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

**Part I: LEA Information**

Please enter your LEA: Steptoe School District

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

Please enter point of contact email address: ericp@steptoe.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: K-8

**Part II: Attestations and Public Posting**

1. Steptoe 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: 5/17/2021

1. Steptoe School Distric (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: Equity Rubric:: Attending to Needs of the Most Vulnerable Populations

Please provide a link to the equity analysis tool used: steptoe.org

1. Plans must be posted on each LEA’s website after School Board approval. Please enter the date this plan was posted on your LEA website:

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

**Part III: Universal Supports for All Students**

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

1. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

Acceleration Academy

Additional Instructional Time Before or After School

Additional School Days

Balanced Calendar

Summer School

Building Relationships

Common Assessments

Early Learning (K-4 literacy)

Equitable Grading Practices

Extended Day Partnerships (CBOs)

Extracurricular Activities

High-quality Tutoring

Inclusionary Practices

Mastery Learning/Project-Based learning

Multi-tiered System of Supports

Narrowing Standards

Professional Learning

SEL and Mental Health Supports

Strategic Staffing (teacher advocates, advisory, looping)

Student Voice and Perception

Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)

Other

**Part IV: Diagnostic Assessments**

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

1. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

| **Academic Diagnostic Assessments** |  |  |  |
| --- | --- | --- | --- |
| Accelerated Reader (AR) |  |  |  |
| 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 |  |  |  |
| 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 Freckle Math, Science, Social Studies, ELA |  |  |  |

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) |  |  |  |
| 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 |  |  |  |

1. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| **Academic Diagnostic Assessments** | **Grade(s)** |  |  |
| --- | --- | --- | --- |
| Accelerated Reader (AR) | K-8 |  |  |
| 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) | K-8 |  |  |
| DIBELS | 3-5 |  |  |
| Discovery Education Predictive Assessment |  |  |  |
| DRA (Developmental Reading Assessment) |  |  |  |
| DRP (Degrees of Reading Power) |  |  |  |
| EasyCBM |  |  |  |
| FAST (Formative Assessment System for Teachers) |  |  |  |
| Fountas & Pinnell |  |  |  |
| Gates Macginitie |  |  |  |
| GMADE |  |  |  |
| GOLD (WaKids) | K |  |  |
| GRADE |  |  |  |
| iReady |  |  |  |
| IRLA |  |  |  |
| iStation |  |  |  |
| ITBS (Iowa Test of Basic Skills) |  |  |  |
| IXL | K-8 |  |  |
| KARK (Kindergarten Assessment Resource Kit) |  |  |  |
| Lexia |  |  |  |
| MAP Math | K-8 |  |  |
| MAP Reading | K-8 |  |  |
| 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 | 2-5 |  |  |
| Sight Words | K-5 |  |  |
| Smarter Balanced ELA Interim Assessments | 3-5 |  |  |
| Smarter Balanced ELA Summative Assessments | 3-8 |  |  |
| Smarter Balanced Math Interim Assessments | 3-5 |  |  |
| Smarter Balanced Math Summative Assessments | 3-8 |  |  |
| SMI (Scholastic Math Inventory SAM/MI) |  |  |  |
| SPI (Scholastic Phonics Inventory SAM/PI) |  |  |  |
| SpringBoard Assessments |  |  |  |
| SRI (Scholastic Reading Inventory SAM/RI) |  |  |  |
| STAR Early Literacy | K-2 |  |  |
| STAR Math | K-8 |  |  |
| STAR Reading | K-8 |  |  |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  |  |
| Teacher Recommendation | K-8 |  |  |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K |  |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| Other |  |  |  |

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| **Well-Being Diagnostic Assessments** | **Grade(s)** |  |  |
| --- | --- | --- | --- |
| ACE | K-8 |  |  |
| Amplify Insight (CCSS) |  |  |  |
| CEE |  |  |  |
| Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-8 |  |  |
| Other - Write In (Required) |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| Student COVID Impact Surveys |  |  |  |
| SWIS |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  |  |
| Teacher Recommendation | K-8 |  |  |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K |  |  |
| Well-being resources |  |  |  |

1. For each **academic** diagnostic assessment used across your LEA, please select the frequencywith whicheach diagnostic tool is used to monitor, assess, and target supports for student learning.

