

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: University Place SD

Please enter the name of the point of contact for this survey: Jeff Chamberlin, Superintendent

Please enter point of contact email address: jchamberlin@upsd83.org
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

1. University Place 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 12, 2021

2. University Place 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: UPSD Equity Analysis Principles

Please provide a link to the equity analysis tool used:
{https://www.upsd83.org/UserFiles/Servers/Server_589819/File/About%20UPSD/American%20Rescue%20Plan/UPSD%20Equity%20Analysis%20Tool%20Final.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: June 2, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: {https://www.upsd83.org/about_upsd/academic_and_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 This plan is in early stages of development. As we continue to get feedback from our staff, parents and community- and as we learn more about student needs- we will modify our approach for all students and for targeted student groups.

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)

Academic Diagnostic Assessments	
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" 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 checked="" type="checkbox"/>	GMADE
<input type="checkbox"/>	GOLD (WaKids)
<input checked="" 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 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 type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input 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 checked="" type="checkbox"/>	Success for All (SFA)

Academic Diagnostic Assessments	
<input type="checkbox"/>	SuccessNet
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input checked="" type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input checked="" type="checkbox"/>	Other This plan is in early stages of development. As we continue to get feedback from our staff, parents and community- and as we learn more about students and their needs- we will revisit the range of assessments we are using to diagnose need.

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 checked="" type="checkbox"/>	Other - Write In (Required) This plan is in early stages of development. We continue to review options. The following assessments are now under consideration for use in the fall when larger numbers of students have returned to in-person learning: Dessa; BASC-3 & Satchel Purse
<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 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"/>	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 type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input checked="" type="checkbox"/> DIBELS	K-4
<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-12
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input checked="" type="checkbox"/> GMADE	2-7
<input type="checkbox"/> GOLD (WaKids)	
<input checked="" type="checkbox"/> GRADE	2-7
<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 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	K-2
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments	

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input 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 checked="" type="checkbox"/> Success for All (SFA)	2-12
<input type="checkbox"/> SuccessNet	
<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"/> WIDA MODEL for Kindergarten	
<input type="checkbox"/> WIDA MODEL (Grades 1-12)	
<input checked="" type="checkbox"/> Other This plan is in early stages of development. As we continue to get feedback from our staff, parents and community- and as we learn more about students and their needs- we will revisit the range of assessments we are using to diagnose academic need.	K-12

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 checked="" type="checkbox"/> Other - Write In (Required) This plan is in early stages of development. We continue to review options. The following assessments are now under consideration for use in the fall when larger numbers of students have returned to in-person learning: Dessa; BASC-3 & Satchel Purse	K-12
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	

Well-Being Diagnostic Assessments		Grade(s)
<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 checked="" type="checkbox"/>	Well-being resources	K-12

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 type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input checked="" type="checkbox"/> DIBELS	K-4		x
<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-12		x
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input checked="" type="checkbox"/> GMADE	2-7		x
<input type="checkbox"/> GOLD (WaKids)			
<input checked="" type="checkbox"/> GRADE	2-7		x
<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			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<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 checked="" type="checkbox"/> Read Well	K-2		x
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments			
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input 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 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 type="checkbox"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input checked="" type="checkbox"/> Other This plan is in early stages of development. We continue to review options and may need to add or modify assessments as students return and we learn more about their needs.	K-12		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 type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input checked="" type="checkbox"/> Other - Write In (Required) Dessa; Additional assessments may become necessary as we begin implementation of our plan and learn more about the impacts of our practices and other assessments	K-12		x
<input type="checkbox"/> Panorama Education School Climate Survey			
<input 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	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 type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input checked="" type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input checked="" type="checkbox"/>	Extended Day Partnerships (CBOs)
<input checked="" type="checkbox"/>	Extracurricular Activities
<input checked="" type="checkbox"/>	High-quality Tutoring
<input checked="" type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input 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 type="checkbox"/>	Student Voice and Perception
<input checked="" type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

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

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Building Relationships	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Common Assessments	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Selected students in all groups identified using diagnostic tools. Each

Strategies	Student Group(s)
	group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Equitable Grading Practices	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Extracurricular Activities	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> High-quality Tutoring	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Inclusionary Practices	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse

Strategies	Student Group(s)
	set of students with different needs. We strive to get each student what they need.
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input type="checkbox"/> Narrowing Standards	
<input checked="" type="checkbox"/> Professional Learning	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.
<input type="checkbox"/> Student Voice and Perception	
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Selected students in all groups identified using diagnostic tools. Each group noted is

Strategies	Student Group(s)
	composed of a diverse set of students with different needs. We strive to get each student what they need.

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 checked="" type="checkbox"/> Additional Instructional Time Before or After School	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	K-12
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	3-12
<input checked="" type="checkbox"/> Building Relationships	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input checked="" type="checkbox"/> Common Assessments	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with	All

Strategies	Student Group(s)	Grade(s)
	different needs. We strive to get each student what they need.	
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	K-4
<input checked="" type="checkbox"/> Equitable Grading Practices	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	K-7
<input checked="" type="checkbox"/> Extracurricular Activities	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input checked="" type="checkbox"/> High-quality Tutoring	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We	5-12

Strategies	Student Group(s)	Grade(s)
	strive to get each student what they need.	
<input checked="" type="checkbox"/> Inclusionary Practices	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input checked="" type="checkbox"/> Narrowing Standards	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input checked="" type="checkbox"/> Professional Learning	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We	All

Strategies	Student Group(s)	Grade(s)
	strive to get each student what they need.	
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	All
<input type="checkbox"/> Student Voice and Perception		
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Selected students in all groups identified using diagnostic tools. Each group noted is composed of a diverse set of students with different needs. We strive to get each student what they need.	P,4,7,9,12

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."

The district's equity analysis tool consists of a set of principles to be applied to specific decisions, programs, procedures, initiatives and/or policies. As we proceed with implementation of our plan, this tool will be used, both formally and informally, to guide specific elements of the plan at specific times. The plan itself consists of a multiple, distinct efforts and initiatives and can not be assessed for equity all at once. The tool will be used formally in some cases to make determinations concerning the equity of specific components of the larger plan. The tool will be used informally by individuals and teams as a way of thinking- or a "lens"- for approach problems and their solutions.

Diagnostic tools will be used on a regular basis. These tools include a variety of age and topic-specific options. For example, reading assessments will be provided at multiple times per year to monitor progress. Results will guide actions in real time and will support the continued

adjustment and evolution of the plan. Many of these academic diagnostic tools have been used successfully for many years. Additional tools will be used to monitor student well-being.

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.

UPSD has been successful in developing intervention programs to promote academic success for students who are behind.

UPSD has been successful in establishing sensible and effective assessment systems implemented with enough frequency to inform placement and instruction decisions

UPSD has developed an effective professional development program that allows us to help teacher work together to deliver a quality, guaranteed and viable curriculum

- 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.

UPSD would benefit from support and resources in connecting students to mental health resources that are available and accessible to students and their families.