RAINIER VALLEY LEADERSHIP ACADEMY

Academic and Student Well-being Recovery Plan

ARe there definitions for checkboxes
what is a balanced calendar? A year round calendar.
WIthout having the schedule its kind of touch to answer these questions.

Part I: LEA Information

Please enter your LEA: **Rainier Valley Leadership Academy**

Please enter the name of the point of contact for this survey: **Baionne Coleman**

Please enter point of contact email address: **baionne.coleman@myrvla.org**

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

Please enter the grade levels served by your LEA: **6-12**

Part II: Attestations and Public Posting

1. Rainier Valley Leadership Academy (LEA name) attests that the School Board approved this plan after allowing for public comment.

   Please enter the date this plan was approved: May 25, 2021

2. Rainier Valley Leadership Academy (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:

   Please provide a link to the equity analysis tool used:

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:

   Please provide a link to the posted accessible (i.e., disability and language access) LEA 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 (21st Century after school)
   ☐   Additional School Days
   ☐   Balanced Calendar
   ☒   Summer School (21st Century)
   ☒   Building Relationships   (SEL/Circles/No Nonsense Nurturer/mentorship)
   ☐   Common Assessments
   ☐   Early Learning (K-4 literacy)
   ☒   Equitable Grading Practices (Grading for Equity)

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☐   Extended Day Partnerships (CBOs)
☒   Extracurricular Activities (Panther Talks/After school programming)
☒   High-quality Tutoring (ACE Academy Tutoring, SAT Tutoring)
☒   Inclusionary Practices (UDL/Special Services-Gen Ed collaboration)
☐   Mastery Learning/Project-Based learning
☒   Multi-tiered System of Supports
☒   Narrowing Standards (Power Standards from Achieve the Core)
☒   Professional Learning (Weekly Wed PD)
☒   SEL and Mental Health Supports (Mentorship, Second Step curriculum, Circles)
☒   Strategic Staffing (mentors staying with scholars over multiple years, looping)
☒   Student Voice and Perception (Student Voice Survey, Weekly student pulse check, School Culture and Climate survey)
☒   Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond) (9th grade success)
☐   Other

Part IV (4): 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)
☐	DRP (Degrees of Reading Power)
☐	EasyCBM

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☐	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

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☐	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) DESSA
☐	Panorama Education School Climate Survey
☐	Student COVID Impact Surveys
☐	SWIS
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☒	Teacher Recommendation (Counselor Referral form)
☐	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)
☐	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)	6–12

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☐	DIBELS	
☐	Discovery Education Predictive Assessment	
☐	DRA (Developmental Reading Assessment)	
☐	DRP (Degrees of Reading Power)	
☐	EasyCBM	
☐	FAST (Formative Assessment System for Teachers)	
☐	Fountas & Pinnell	
☐	Gates Macginitie	
☐	GMADE	
☐	GOLD (WaKids)	
☐	GRADE	
☐	iReady	
☐	IRLA	
☐	iStation	
☐	ITBS (Iowa Test of Basic Skills)	
☐	IXL	
☐	KARK (Kindergarten Assessment Resource Kit)	
☒	Lexia	6–12
☒	MAP Math	6–12
☒	MAP Reading	6–12
☐	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	6–11
☐	Smarter Balanced ELA Summative Assessments	
☒	Smarter Balanced Math Interim Assessments	6–11
☐	Smarter Balanced Math Summative Assessments	
☐	SMI (Scholastic Math Inventory SAM/MI)	
☐	SPI (Scholastic Phonics Inventory SAM/PI)	
☒	SpringBoard Assessments	6–11
☐	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	6–12
☒	Teacher Recommendation	6–12
☐	Universal Screener list of tools	
☐	Universal Screener Guide	
☐	WA-KIDS	
☐	WIDA MODEL for Kindergarten	
☒	WIDA MODEL (Grades 1–12)	6–12
☐	Other	

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

Well–Being Diagnostic Assessments		Grade(s)
☐	ACE	
☐	Amplify Insight (CCSS)	
☐	CEE	
☐	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☒	Other – Write In (Required) (DESSA)	6–12
☐	Panorama Education School Climate Survey	
☐	Student COVID Impact Surveys	
☐	SWIS	
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	6–12
☒	Teacher Recommendation (Counselor Referral form)	6–12
☐	Universal Screener list of tools	
☐	Universal Screener Guide	
☐	WA-KIDS	
☒	Well–being resources	6–12