| **Academic Diagnostic Assessments** | **Grade(s)** | **Once per School Year** | **Multiple Times per School Year** |
| --- | --- | --- | --- |
| Accelerated Reader (AR) | K-8 |  | X |
| 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) | K-8 |  | X |
| DIBELS |  |  | x |
| Discovery Education Predictive Assessment |  |  |  |
| DRA (Developmental Reading Assessment) |  |  |  |
| DRP (Degrees of Reading Power) |  |  |  |
| EasyCBM |  |  |  |
| FAST (Formative Assessment System for Teachers) |  |  |  |
| Fountas & Pinnell |  |  |  |
| Gates Macginitie |  |  |  |
| GMADE |  |  |  |
| GOLD (WaKids) | K | X |  |
| GRADE |  |  |  |
| iReady |  |  |  |
| IRLA |  |  |  |
| iStation |  |  |  |
| ITBS (Iowa Test of Basic Skills) |  |  |  |
| IXL | K-8 |  | X |
| KARK (Kindergarten Assessment Resource Kit) |  |  |  |
| Lexia |  |  |  |
| MAP Math | K-8 |  | X |
| MAP Reading | K-8 |  | X |
| 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 | 2-5 |  | X |
| Sight Words | K-5 |  | X |
| Smarter Balanced ELA Interim Assessments | 3-5 |  | X |
| Smarter Balanced ELA Summative Assessments | 3-8 | X |  |
| Smarter Balanced Math Interim Assessments | 3-5 |  | X |
| Smarter Balanced Math Summative Assessments | 3-8 | X |  |
| SMI (Scholastic Math Inventory SAM/MI) |  |  |  |
| SPI (Scholastic Phonics Inventory SAM/PI) |  |  |  |
| SpringBoard Assessments |  |  |  |
| SRI (Scholastic Reading Inventory SAM/RI) |  |  |  |
| STAR Early Literacy | K-2 |  | X |
| STAR Math | K-8 |  | X |
| STAR Reading | K-8 |  | X |
| Success for All (SFA) |  |  |  |
| SuccessNet |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  | X |
| Teacher Recommendation | K-8 |  | X |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K | X |  |
| WIDA MODEL for Kindergarten |  |  |  |
| WIDA MODEL (Grades 1-12) |  |  |  |
| 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** |
| --- | --- | --- | --- |
| ACE | K-8 |  | X |
| Amplify Insight (CCSS) |  |  |  |
| CEE |  |  |  |
| Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | K-8 |  | X |
| Other - Write In (Required) |  |  |  |
| Panorama Education School Climate Survey |  |  |  |
| Student COVID Impact Surveys |  |  |  |
| SWIS |  |  |  |
| Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-8 |  | X |
| Teacher Recommendation | K-8 |  | X |
| Universal Screener list of tools |  |  |  |
| Universal Screener Guide |  |  |  |
| WA-KIDS | K | X |  |
| Well-being resources | 3-5 |  | X |

**Part V: Student and Family Voice**

1. In what ways did your LEA include the following voices in the development of this plan?

*(Student, Family, and Community Organizations)*

Interviews

Conferences (in-person and/or virtual)

Advisory Groups

Surveys

**Part VI: Strategic Supports for Students**

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

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English language learners

Low-income

Students with disabilities

Students experiencing homelessness

Students in foster care

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

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

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

| **Strategies** |  |  |
| --- | --- | --- |
| Acceleration Academy |  |  |
| Additional Instructional Time  Before or After School |  |  |
| Additional School Days |  |  |
| Balanced Calendar |  |  |
| Summer School |  |  |
| Building Relationships |  |  |
| Common Assessments |  |  |
| Early Learning (K-4 literacy) |  |  |
| Equitable Grading Practices |  |  |
| Extended Day Partnerships (CBOs) |  |  |
| Extracurricular Activities |  |  |
| High-quality Tutoring |  |  |
| Inclusionary Practices |  |  |
| Mastery Learning/Project-Based learning |  |  |
| Multi-tiered System of Supports |  |  |
| Narrowing Standards |  |  |
| Professional Learning |  |  |
| SEL and Mental Health Supports |  |  |
| Strategic Staffing (teacher advocates, advisory, looping) |  |  |
| Student Voice and Perception |  |  |
| Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) |  |  |

1. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

| **Strategies** | **Student Group(s)** |  |
| --- | --- | --- |
| Acceleration Academy |  |  |
| Additional Instructional Time  Before or After School | K-8 |  |
| Additional School Days |  |  |
| Balanced Calendar |  |  |
| Summer School |  |  |
| Building Relationships | K-8 |  |
| Common Assessments | K-8 |  |
| Early Learning (K-4 literacy) | K-4 |  |
| Equitable Grading Practices | K-8 |  |
| Extended Day Partnerships (CBOs) |  |  |
| Extracurricular Activities | 7-8 |  |
| High-quality Tutoring | k-8 |  |
| Inclusionary Practices | K-8 |  |
| Mastery Learning/Project-Based learning |  |  |
| Multi-tiered System of Supports | K-8 |  |
| Narrowing Standards |  |  |
| Professional Learning | K-8 |  |
| SEL and Mental Health Supports | K-8 |  |
| Strategic Staffing (teacher advocates, advisory, looping) | K-8 |  |
| Student Voice and Perception |  |  |
| Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) | K-8 |  |

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

| **Strategies** | **Student Group(s)** | **Grade(s)** |
| --- | --- | --- |
| Acceleration Academy |  |  |
| Additional Instructional Time  Before or After School | K-8 | K-8 |
| Additional School Days |  |  |
| Balanced Calendar |  |  |
| Summer School |  |  |
| Building Relationships | K-8 | K-8 |
| Common Assessments | K-8 | K-8 |
| Early Learning (K-4 literacy) | K-4 | K-4 |
| Equitable Grading Practices | K-8 | K-8 |
| Extended Day Partnerships (CBOs) |  |  |
| Extracurricular Activities | 7-8 | 7-8 |
| High-quality Tutoring | K-8 | K-8 |
| Inclusionary Practices | K-8 | K-8 |
| Mastery Learning/Project-Based learning |  |  |
| Multi-tiered System of Supports | K-8 | K-8 |
| Narrowing Standards |  |  |
| Professional Learning | K-8 | K-8 |
| SEL and Mental Health Supports | K-8 | K-8 |
| Strategic Staffing (teacher advocates, advisory, looping) | K-8 | K-8 |
| Student Voice and Perception |  |  |
| Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) | K-8 | K-8 |

**Part VII: Monitoring Student Progress**

1. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:

“Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps.”

Steptoe School District will use an equity analysis process every four months to monitor progress, adjust strategies and identify student learning gaps.

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

1. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

Our capcity is too limited to have a dedicated mentorship for another LEA.

1. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.

Currently we feel comfortable with our strategies and interventions.