

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Toppenish School District

Please enter the name of the point of contact for this survey: Shawn Myers

Please enter point of contact email address: myerss@toppenish.wednet.edu
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

1. Toppenish 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. Toppenish 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: Toppenish School District Equity Analysis Tool

Please provide a link to the equity analysis tool used:
<https://www.toppenish.wednet.edu/cms/lib/WA02217245/Centricity/Domain/21/TSD%20Equity%20Analysis%20Tool%205%2021%2021.pdf>

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: May 26, 2021

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

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 type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)

Academic Diagnostic Assessments	
<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 checked="" type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input checked="" type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input 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
<input 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 checked="" type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input checked="" 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

Academic Diagnostic Assessments	
<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 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)	K-12

Academic Diagnostic Assessments	Grade(s)
<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 checked="" type="checkbox"/> Gates Macginitie	8-12
<input type="checkbox"/> GMADE	
<input checked="" type="checkbox"/> GOLD (WaKids)	K
<input type="checkbox"/> GRADE	
<input checked="" type="checkbox"/> iReady	K-8
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/> IXL	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input 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-5
<input type="checkbox"/> Sight Words	
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	6-10
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	4-12
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	6-10
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	4-12
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	
<input checked="" type="checkbox"/> SpringBoard Assessments	6-12
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/> STAR Early Literacy	
<input checked="" type="checkbox"/> STAR Math	9-12
<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

Academic Diagnostic Assessments	Grade(s)
<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 checked="" type="checkbox"/> WIDA MODEL for Kindergarten	K
<input checked="" type="checkbox"/> WIDA MODEL (Grades 1-12)	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 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	6-12
<input type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<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)			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		X
<input type="checkbox"/> DIBELS			
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input checked="" type="checkbox"/> Gates Macginitie	8-12	x	
<input type="checkbox"/> GMADE			
<input checked="" type="checkbox"/> GOLD (WaKids)	K	X	
<input type="checkbox"/> GRADE			
<input checked="" type="checkbox"/> iReady	K-8		X
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
<input 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	9-12		X
<input type="checkbox"/> Sight Words			
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	6-10		X
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	4-12	X	
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	6-10		X
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	4-12	X	
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)			
<input checked="" type="checkbox"/> SpringBoard Assessments	6-12		X
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/> STAR Early Literacy			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input checked="" type="checkbox"/> STAR Math	9-12		x
<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 School Year	Multiple Times per School Year
<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 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 type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<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 checked="" type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar

Strategies	
<input checked="" type="checkbox"/>	Summer School
<input type="checkbox"/>	Building Relationships
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Early Learning (K-4 literacy)
<input 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 type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input 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 type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
<input 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	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input checked="" type="checkbox"/> Additional School Days	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input type="checkbox"/> Balanced Calendar	

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Summer School	Students w/ Disabilities
<input type="checkbox"/> Building Relationships	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Early Learning (K-4 literacy)	
<input type="checkbox"/> Equitable Grading Practices	
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input type="checkbox"/> Extracurricular Activities	
<input checked="" type="checkbox"/> High-quality Tutoring	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input type="checkbox"/> Inclusionary Practices	
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input checked="" type="checkbox"/> Narrowing Standards	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input checked="" type="checkbox"/> Professional Learning	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input checked="" type="checkbox"/> SEL and Mental Health Supports	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/> Student Voice and Perception	

Strategies	Student Group(s)
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	

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 checked="" type="checkbox"/> Acceleration Academy	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input checked="" type="checkbox"/> Additional School Days	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Students w/ Disabilities	K-12
<input type="checkbox"/> Building Relationships		
<input type="checkbox"/> Common Assessments		
<input type="checkbox"/> Early Learning (K-4 literacy)		
<input type="checkbox"/> Equitable Grading Practices		
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input type="checkbox"/> Extracurricular Activities		
<input checked="" type="checkbox"/> High-quality Tutoring	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input type="checkbox"/> Inclusionary Practices		
<input type="checkbox"/> Mastery Learning/Project-Based learning		

Strategies	Student Group(s)	Grade(s)
<input checked="" type="checkbox"/> Multi-tiered System of Supports	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input checked="" type="checkbox"/> Narrowing Standards	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input checked="" type="checkbox"/> Professional Learning	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	American Indian/Alaskan Native, Hispanic/Latino of any race(s), ELL, Low-Income, Student w/ Disabilities, Students w/ Homelessness, Students in Foster Care	K-12
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/> Student Voice and Perception		
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

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.”

This Equity Analysis Tool outlines seven analytical domains to support the examination of policy/programs with particular focus on educational equity. Its purpose is to provide a process and tool by which stakeholders can engage in a critical analysis of and reflect on the policy/program developed and implemented in the Toppenish School District. The equity protocols provide a mechanism by which to:

- Eliminate inequities and advance equity
- Identify clear goals, objectives and measurable outcomes
- Engage community in decision-making processes
- Identify who will benefit or be burdened by a given policy/program by examining and mitigating potential unintended consequences
- Develop mechanisms for successful implementation and evaluation of impact.

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.

1. **Balanced Calendar:** We implemented a four-day work week for the 2020-21 school year, in which the day was extended Monday-Thursday and no school on Friday. We then implemented a 'Wildcat Academy' on Fridays in which the District strategically provided additional support to those kids who were farthest from educational justice.

For the 2021-22 school year, we will be implementing a 4.5 day work week, in which Fridays will be half-days and 'Wildcat Academy' will be ran in the afternoon on Fridays.

2. **Relationships:** This is one of the cornerstones of our District. We have implemented a Renaissance program where all staff and students are valued, respected, and appreciated.

3. **Inclusionary Practices:** Our Special Education team has implemented District-wide inclusion. They have a strategic, robust system to ensure that Special Education students are included in General Ed courses and receive equitable education

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.

1. Equitable Grading

2. SEL & Mental Health Supports

3. Narrowing Standards