Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Chimacum School District- Chimacum Jr./Sr. High School (7-12), Chimacum Elementary (3-6) & Chimacum Primary PK-2), Chimacum Pi Program (1-12)

Please enter the name of the point of contact for this survey: David Engle

Please enter point of contact email address: david_engle@csd49.org
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

 Chimacum School District (LEA name) attests that the School Board approved this plan after allowing for public comment.
 Yes

Please enter the date this plan was approved: May 26, 2021

Chimacum School District (LEA name) attests that an equity analysis tool was used in the development of this plan. Yes.

Please provide the name of the equity analysis tool used: Racial Equity Tool, Puget Sound ESD

Please provide a link to the equity analysis tool used:

https://www.psesd.org/programs-services/equity-in-education

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 1, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: https://www.csd49.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 th
	future to address gaps in student learning and well-being? (Select all that apply)

\Box A	Acceleration	Academy
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	Additional School Days
	Balanced Calendar
\boxtimes	Summer School
\boxtimes	Building Relationships
\boxtimes	Common Assessments
\boxtimes	Early Learning (K-4 literacy)
\boxtimes	Equitable Grading Practices
\boxtimes	Extended Day Partnerships (CBOs)
\boxtimes	Extracurricular Activities
\boxtimes	High-quality Tutoring
\boxtimes	Inclusionary Practices
\boxtimes	Mastery Learning/Project-Based learning
\boxtimes	Multi-tiered System of Supports
\boxtimes	Narrowing Standards
\boxtimes	Professional Learning
\boxtimes	SEL and Mental Health Supports
\boxtimes	Strategic Staffing (teacher advocates, advisory, looping)
\boxtimes	Student Voice and Perception
\boxtimes	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-
	secondary/career/beyond)
П	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)			
X	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
\boxtimes	DIBELS			
	Discovery Education Predictive Assessment			
	DRA (Developmental Reading Assessment)			
	DRP (Degrees of Reading Power)			

\boxtimes	EasyCBM
	FAST (Formative Assessment System for
	Teachers)
\boxtimes	Fountas & Pinnell
	Gates Macginitie
	GMADE
	GOLD (WaKids)
	GRADE
	iReady
	IRLA
	iStation
	ITBS (Iowa Test of Basic Skills)
	IXL
	KARK (Kindergarten Assessment Resource Kit)
	Lexia
\boxtimes	MAP Math
X	MAP Reading
	Mastery Connect
	McLeod Assessment of Reading Comprehension
\boxtimes	OSPI Screeners for Literacy Skills Associated with
	Dyslexia
	PALS
\boxtimes	Read 180 (assessment tools)
	Read Well
	Really Great Reading - Diagnostic Decoding Surveys
\boxtimes	Running Records
X	Sight Words
\boxtimes	Smarter Balanced ELA Interim Assessments
\boxtimes	Smarter Balanced ELA Summative Assessments
\boxtimes	Smarter Balanced Math Interim Assessments
\boxtimes	Smarter Balanced Math Summative Assessments
П	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
\boxtimes	Teacher Made Assessment/District Made
	Assessment/Classroom Based Assessment
\boxtimes	Teacher Recommendation
	Universal Screener list of tools
	Universal Screener Guide

\boxtimes	WA-KIDS
	WIDA MODEL for Kindergarten
	WIDA MODEL (Grades 1-12)
\boxtimes	Fountas & Pinnell
	☑ Leveled Literacy

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)			
\boxtimes	SRSS-IE Social Emotional Screener			
	Panorama Education School Climate Survey			
\boxtimes	Student COVID Impact Surveys			
\boxtimes	SWIS			
	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
\boxtimes	Teacher Recommendation			
	Universal Screener list of tools			
	Universal Screener Guide			
\boxtimes	WA-KIDS			
×	Well-being resources- Character Strong, Second Steps			

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)	PK-12
\boxtimes	DIBELS	PK-2
	Discovery Education Predictive Assessment	
	DRA (Developmental Reading Assessment)	
	DRP (Degrees of Reading Power)	-