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
☐	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)	6-12		X
☐	DIBELS			
☐	Discovery Education Predictive Assessment			
☐	DRA (Developmental Reading Assessment)			
☐	DRP (Degrees of Reading Power)			
☐	EasyCBM			
☐	FAST (Formative Assessment System for Teachers)			
☐	Fountas & Pinnell			
☐	Gates Macginitie			
☐	GMADE			
☐	GOLD (WaKids)			
☐	GRADE			
☐	iReady			
☐	IRLA			
☐	iStation			
☐	ITBS (Iowa Test of Basic Skills)			
☐	IXL			
☐	KARK (Kindergarten Assessment Resource Kit)			
☒	Lexia	6-12		X
☒	MAP Math	6-12		X (3)
☒	MAP Reading	6-12		X (3)
☐	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	6-11		X
☐	Smarter Balanced ELA Summative Assessments			
☒	Smarter Balanced Math Interim Assessments	6-11		X
☐	Smarter Balanced Math Summative Assessments			
☐	SMI (Scholastic Math Inventory SAM/MI)			
☐	SPI (Scholastic Phonics Inventory SAM/PI)			
☒	SpringBoard Assessments	6-11		X
☐	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	6–12		X
☒	Teacher Recommendation	6–12		X
☐	Universal Screener list of tools			
☐	Universal Screener Guide			
☐	WA-KIDS			
☐	WIDA MODEL for Kindergarten			
☒	WIDA MODEL (Grades 1–12)	6–12	X	
☐	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)			
☒	Other – Write In (Required)　　　DESSA	6–12		X
☐	Panorama Education School Climate Survey			
☐	Student COVID Impact Surveys			
☐	SWIS			
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	6–12		X
☒	Teacher Recommendation (referral form)	6–12		X
☐	Universal Screener list of tools			
☐	Universal Screener Guide			
☐	WA-KIDS			
☒	Well-being resources	6–12		X

Part V (5): Student and Family Voice

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

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(Student, Family, and Community Organizations)

☒ Interviews:
Interviews with small groups of
- ☒ Conferences (in-person and/or virtual)
- ☒ Advisory Groups
- ☒ Surveys

Part VI (6): 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 (7): 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)
☒	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	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☐ Additional School Days	
☐ Balanced Calendar	
☒ Summer School	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ Building Relationships	ELL, Homeless, Students with Disabilities, African American

	Hispanic/Latino of any race(s)
☐ Common Assessments	
☐ Early Learning (K-4 literacy)	
☐ Equitable Grading Practices	
☐ Extended Day Partnerships (CBOs)	
☒ Extracurricular Activities	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ High-quality Tutoring	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ Inclusionary Practices	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☐ Mastery Learning/Project-Based learning	
☒ Multi-tiered System of Supports	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ Narrowing Standards	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ Professional Learning	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ SEL and Mental Health Supports	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒ Strategic Staffing (teacher advocates, advisory, looping)	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)

Strategies	Student Group(s)
☒Student Voice and Perception	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)
☒Transition Supports (Pre–K–Elem; Elem– MS; MS–HS; HS–post-secondary/ career/beyond)	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)

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	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☐ Additional School Days		
☐ Balanced Calendar	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☒Summer School		
☒Building Relationships	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☐ Common Assessments		
☐ Early Learning (K-4 literacy)		
☒Equitable Grading Practices	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☐ Extended Day Partnerships (CBOs)		
☒ Extracurricular Activities	ELL, Homeless, Students with Disabilities, African American	6–12

	Hispanic/Latino of any race(s)	
☒High-quality Tutoring	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☒ Inclusionary Practices	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☐ Mastery Learning/Project-Based learning		
☒Multi-tiered System of Supports	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☒Narrowing Standards	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☒Professional Learning	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6–12
☒SEL and Mental Health Supports	ELL, Homeless, Students with Disabilities, African	6–12

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	American Hispanic/Latino of any race(s)	
☒Strategic Staffing (teacher advocates, advisory, looping)	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6-12
☒Student Voice and Perception	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6-12
☒Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	ELL, Homeless, Students with Disabilities, African American Hispanic/Latino of any race(s)	6-12

Part VII (8): 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.

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It is an integral part of school format – daily attendance and assignment progress reporting to parents/guardians; content and grade–level meetings; weekly school–wide goals to monitor scholar progress; each scholar is assigned a mentor to constantly monitor status with periodic parental reviews; weekly scholar surveys for scholar voice to understand general satisfaction with curriculum and climate. Using the DESSA assessment to support scholar SEL growth and programming.
We have weekly MTSS and Data team meetings to monitor scholar academic, social–emotional, and behavioral supports.

For example:
"Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps."

Part VIII (9): 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.
Equitable grading
SEL

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.

Smarter Balanced Interim Assessments (we have never used them before)