

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Orchard Prairie SD #123

Please enter the name of the point of contact for this survey: Suzanne Savall

Please enter point of contact email address: ssavall@orchardprairie.org

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

Please enter the grade levels served by your LEA: Kindergarten - 7th grade

Part II: Attestations and Public Posting

1. Orchard Prairie School District attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: 6-14-2021

2. Orchard Prairie District attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: Orchard Prairie Equity Tool

Please provide a link to the equity analysis tool used:

[Equity analysis tool](#)

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: 6-18-2021

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

[Washington LEA Academic and Student Well-being Recovery 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

Part IV: Diagnostic Assessments

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

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

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input 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 checked="" 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 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 checked="" type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input checked="" type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input checked="" type="checkbox"/>	Running Records
<input checked="" type="checkbox"/>	Sight Words
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input checked="" type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input 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 Read Naturally and Reading Mastery

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
X	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 type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
X	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 - 7
<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 checked="" type="checkbox"/>	FAST (Formative Assessment System for Teachers)	K- 7
<input type="checkbox"/>	Fountas & Pinnell	
<input type="checkbox"/>	Gates Macginitie	
<input type="checkbox"/>	GMADE	
<input checked="" type="checkbox"/>	GOLD (WaKids)	K
<input type="checkbox"/>	GRADE	
<input 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	
X	OSPI Screeners for Literacy Skills Associated with Dyslexia	K - 2
<input type="checkbox"/>	PALS	
<input type="checkbox"/>	Read 180 (assessment tools)	
<input checked="" type="checkbox"/>	Read Well	1st
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys	
<input checked="" type="checkbox"/>	Running Records	K-4th
<input checked="" type="checkbox"/>	Sight Words	K - 2
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments	3 rd - 7th
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments	3 rd - 7yh
<input checked="" type="checkbox"/>	Smarter Balanced Math Interim Assessments	3 rd -7th
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments	3 rd -7th
<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 type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input checked="" type="checkbox"/>	Teacher Recommendation	1 st - 7th
<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 checked="" type="checkbox"/>	Other Read Naturally and Reading Mastery	K - 7th

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 checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K - 7th
<input type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K - 7th
<input checked="" type="checkbox"/> Teacher Recommendation	K - 7th
<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 - 7		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 checked="" type="checkbox"/>	FAST (Formative Assessment System for Teachers)	K - 7th		X
<input type="checkbox"/>	Fountas & Pinnell			
<input type="checkbox"/>	Gates Macginitie			
<input type="checkbox"/>	GMADE			
<input checked="" type="checkbox"/>	GOLD (WaKids)	K		X
<input type="checkbox"/>	GRADE			
<input 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			
X	OSPI Screeners for Literacy Skills Associated with Dyslexia	K - 7	X	
<input type="checkbox"/>	PALS			
<input type="checkbox"/>	Read 180 (assessment tools)			
<input checked="" type="checkbox"/>	Read Well	1st		X
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys			
<input checked="" type="checkbox"/>	Running Records	K - 4		X
<input checked="" type="checkbox"/>	Sight Words	K - 2nd		X
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments	3 rd -7th		X
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments	3 rd -7th	X	
<input checked="" type="checkbox"/>	Smarter Balanced Math Interim Assessments	3 rd -7th		X
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments	3 rd -7th	X	
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/>	SpringBoard Assessments			
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/>	STAR Early Literacy			
<input type="checkbox"/>	STAR Math			
<input type="checkbox"/>	STAR Reading			
<input type="checkbox"/>	Success for All (SFA)			
<input type="checkbox"/>	SuccessNet			
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K - 7th		X
X	Teacher Recommendation	K - 7		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"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input checked="" type="checkbox"/> Other Read Naturally and Reading Mastery	K - 7		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
<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)	K - 7th		X
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K - 7		X
<input checked="" type="checkbox"/> Teacher Recommendation	K - 7th		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 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 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 type="checkbox"/>	High-quality Tutoring
<input type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input checked="" type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input checked="" type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input checked="" type="checkbox"/>	Student Voice and Perception
<input checked="" type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS;

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 type="checkbox"/> Summer School	
<input checked="" type="checkbox"/> Building Relationships	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> Equitable Grading Practices	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> Multi-tiered System of Supports	American Indian African American Hispanic ELL Low-Income Students with disabilities

	White
<input checked="" type="checkbox"/> Narrowing Standards	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> Professional Learning	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> SEL and Mental Health Supports	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> Student Voice and Perception	American Indian African American Hispanic ELL Low-Income Students with disabilities White
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/ career/beyond)	American Indian African American Hispanic ELL Low-Income Students with disabilities White

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 type="checkbox"/>	Summer School		
<input checked="" type="checkbox"/>	Building Relationships	American Indian African American Hispanic ELL Low-Income Students with disabilities White	k-7
<input checked="" type="checkbox"/>	Common Assessments	American Indian African American Hispanic ELL Low-Income Students with disabilities White	k-7
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K
<input checked="" type="checkbox"/>	Equitable Grading Practices	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K - 7TH
<input type="checkbox"/>	Extended Day Partnerships (CBOs)		
<input type="checkbox"/>	Extracurricular Activities		
<input type="checkbox"/>	High-quality Tutoring		
<input type="checkbox"/>	Inclusionary Practices		
<input type="checkbox"/>	Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/>	Multi-tiered System of Supports	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K - 7
<input checked="" type="checkbox"/>	Narrowing Standards	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K - 7

<input checked="" type="checkbox"/> Professional Learning	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K - 7
<input checked="" type="checkbox"/> SEL and Mental Health Supports	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K - 7
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	American Indian African American Hispanic ELL Low-Income Students with disabilities White	K - 7
<input checked="" type="checkbox"/> Student Voice and Perception	American Indian African American Hispanic ELL Low-Income Students with disabilities White	1 - 7
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/ career/beyond)	American Indian African American Hispanic ELL Low-Income Students with disabilities White	Kindergarten and 7 th grade

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.

Orchard Prairie will monitor progress, using our diagnostic assessments at least each trimester. The Equity District team will use the results from these assessments to develop adjustments to strategies and interventions or provide additional supports. At the administration and team level, the results will be used to identify supports needed. At the teacher level, the results will be used to make changes or provide supports in classrooms, or individual student levels. In addition, the district will use an equity analysis process each trimester to adjust strategies and identify student learning gaps.

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.
Strategic staffing i.e., looping in small school districts

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.

MTSS

Student voice and perception