\boxtimes	EasyCBM	Pk-12
	FAST (Formative Assessment System for	
	Teachers)	
\boxtimes	Fountas & Pinnell	PK-6
	Gates Macginitie	
	GMADE	
	GOLD (WaKids)	
	GRADE	
	iReady	
	IRLA	
	iStation	
	ITBS (Iowa Test of Basic Skills)	
\boxtimes	IXL/ Bridges Math	3-6
	KARK (Kindergarten Assessment Resource Kit)	
	Lexia	7.12
\boxtimes	MAP Math	7-12
\boxtimes	MAP Reading	7-12
	Mastery Connect	
	McLeod Assessment of Reading Comprehension	
\boxtimes	OSPI Screeners for Literacy Skills Associated with	K-2
	Dyslexia	
	PALS	7-12
	Read 180 (assessment tools)	7-12
	11000 11011	
	Really Great Reading - Diagnostic Decoding Surveys	
\boxtimes	Running Records	Pk-6
\boxtimes	Sight Words	K-2
\boxtimes	Smarter Balanced ELA Interim Assessments	3-12
\boxtimes	Smarter Balanced ELA Summative Assessments	3-12
\boxtimes	Smarter Balanced Math Interim Assessments	3-12
\boxtimes	Smarter Balanced Math Summative Assessments	3-12
	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	PK-12
\boxtimes	Teacher Recommendation	PK-12
	Universal Screener list of tools	
	Universal Screener Guide	
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×	WA-KIDS	K
	WIDA MODEL for Kindergarten	
	WIDA MODEL (Grades 1-12)	
	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	
\boxtimes	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	7-12
	Other - Write In (Required)	
	Panorama Education School Climate Survey	
\boxtimes	Student COVID Impact Surveys	6-12
\boxtimes	SWIS	Pk-6
\boxtimes	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	7-12
\boxtimes	Teacher Recommendation	Pk-12
	Universal Screener list of tools	
	Universal Screener Guide	
\boxtimes	WA-KIDS	K
\boxtimes	Well-being resources	Pk-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)			
\boxtimes	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	Pk-12		X
\boxtimes	DIBELS	Pk-2		X
	Discovery Education Predictive Assessment			
	DRA (Developmental Reading Assessment)			
	DRP (Degrees of Reading Power)			

FAST (Formative Assessment System for Teachers)	\boxtimes	EasyCBM	7-12	Х	X
Teachers		·			
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□ SuccessNet PK-12 ☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment X ☒ Teacher Recommendation PK-12 ☒ Universal Screener list of tools		STAR Reading			
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Assessment/Classroom Based Assessment Teacher Recommendation PK-12 X		SuccessNet			
☐ Universal Screener list of tools	×				
	\boxtimes	Teacher Recommendation	PK-12		X
□ Universal Screener Guide		Universal Screener list of tools			
		Universal Screener Guide			

\boxtimes	WA-KIDS	7-12	Χ	
	WIDA MODEL for Kindergarten			
	WIDA MODEL (Grades 1-12)			
	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)			
\boxtimes	SRSS-IE Social Emotional Screener	Pk-6		Х
	Panorama Education School Climate Survey			
	Student COVID Impact Surveys			
\boxtimes	SWIS	Pk-6		X
	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
\boxtimes	Teacher Recommendation	PK-12		X
	Universal Screener list of tools			
	Universal Screener Guide			
\boxtimes	WA-KIDS	K	Х	
×	Well-being resources (Second Steps/Character Strong)	PK-12		Х

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)
	N Interviews

☐ Advisory Groups

Conferences (in-person and/or virtual)

Surveys

 \times

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)

