

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Nespelem SD

Please enter the name of the point of contact for this survey: Dr. Effie Dean

Please enter point of contact email address: edean@nsdeagles.org
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. Nespelem SD (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: May 24, 2021

2. Nespelem SD (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: Indaian Policies &

Procedures Please provide a link to the equity analysis tool used: www.nsdeagles.org

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 24, 2021

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

Part III: Universal Supports for All Students

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

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

Acceleration Academy
Additional Instructional Time Before or After School
Additional School Days

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

Part IV: Diagnostic Assessments

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

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

Academic Diagnostic Assessments
Accelerated Reader (AR)
AIMSweb
Amplify Insight (CCSS)
Assessment and Learning in Knowledge Spaced (ALEKS)
CPAA (NWEA)

Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
DIBELS
Discovery Education Predictive Assessment
DRA (Developmental Reading Assessment)

Academic Diagnostic Assessments
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

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) DESA
Panorama Education School Climate Survey
Student COVID Impact Surveys
SWIS
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
Teacher Recommendation
Universal Screener list of tools
Universal Screener Guide
WA-KIDS
Well-being resources

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

Academic Diagnostic Assessments	Grade(s)
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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)	K-8
DIBELS	K-4
Discovery Education Predictive Assessment	
DRA (Developmental Reading Assessment)	

4

Academic Diagnostic Assessments	Grade(s)
DRP (Degrees of Reading Power)	
EasyCBM	
FAST (Formative Assessment System for Teachers)	
Fountas & Pinnell	
Gates Macginitie	
GMADE	
GOLD (WaKids)	K
GRADE	
iReady	
IRLA	
iStation	
ITBS (Iowa Test of Basic Skills)	
IXL	

KARK (Kindergarten Assessment Resource Kit)	
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	3-8
Smarter Balanced ELA Summative Assessments	3-8
Smarter Balanced Math Interim Assessments	3-8
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
STAR Math	1-8
STAR Reading	1-8
Success for All (SFA)	k-8
SuccessNet	

Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	k-8
Teacher Recommendation	k-8
Universal Screener list of tools	
Universal Screener Guide	

5

Academic Diagnostic Assessments	Grade(s)
WA-KIDS	k
WIDA MODEL for Kindergarten	k
WIDA MODEL (Grades 1-12)	1-8
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	
Amplify Insight (CCSS)	
CEE	
Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	k-8
Other - Write In (Required) DESA	k-8
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	k
Well-being resources	

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
Accelerated Reader (AR)			
AIMSweb			
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		6
DIBELS	k-4		3

6

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
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	1	
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	3-8		3

Smarter Balanced ELA Summative Assessments	3-8	1	
Smarter Balanced Math Interim Assessments	3-8		3
Smarter Balanced Math Summative Assessments	3-8	1	
SMI (Scholastic Math Inventory SAM/MI)			
SPI (Scholastic Phonics Inventory SAM/PI)			
SpringBoard Assessments			
SRI (Scholastic Reading Inventory SAM/RI)			
STAR Early Literacy	k		6
STAR Math	1-8		6
STAR Reading	1-8		6
Success for All (SFA)	k-8		6
SuccessNet			

7

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	k-8		6
Teacher Recommendation			
Universal Screener list of tools			
Universal Screener Guide			
WA-KIDS	k	1	
WIDA MODEL for Kindergarten	k	1	
WIDA MODEL (Grades 1-12)	1-8	1	
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			
Amplify Insight (CCSS)			
CEE			
Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	k-8		6
Other - Write In (Required) DESA	k-8		3
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	k	1	
Well-being resources			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?
(Student, Family, and Community Organizations)

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

Part VI: Strategic Supports for Students

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

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

Part VII: Strategic Supports for Identified Student Groups

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

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

Strategies
Acceleration Academy
Additional Instructional Time Before or After School
Additional School Days
Balanced Calendar
Summer School

Building Relationships
Common Assessments
Early Learning (K-4 literacy)

Strategies
Equitable Grading Practices
Extended Day Partnerships (CBOs)
Extracurricular Activities
High-quality Tutoring
Inclusionary Practices
Mastery Learning/Project-Based learning
Multi-tiered System of Supports
Narrowing Standards
Professional Learning
SEL and Mental Health Supports
Strategic Staffing (teacher advocates, advisory, looping)
Student Voice and Perception
Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/ career/beyond)

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

Strategies	Student Group(s)
Acceleration Academy	
Additional Instructional Time Before or After School	Native/Poverty
Additional School Days	

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

10

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

Strategies	Student Group(s)	Grade(s)
Acceleration Academy		
Additional Instructional Time Before or After School	All	4-8
Additional School Days		

Balanced Calendar		
Summer School	All	4-8
Building Relationships	All	k-8
Common Assessments		
Early Learning (K-4 literacy)	All	k-4
Equitable Grading Practices	All	k-8
Extended Day Partnerships (CBOs)		
Extracurricular Activities	All	6-8
High-quality Tutoring	All	k-8
Inclusionary Practices		
Mastery Learning/Project-Based learning		
Multi-tiered System of Supports	All	k-8
Narrowing Standards	All	k-8
Professional Learning	All	k-8
SEL and Mental Health Supports	All	k-8
Strategic Staffing (teacher advocates, advisory, looping)	All	k-8
Student Voice and Perception	All	k-8
Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/career/beyond)	All	k,8

Part VII: Monitoring Student Progress

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

For example:

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

Our district meets weekly in PLCs to examine data gathered in progress monitoring tools through the lense of our equity analysis results.

Part VIII: Supports for Strategies/Interventions

11

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.

Success For All & Native Culture

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.

GLAD/ELL

