

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Yakima School District

Please enter the name of the point of contact for this survey: Dr. Rob Darling

Please enter point of contact email address: darling.robert@ysd7.org
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

1. Yakima 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. Yakima 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: PSESD Racial Equity Tool

Please provide a link to the equity analysis tool used:
<https://drive.google.com/file/d/1EKr0ywbAVqR5bVI1SM4L0EXDIKL9ENfJ/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: 5/18/2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: <https://www.ysd7.org/reopen>

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	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input checked="" 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

Academic Diagnostic Assessments	
<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 checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input checked="" 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 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 checked="" type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input checked="" type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input checked="" type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input checked="" type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input checked="" 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)
<input checked="" type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input checked="" type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<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

Academic Diagnostic Assessments	
<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 type="checkbox"/>	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	
<input type="checkbox"/>	ACE
<input type="checkbox"/>	Amplify Insight (CCSS)
<input checked="" 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) SRRS-IE and HS SEL Needs Assessment
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<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"/>	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 type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input checked="" type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	3-12
<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-5

Academic Diagnostic Assessments	Grade(s)
<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 checked="" type="checkbox"/> GOLD (WaKids)	PreK
<input type="checkbox"/> GRADE	
<input type="checkbox"/> iReady	
<input type="checkbox"/> IRLA	
<input checked="" type="checkbox"/> iStation	K-5
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/> IXL	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input 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 checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	K-5
<input type="checkbox"/> PALS	
<input checked="" type="checkbox"/> Read 180 (assessment tools)	6-10
<input type="checkbox"/> Read Well	
<input checked="" type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	K-5
<input type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-10
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-10
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	3-10
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-10
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input checked="" type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	6-10
<input type="checkbox"/> SpringBoard Assessments	
<input checked="" type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	6-12
<input type="checkbox"/> STAR Early Literacy	
<input type="checkbox"/> STAR Math	
<input type="checkbox"/> STAR Reading	
<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	

Academic Diagnostic Assessments	Grade(s)
<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"/> WIDA MODEL for Kindergarten	K
<input checked="" type="checkbox"/> WIDA MODEL (Grades 1-12)	1-12
<input type="checkbox"/> 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)
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input checked="" type="checkbox"/> CEE	PreK-12
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12
<input type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	9-12
<input type="checkbox"/> Teacher Recommendation	
<input checked="" type="checkbox"/> Universal Screener list of tools	K-8
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	TK, K
<input type="checkbox"/> 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
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input checked="" type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	3-12		Progress monitoring
<input type="checkbox"/> CPAA (NWEA)			
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		2-4x/mo

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input checked="" type="checkbox"/> DIBELS	K-5		3, +progress monitoring
<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 checked="" type="checkbox"/> GOLD (WaKids)	PreK		twice
<input type="checkbox"/> GRADE			
<input type="checkbox"/> iReady			
<input type="checkbox"/> IRLA			
<input checked="" type="checkbox"/> iStation	K-5		monthly
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input 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 checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	K-5	1x/yr RAN	3, +progress monitoring
<input type="checkbox"/> PALS			
<input checked="" type="checkbox"/> Read 180 (assessment tools)	6-10		on-going
<input type="checkbox"/> Read Well			
<input checked="" type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	K-5		on-going, as needed
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments	3-10		2
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-10	x	2
<input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments	3-10		Pre Post Unit
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-10		1
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input checked="" type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	6-10		3

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> SpringBoard Assessments			
<input checked="" type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	6-10		3-5x/yr
<input type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			
<input type="checkbox"/> STAR Reading			
<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 checked="" type="checkbox"/> WIDA MODEL for Kindergarten	K		ongoing
<input checked="" type="checkbox"/> WIDA MODEL (Grades 1-12)	1-12		ongoing
<input checked="" type="checkbox"/> Other WIDA Screener Imagine Learning Language and Literacy Benchmark Assessments	K-12 K-5		ongoing 3-times a year

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 checked="" type="checkbox"/> CEE	K-12		x
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		x
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			x
<input type="checkbox"/> Teacher Recommendation			
<input checked="" type="checkbox"/> Universal Screener list of tools			x
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS		x	

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> 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	
<input checked="" type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input checked="" type="checkbox"/>	Additional School Days
<input checked="" type="checkbox"/>	Balanced Calendar
<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input checked="" type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input checked="" type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input checked="" 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 checked="" type="checkbox"/> Acceleration Academy	ELs
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income

Strategies	Student Group(s)
	SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Additional School Days	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Balanced Calendar	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Summer School	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Building Relationships	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Common Assessments	American Indian/Alaska Native Hispanic/Latino Two or more races

Strategies	Student Group(s)
	White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	American Indian/Alaska Native Hispanic/Latino Two or more races White ELLs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Equitable Grading Practices	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD

Strategies	Student Group(s)
	Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Extracurricular Activities	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> High-quality Tutoring	American Indian/Alaska Native

Strategies	Student Group(s)
	Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Inclusionary Practices	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs

Strategies	Student Group(s)
	Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Multi-tiered System of Supports	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Narrowing Standards	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Professional Learning	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> SEL and Mental Health Supports	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	American Indian/Alaska Native Hispanic/Latino Two or more races

Strategies	Student Group(s)
	White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Student Voice and Perception	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD

Strategies	Student Group(s)
	Students experiencing homelessness Students in foster care

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 checked="" type="checkbox"/> Acceleration Academy	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	K-12
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> Additional School Days	American Indian/Alaska Native Hispanic/Latino Two or more races	PreK-12