\times	American Indian/Alaskan Native
	Asian
	Black/African American
\boxtimes	Hispanic/Latino of any race(s)
	Native Hawaiian/Other Pacific Islander
\boxtimes	Two or More Races
\boxtimes	White
\boxtimes	English language learners
\boxtimes	Low-income
\boxtimes	Students with disabilities
\boxtimes	Students experiencing homelessness
\boxtimes	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			
\boxtimes	Summer School			
\boxtimes	Building Relationships			
\boxtimes	Common Assessments			
\boxtimes	Early Learning (K-4 literacy)			
\boxtimes	Equitable Grading Practices			
	Extended Day Partnerships (CBOs)			
\boxtimes	Extracurricular Activities			
	High-quality Tutoring			
\boxtimes	Inclusionary Practices			
\boxtimes	Mastery Learning/Project-Based learning			
\boxtimes	Multi-tiered System of Supports			
\boxtimes	Narrowing Standards			
\boxtimes	Professional Learning			
\boxtimes	SEL and Mental Health Supports			
\boxtimes	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	Students with disabilities, struggling learners & student groups identified in equity analysis
Additional School Days	
Balanced Calendar	
Summer School	Students with disabilities, struggling learners & student groups identified in equity analysis
Building Relationships	Students with disabilities, struggling learners & student groups identified in equity analysis
Common Assessments	Students with disabilities, struggling learners & student groups identified in equity analysis
Early Learning (K-4 literacy)	Students with disabilities, struggling learners & student groups identified in equity analysis
Equitable Grading Practices	Students with disabilities, struggling learners & student groups identified in equity analysis
Extended Day Partnerships with YMCA	Students with disabilities, struggling learners & student groups identified in equity analysis
Extracurricular Activities	Students with disabilities, struggling learners & student groups identified in equity analysis
High-quality Tutoring	Students with disabilities, struggling learners & student groups identified in equity analysis

×	Inclusionary Practices	Students with disabilities
\boxtimes	Mastery Learning/Project-Based learning	Students with disabilities, struggling learners & student groups identified in equity analysis
\boxtimes	Multi-tiered System of Supports	Students with disabilities, struggling learners & student groups identified in equity analysis
\boxtimes	Narrowing Standards	Students with disabilities, struggling learners & student groups identified in equity analysis
	Professional Learning	Professional development to best serve disabilities, struggling learners & student groups identified in equity analysis
×	SEL and Mental Health Supports	Students with disabilities, struggling learners & student groups identified in equity analysis
\boxtimes	Strategic Staffing (teacher advocates, advisory, looping)	Students with disabilities, struggling learners & student groups identified in equity analysis
\boxtimes	Student Voice and Perception	Students with disabilities, struggling learners & student groups identified in equity analysis
	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Students with disabilities, struggling learners & student groups identified in equity analysis

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	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
Additional School Days		

	Balanced Calendar		
	Summer School	Students with disabilities, struggling learners & student groups identified in equity analysis	K-12
\boxtimes	Building Relationships	Students with disabilities, struggling learners & student groups identified in equity analysis	P-age 21
	Common Assessments	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
	Early Learning (K-4 literacy)	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
	Equitable Grading Practices	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
	Extended Day Partnerships (CBOs)	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
\boxtimes	Extracurricular Activities	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
\boxtimes	High-quality Tutoring	Students with disabilities, struggling learners & student groups identified in equity analysis	K-12
\boxtimes	Inclusionary Practices	Students with disabilities	P-age 21
\boxtimes	Mastery Learning/Project-Based learning	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
\boxtimes	Multi-tiered System of Supports	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
\boxtimes	Narrowing Standards	Students with disabilities, struggling learners & student	PK-12

		groups identified in equity analysis	
	Professional Learning	Professional development to best serve disabilities, struggling learners & student groups identified in equity analysis	PK-12
\boxtimes	SEL and Mental Health Supports	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
	Strategic Staffing (teacher advocates, advisory, looping)	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
	Student Voice and Perception	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-12
\boxtimes	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Students with disabilities, struggling learners & student groups identified in equity analysis	PK-HS-post secondary/care er/beyond

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 wellbeing.

The Chimacum School District will use the <u>PSESD Racial Equity Too</u>l three times per year to monitor progress, adjust strategies and identify student learning gaps.

Part VIII: Supports for Strategies/Interventions

- **14.** Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.
- Common Assessments
- Narrowing Standards
- Remote instruction

- 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.
 Inclusionary Practices
- MTSS
- Small district transportation needs to support after school activities