**Washington LEA Academic and Student Well-being Recovery Plan**

**Part I: LEA Information**

Please enter your LEA: Central Kitsap School District

Please enter the name of the point of contact for this survey: Franklyn MacKenzie

Please enter point of contact email address: franklyn@ckschools.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.  Central Kitsap 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 26, 2021

2.  Central Kitsap 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: CKSD Equity Analysis Tool

    Please provide a link to the equity analysis tool used:
    https://drive.google.com/file/d/1deg4mrZi7eJ1vuemUQOu7zAQMSFmpZnG/view?usp=sharing

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 28th

    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
☐ 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 |

| | Academic Diagnostic Assessments |
|---|---|
| ☐ | 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 |
| ☐ | 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 |

| Academic Diagnostic Assessments |
|---|
| ☒ Universal Screener list of tools |
| ☒ Universal Screener Guide |
| ☒ WA-KIDS |
| ☒ WIDA MODEL for Kindergarten |
| ☒ WIDA MODEL (Grades 1-12) |
| ☒ Other Acadience and Common Classroom Formative Assessments |

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) Healthy Youth Survey |
| ☐ 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) |
|---|---|
| ☐ 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 |

| | Academic Diagnostic Assessments | Grade(s) |
|---|---|---|
| ☐ | 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) | K |
| ☐ | GRADE | |
| ☐ | iReady | |
| ☐ | IRLA | |
| ☐ | iStation | |
| ☐ | ITBS (Iowa Test of Basic Skills) | |
| ☒ | IXL | 6-8 |
| ☐ | 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 | K-12 |
| ☐ | PALS | |
| ☒ | Read 180 (assessment tools) | 6-10 |
| ☐ | Read Well | |
| ☐ | Really Great Reading - Diagnostic Decoding Surveys | |
| ☐ | Running Records | |
| ☐ | Sight Words | |
| ☒ | Smarter Balanced ELA Interim Assessments | 3-8, 10 |
| ☒ | Smarter Balanced ELA Summative Assessments | 3-8, 10 |
| ☒ | Smarter Balanced Math Interim Assessments | 3-8, 10 |
| ☒ | Smarter Balanced Math Summative Assessments | 3-8, 10 |
| ☐ | SMI (Scholastic Math Inventory SAM/MI) | |
| ☐ | SPI (Scholastic Phonics Inventory SAM/PI) | |
| ☐ | SpringBoard Assessments | |
| ☐ | SRI (Scholastic Reading Inventory SAM/RI) | |
| ☒ | STAR Early Literacy | 1st |
| ☒ | STAR Math | 2-12 |
| ☒ | STAR Reading | 2-12 |
| ☐ | Success for All (SFA) | |
| ☐ | SuccessNet | |
| ☒ | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | PK-12 |

| Academic Diagnostic Assessments | Grade(s) |
|---|---|
| ☐ Teacher Recommendation | |
| ☒ Universal Screener list of tools | PK-12 |
| ☐ Universal Screener Guide | |
| ☒ WA-KIDS | PK-K |
| ☒ WIDA MODEL for Kindergarten | K |
| ☒ WIDA MODEL (Grades 1-12) | 1-12 |
| ☒ Other Acadience; WCAS, WA-AIM, CoGAT, ELPA21 | 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) |
|---|---|
| ☐ ACE | |
| ☐ Amplify Insight (CCSS) | |
| ☐ CEE | |
| ☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | |
| ☒ Other - Write In (Required) Healthy Youth Survey | 6, 8, 10, 12 |
| ☐ Panorama Education School Climate Survey | |
| ☒ Student COVID Impact Surveys | 9-12 |
| ☒ SWIS | K-12 |
| ☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | |
| ☒ Teacher Recommendation | PK-12 |
| ☒ Universal Screener list of tools | K-12 |
| ☒ Universal Screener Guide | K-12 |
| ☒ WA-KIDS | PK-K |
| ☒ 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) | | | |

| | Academic Diagnostic Assessments | Grade(s) | Once per School Year | Multiple Times per School Year |
|---|---|---|---|---|
| ☐ | 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 | | | |
| ☐ | FAST (Formative Assessment System for Teachers) | | | |
| ☐ | Fountas & Pinnell | | | |
| ☐ | Gates Macginitie | | | |
| ☐ | GMADE | | | |
| ☒ | GOLD (WaKids) | K | X | |
| ☐ | GRADE | | | |
| ☐ | iReady | | | |
| ☐ | IRLA | | | |
| ☐ | iStation | | | |
| ☐ | ITBS (Iowa Test of Basic Skills) | | | |
| ☒ | IXL | 6-8 | X | |
| ☐ | 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 | K-2 | X | |
| ☐ | PALS | | | |
| ☒ | Read 180 (assessment tools) | 6-10 | | X |
| ☐ | Read Well | | | |
| ☐ | Really Great Reading - Diagnostic Decoding Surveys | | | |
| ☐ | Running Records | | | |
| ☐ | Sight Words | | | |
| ☒ | Smarter Balanced ELA Interim Assessments | 3-8, 10 | X | |
| ☒ | Smarter Balanced ELA Summative Assessments | 3-8, 10 | X | |
| ☒ | Smarter Balanced Math Interim Assessments | 3-8, 10 | X | |
| ☒ | Smarter Balanced Math Summative Assessments | 3-8, 10 | X | |
| ☐ | SMI (Scholastic Math Inventory SAM/MI) | | | |
| ☐ | SPI (Scholastic Phonics Inventory SAM/PI) | | | |
| ☐ | SpringBoard Assessments | | | |
| ☐ | SRI (Scholastic Reading Inventory SAM/RI) | | | |
| ☒ | STAR Early Literacy | 1st | | X |

