

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Kahlotus School District

Please enter the name of the point of contact for this survey: Breanne Williamson

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

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

Part II: Attestations and Public Posting

1. Kahlotus 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 18, 2021

2. Kahlotus 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: Walla, Walla Public Schools Policy & Program Equity Analysis Tool

Please provide a link to the equity analysis tool used:
<https://www.wwps.org/departments/equity-and-dual-programs/equity/equity-analysis-protocol?highlight=WyJlcXVpdHkiLCJlcXVpdHkncylsInRvb2wiLCJlcXVpdHkgdG9vbCJd>

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 7, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: <https://www.kahlotusd.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 Important: Here in the Kahlotus School District, we have been in an in-person traditional schedule since August 31, 2020. Due to our tiny student population, we have been able to implement a traditional calendar and schedule with our students. We practice daily interventions through Student and Teacher Access Time (STAT) for our students in grades 8-12. These interventions are designed and delivered by our certificated secondary teachers. We also practice and deliver daily instruction through specific and targeted intervention to individual and small groups of students in grades k-6. Our instruction in elementary classrooms is a natural environment where teaching is delivered at the targeted individual level. We only have 6 students in our k-1 classroom, 7 students in our 2-3 classroom and 8 students in our 4-6 classroom.

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 checked="" 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 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 type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input 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 checked="" type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input checked="" type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input checked="" type="checkbox"/>	Running Records
<input checked="" type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input 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)

Academic Diagnostic Assessments	
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input checked="" type="checkbox"/>	STAR Early Literacy
<input checked="" type="checkbox"/>	STAR Math
<input checked="" 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
<input 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 We practice daily interventions through Student and Teacher Access Time (STAT) for our students in grades 8-12. These interventions are designed and delivered by our certificated secondary teachers. We also practice and deliver daily instruction through specific and targeted interventions to individuals and small groups of students in grades k-6. Our instruction in elementary classrooms is a natural environment where teaching is delivered at the targeted individual level. We only have 6 students in our k-1 classroom, 7 students in our 2-3 classroom and 8 students in our 5-6 classroom. This small number of students allows us to be able to individualize learning for our students.

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) Due to our very tiny student enrollment population of 39 students in

Well-Being Diagnostic Assessments	
our K-12 program, we primarily rely on intentional teacher observation, and teacher and family collaboration and recommendation for services if deemed appropriate for our students. That can be in any area for special services and support including counseling. In addition, we have been training in trauma informed care, Social Emotional Learning and inclusionary practices this year in preparation for next year.	
<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
<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 checked="" type="checkbox"/> Accelerated Reader (AR)	1-6
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12
<input checked="" type="checkbox"/> DIBELS	K-6
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input type="checkbox"/> GOLD (WaKids)	
<input type="checkbox"/> GRADE	
<input type="checkbox"/> iReady	
<input type="checkbox"/> IRLA	

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input checked="" type="checkbox"/> IXL	K-6
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input checked="" type="checkbox"/> Lexia	K-6
<input type="checkbox"/> MAP Math	
<input type="checkbox"/> MAP Reading	
<input type="checkbox"/> Mastery Connect	
<input type="checkbox"/> McLeod Assessment of Reading Comprehension	
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/> PALS	
<input type="checkbox"/> Read 180 (assessment tools)	
<input type="checkbox"/> Read Well	
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input checked="" type="checkbox"/> Running Records	1-6
<input checked="" type="checkbox"/> Sight Words	K-4
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-11
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-11
<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 checked="" type="checkbox"/> STAR Early Literacy	K-1
<input checked="" type="checkbox"/> STAR Math	1-6
<input checked="" type="checkbox"/> STAR Reading	1-6
<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	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 Due to our very tiny student enrollment population of 39 students in our K-12 program, we primarily rely on intentional teacher observation, and teacher and family collaboration for recommendation for services if deemed appropriate for our students. That can be in any area for special services and support including	K-12

Academic Diagnostic Assessments	Grade(s)
counseling. In addition, we have been training in trauma informed care, Social Emotional Learning and inclusionary practices this year in preparatioin for next year.	

