universal Screener Guide	
☒	WA-KIDS	K
☐	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
☐	Accelerated Reader (AR)			
☒	AIMSweb	K-5		X
☐	Amplify Insight (CCSS)			
☐	Assessment and Learning in Knowledge Spaced (ALEKS)			
☐	CPAA (NWEA)			
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-5		X
☐	DIBELS			
☐	Discovery Education Predictive Assessment			
☒	DRA (Developmental Reading Assessment)	K-5		X
☐	DRP (Degrees of Reading Power)			
☐	EasyCBM			
☐	FAST (Formative Assessment System for Teachers)			
☐	Fountas & Pinnell			
☐	Gates Macginitie			
☐	GMADE			
☒	GOLD (WaKids)	K	X	
☐	GRADE			
☐	iReady			
☐	IRLA			
☐	iStation			
☐	ITBS (Iowa Test of Basic Skills)			
☐	IXL			
☐	KARK (Kindergarten Assessment Resource Kit)			
☒	Lexia	1-5		X
☐	MAP Math			
☐	MAP Reading			
☐	Mastery Connect			
☐	McLeod Assessment of Reading Comprehension			
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia	K-5		X
☐	PALS			
☐	Read 180 (assessment tools)			
☐	Read Well			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ Really Great Reading - Diagnostic Decoding Surveys			
☒ Running Records	K-5		X
☒ Sight Words	K-3		X
☐ Smarter Balanced ELA Interim Assessments			
☒ Smarter Balanced ELA Summative Assessments	3-10	X	
☐ Smarter Balanced Math Interim Assessments			
☒ Smarter Balanced Math Summative Assessments	3-10	X	
☐ 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			
☐ Success for All (SFA)			
☐ SuccessNet			
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X
☒ Teacher Recommendation	K-12		X
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☒ WA-KIDS	K	X	
☐ WIDA MODEL for Kindergarten			
☐ WIDA MODEL (Grades 1-12)			
☒ Other FastBridge	K-11		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
☒ ACE	K-12		X
☐ Amplify Insight (CCSS)			
☐ CEE			
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
☒ Other - Write In (Required) SAEBRS	K-8		X
☐ Panorama Education School Climate Survey			
☒ Student COVID Impact Surveys	6-12		X
☒ SWIS	K-5		X
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X
☒ Teacher Recommendation	K-12		X

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☒ WA-KIDS	K	X	
☐ 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
☐ Acceleration Academy
☒ Additional Instructional Time

	Strategies
	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)

11. 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	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☐	Additional School Days	
☐	Balanced Calendar	
☒	Summer School	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒	Building Relationships	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific

Strategies	Student Group(s)
	Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒ Common Assessments	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒ Early Learning (K-4 literacy)	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒ Equitable Grading Practices	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☐ Extended Day Partnerships (CBOs)	
☒ Extracurricular Activities	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities
☐ High-quality Tutoring	
☒ Inclusionary Practices	ELL and Students with Disabilities
☒ Mastery Learning/Project-Based learning	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities

Strategies	Student Group(s)
☒ Multi-tiered System of Supports	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/ Other Pacific Islander, Two or More Races, White, ELL, Low Income, Students with Disabilities
☒ Narrowing Standards	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒ Professional Learning	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒ SEL and Mental Health Supports	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities
☒ Strategic Staffing (teacher advocates, advisory, looping)	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities
☒ Student Voice and Perception	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities

Strategies	Student Group(s)
☒ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities

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

Strategies	Student Group(s)	Grade(s)
☐ Acceleration Academy		
☒ Additional Instructional Time Before or After School	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities	1-12
☐ Additional School Days		
☐ Balanced Calendar		
☒ Summer School	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities	1-3
☒ Building Relationships	American Indian/Alaskan Native, Asian, Black/Aferican American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	K-12
☒ Common Assessments	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	K-12

Strategies	Student Group(s)	Grade(s)
☒ Early Learning (K-4 literacy)	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	K-4
☒ Equitable Grading Practices	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	K-12
☐ Extended Day Partnerships (CBOs)		
☒ Extracurricular Activities	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	5-12
☐ High-quality Tutoring		
☒ Inclusionary Practices	ELL and Students with Disabilities	K-12
☒ Mastery Learning/Project-Based learning	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	K-5
☒ Multi-tiered System of Supports	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	K-12
☒ Narrowing Standards	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific	K-12

Strategies	Student Group(s)	Grade(s)
	Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities	
☒ Professional Learning	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low Income, Students with Disabilities	K-12
☒ SEL and Mental Health Supports	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low Income, Students with Disabilities	K-12
☒ Strategic Staffing (teacher advocates, advisory, looping)	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities	K-12
☒ Student Voice and Perception	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low -income, Students with Disabilities	5-12
☒ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, White, ELL, Low-income, Students with Disabilities	Pre-K, K,5, & 8

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."

OISD's LEA will consistently apply our selected equity analysis quarterly and our universal screener, FastBridge three times each academic year. Campus and district teams will analyze the data to make instructional decisions and propose modifications to interventions and supports to close the achievement gap.

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.
GLAD, Multi-Tiered Systems of Support, Teacher Assistant Team (TAT)

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.
Balanced Calendar, WIDA Model, Panorama Education School Climate Survey