| | Academic Diagnostic Assessments | Grade(s) | Once per School Year | Multiple Times per School Year |
|---|---|---|---|---|
| ☒ | STAR Math | 2-12 | | X |
| ☒ | STAR Reading | 2-12 | | X |
| ☐ | Success for All (SFA) | | | |
| ☐ | SuccessNet | | | |
| ☒ | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | PK-12 | | X |
| ☒ | Teacher Recommendation | PK-12 | | X |
| ☒ | Universal Screener list of tools | PK-12 | | X |
| ☐ | Universal Screener Guide | | | |
| ☒ | WA-KIDS | PK-K | X | |
| ☒ | WIDA MODEL for Kindergarten | K | X | |
| ☒ | WIDA MODEL (Grades 1-12) | 1-12 | X | |
| ☒ | Other Acadience | K-5 | | 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 |
|---|---|---|---|---|
| ☐ | ACE | | | |
| ☐ | Amplify Insight (CCSS) | | | |
| ☐ | CEE | | | |
| ☐ | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | | | |
| ☒ | Other - Write In (Required) Healthy Youth Survey | 6, 8, 10, 12 | X | |
| ☐ | Panorama Education School Climate Survey | | | |
| ☒ | Student COVID Impact Surveys | 9-12 | X | |
| ☒ | SWIS | K-12 | | X |
| ☐ | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | | | |
| ☒ | Teacher Recommendation | PK-12 | | X |
| ☒ | Universal Screener list of tools | K-12 | | X |
| ☒ | Universal Screener Guide | K-12 | | X |
| ☒ | WA-KIDS | K | X | |
| ☒ | Well-being resources | PK-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 |
| --- |
| ☐ Acceleration Academy |
| ☒ Additional Instructional Time Before or After School |
| ☐ Additional School Days |
| ☐ Balanced Calendar |

| Strategies | |
|---|---|
| ☒ | 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 | All groups |
| ☐ | Additional School Days | |
| ☐ | Balanced Calendar | |
| ☒ | Summer School | All groups |
| ☒ | Building Relationships | All groups |
| ☒ | Common Assessments | All groups |
| ☒ | Early Learning (K-4 literacy) | All groups |
| ☐ | Equitable Grading Practices | |
| ☐ | Extended Day Partnerships (CBOs) | |
| ☒ | Extracurricular Activities | All groups |
| ☒ | High-quality Tutoring | All groups |
| ☒ | Inclusionary Practices | All groups |
| ☐ | Mastery Learning/Project-Based learning | |
| ☒ | Multi-tiered System of Supports | All groups |
| ☒ | Narrowing Standards | All groups |
| ☒ | Professional Learning | All groups |
| ☒ | SEL and Mental Health Supports | All groups |
| ☒ | Strategic Staffing (teacher advocates, advisory, looping) | All groups |

| Strategies | Student Group(s) |
|---|---|
| ☒ Student Voice and Perception | All groups |
| ☒ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) | All groups |

**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 Groups | |
| ☐ Additional School Days | | |
| ☐ Balanced Calendar | | |
| ☒ Summer School | All Groups | |
| ☒ Building Relationships | All Groups | P-12 |
| ☐ Common Assessments | All Groups | K-12 |
| ☒ Early Learning (K-4 literacy) | All groups | K-12 |
| ☐ Equitable Grading Practices | | |
| ☐ Extended Day Partnerships (CBOs) | | |
| ☒ Extracurricular Activities | All groups | K-12 |
| ☒ High-quality Tutoring | All groups | K-12 |
| ☒ Inclusionary Practices | All groups | K-12 |
| ☐ Mastery Learning/Project-Based learning | | |
| ☒ Multi-tiered System of Supports | All groups | K-12 |
| ☒ Narrowing Standards | All groups | K-12 |
| ☒ Professional Learning | All groups | K-12 |
| ☒ SEL and Mental Health Supports | All groups | K-12 |
| ☒ Strategic Staffing (teacher advocates, advisory, looping) | All groups | K-12 |
| ☒ Student Voice and Perception | All groups | K-12 |
| ☒ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) | All groups | 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."

* MTSS District Leadership Team:  Will meet monthly to support districtwide coordination and communication; team will also apply the CKSD Equity Analysis Tool in the Fall and Spring with districtwide data results to determine any adjustments to supports that will be needed for specific schools.

* MTSS Building Leadership Teams:  Will meet monthly to review building level assessment results and use Equity Analysis to determine if there are any students who need supports that they are not currently accessing; the team will also review if the data is revealing any Tier 1 implementation support to ensure universal supports are being implemented consistently and as intended, in addition to considering the impact of other layered supports available. These teams will also be trained in the CKSD Equity Analysis Tool so they use this as a filter as they make decisions that support either the system or specific groups of students. This team will review equity reports that also help them identify if certain demographic groups are being identified more than others and explore why that may be occurring.

* MTSS Grade Level/Content Area Teams:  Teacher teams will meet on a regularly scheduled basis to review classroom-based common formative assessment results that measure the extend students have mastered essential skills. Based on the results, teacher teams will provide either a classwide intervention or in classroom flexible differentiated grouping. Teacher teams will also identify which students may benefit from layered supports in addition to the support they are receiving in the classroom with the teacher.

**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.
    * K-8 MTSS initial implementation/installation of MTSS structures
    * K-5 Tiered Literacy Supports
    * Initial Implementation Strategies for Districtwide Equity


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.
    * Integration of Mental Health Supports in our MTSS System
    * MTSS in the High School Level
    * Inclusionary Practices/ Universal Design for Learning