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) Due to our very tiny student enrollment population of 39 students in our K-12 program, we primarily rely on intentional teacher observation, teacher and family collaboration and recommendation for services if deemed appropriate for our students. That can be in any area for special sevices and support including counselling. In addition, we have been training in trauma informed care, Social Emotional Learning and inclusionary practices this year in preparation for next year.	K-12
<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
<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 checked="" type="checkbox"/> Accelerated Reader (AR)	K-6		X

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CPAA (NWEA)			
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		X
<input checked="" type="checkbox"/> DIBELS	K-6		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 type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input 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 checked="" type="checkbox"/> Lexia	K-6		X
<input type="checkbox"/> MAP Math			
<input type="checkbox"/> MAP Reading			
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/> PALS			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input checked="" type="checkbox"/> Running Records	1-6		X
<input checked="" type="checkbox"/> Sight Words	K-4		X
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-11	X	
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-11	X	

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<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 checked="" type="checkbox"/> STAR Early Literacy	K-1		X
<input checked="" type="checkbox"/> STAR Math	1-6		X
<input checked="" type="checkbox"/> STAR Reading	1-6		X
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			
<input 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			
<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 Due to our very tiny student enrollment population of 39 students in our K-12 program, we primarily rely on intentional teacher observation, teacher and family collaboration and recommendation for services if deemed appropriate for our students. That can be in any area for special services and support including counseling. In addition, we have been training in trauma informed care, Social Emotional Learning and inclusionary practices this year in preparation for next year.	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			

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input checked="" type="checkbox"/> Other - Write In (Required) Due to our very tiny student enrollment population of 39 students in our K-12 program, we primarily rely on intentional teacher observation, teacher and family collaboration and recommendation for services if deemed appropriate for our students. That can be in any area for special services and support including counseling. In addition, we have been training in trauma informed care, Social Emotional Learning and inclusionary practices this year in preparation for next year.	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 checked="" type="checkbox"/> Well-being resources	K-12		X

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 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 type="checkbox"/>	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)

Strategies	
<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 type="checkbox"/> Additional Instructional Time Before or After School	
<input type="checkbox"/> Additional School Days	
<input checked="" type="checkbox"/> Balanced Calendar	All
<input type="checkbox"/> Summer School	
<input checked="" type="checkbox"/> Building Relationships	All
<input checked="" type="checkbox"/> Common Assessments	All
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All
<input checked="" type="checkbox"/> Equitable Grading Practices	All
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input checked="" type="checkbox"/> Extracurricular Activities	All
<input checked="" type="checkbox"/> High-quality Tutoring	All
<input checked="" type="checkbox"/> Inclusionary Practices	All
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input type="checkbox"/> Multi-tiered System of Supports	
<input type="checkbox"/> Narrowing Standards	
<input checked="" type="checkbox"/> Professional Learning	All
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All
<input 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)	All

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	All	k-12
<input type="checkbox"/> Additional School Days		
<input checked="" type="checkbox"/> Balanced Calendar	All	K-12
<input type="checkbox"/> Summer School		
<input checked="" type="checkbox"/> Building Relationships	All	K-12
<input checked="" type="checkbox"/> Common Assessments	All	K-12

Strategies	Student Group(s)	Grade(s)
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All	K-4
<input checked="" type="checkbox"/> Equitable Grading Practices	All	K-12
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input checked="" type="checkbox"/> Extracurricular Activities	All	K-12
<input type="checkbox"/> High-quality Tutoring		
<input checked="" type="checkbox"/> Inclusionary Practices	All	K-12
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input type="checkbox"/> Multi-tiered System of Supports		
<input type="checkbox"/> Narrowing Standards		
<input checked="" type="checkbox"/> Professional Learning	All	K-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All	K-12
<input 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)	All	K-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 Kahlotus School District plans to use the identified Equity tool to monitor on an ongoing basis. As stated in several parts of this plan, we have a very small student population that allows for very specific differentiation practices that are well founded in Equity principles. Some of those are understanding and knowing the students and their families at a very personal level (socioeconomics, culture, language, traditions, etc.) as well as academically and socially emotionally. Our entire staff dedicate themselves to care for our student population and their families in ways that larger districts cannot, due to their population numbers; with Equity infused in a most natural way, day in and day out, when it comes to educating the whole child.

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.

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.

Continue learning about trauma informed practices; in particular for tiny small rural communities.

Continue learning about Social Emotional Learning practices and how to implement The Sanford Harmony SEL Program.

Continue learning about Inclusionary practices.