Strategies	Student Group(s)	Grade(s)
	White ELs Low Income SWD Students experiencing homelessness Students in foster care	
<input checked="" type="checkbox"/> Balanced Calendar	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> Summer School	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD	PreK-12

Strategies	Student Group(s)	Grade(s)
	Students experiencing homelessness Students in foster care	
<input checked="" type="checkbox"/> Building Relationships	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> Common Assessments	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	K-12
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	American Indian/Alaska Native	K-4

Strategies	Student Group(s)	Grade(s)
	Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	
<input checked="" type="checkbox"/> Equitable Grading Practices	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	6-12
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs	K-8

Strategies	Student Group(s)	Grade(s)
	Low Income SWD Students experiencing homelessness Students in foster care	
<input checked="" type="checkbox"/> Extracurricular Activities	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> High-quality Tutoring	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness	PreK-12

Strategies	Student Group(s)	Grade(s)
	Students in foster care	
<input checked="" type="checkbox"/> Inclusionary Practices	SWD	PreK-12
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> Multi-tiered System of Supports	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> Narrowing Standards	American Indian/Alaska Native Hispanic/Latino	PreK-12

Strategies	Student Group(s)	Grade(s)
	Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	
<input checked="" type="checkbox"/> Professional Learning	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	PreK-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income	PreK-12

Strategies	Student Group(s)	Grade(s)
	SWD Students experiencing homelessness Students in foster care	
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	K-12
<input checked="" type="checkbox"/> Student Voice and Perception	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	K-12

Strategies	Student Group(s)	Grade(s)
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	American Indian/Alaska Native Hispanic/Latino Two or more races White ELs Low Income SWD Students experiencing homelessness Students in foster care	P, K, 5, 8, 9, 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.”

1. Our district will use the survey results (quarterly) from CEE surveys to monitor items specifically identified through the equity tool and goals/outcomes identified in our District's equity policy.

2. Our district uses inquiry cycles as our equity analysis process. Inquiry cycles take place every 6-8 weeks and are used to monitor progress, identify student learning needs, make adjustments to instructional supports and set short term targets/goals. These inquiry cycles are looked at on a weekly basis in PLCs.

3. Formative assessments (progress monitoring tools, DIBELS, Read 180 assessments, SBA Interims, etc. will be given either quarterly or monthly and data will be analyzed during weekly PLC meetings; action steps will be identified and adjustments will be taken to identify and close learning gaps.

4. Pre-, post- and formative assessments will be given throughout the summer to identify gaps in student well-being and academic progress.

5. Student and family engagement: Via parent/teacher conferences, teacher to parent communications, principal to parent communications, and with support of our Parent Engagement Specialist, each school will create and implement a parent-engagement plan and track data points such as: # of parents utilizing Remind; # of parents attending conferences; efforts to connect with parents of students with attendance issues.

6. The district will engage in the Equity Analysis Tool in June/July 2021 to identify gaps in the district's Academic and Student Well-being Recovery Plan, then at least twice during the 2021-22, 2022-23 and 2023-24 school years to ensure the district is responding and reacting to the needs of students and staff regarding student well being and academic recovery.

Examples of efforts to be taken, or already underway, to support students in well-being and academic recovery:

-YSD will hire 23 +/- additional counselors (if enough counselors are available) over the next 2 years. These counselors will assist in the ongoing efforts to evaluate and monitor student mental health and well-being.

-YSD will be hiring 6-8 content-specific PD coaches (Multilingual, Dual Language, Performing Arts, Accelerated Learning, Data and Research, to provide teachers and principals with real time learning, based on the gaps identified in the diagnostic assessments. The PD will be school-specific, grade-level specific, disability-specific, and/or content-specific. PD will focus on inclusionary practices, culturally responsive practices, with a constant focus on how we accelerate student learning (asset-based mindset) rather than provide remediation (deficit-based mindset)

- Hiring additional assistant principal to support our two largest elementary schools
- Reviewing and potential adoption of new curriculum PreK-5 for math and ELA/SLA
- Adopting and purchasing student-wellness/Social-emotional learning curricula PreK-12
- Increasing student wellness centers across the district (by expanding offerings onsite at other schools or through asset procurement at locations adjacent to YSD schools)
- Expanding YSD's Digital and Accelerated Learning department (under Director Arnie Lewis) by adding three PD teachers to support acceleration expertise and awareness across YSD
- Adding partnership with STAND, the Center for High School Success to focus on improving the freshman success teams at YSD high schools
- Creative hiring options specific to the needs of each school (example, one elementary has 14 kinders who did not engage the whole school year. Rather than retaining them, this school will hire a teacher to work with these 14 students to cover the kinder learning and 1st grade learning to have these 14 students ready for 2nd grade with their peers).
- District leadership used the Chief Council of State School Officers' 10-Point Framework for School Reopening and Student Success to quantify (through a 8-10 hour process) the district's priorities for allocating ARP-ESSER funding by identifying, from most to least, which YSD strategic plan goals, ESSER funding options, and YSD departments/programs were impacted by each of the 10-points. This process will be used to ensure that spending of the ARP funds will be equitably allocated, with at least 20% going directly for addressing accelerating student learning and addressing student health and wellness.
- Each school will receive an allocation (based on student FTE) to support the individual needs of each school with the necessary staffing and resources to support accelerating student learning and well-being.
- The district is increasing efforts for professional development and required trainings that specifically address serving our most at-risk student populations. For example, YSD is hiring two Guided Language Acquisition Development (GLAD) PD specialists (one will be bilingual) which is a proven instructional model that incorporates many research-based and highly effective instructional strategies, which are initially focused on serving English Learners, but are impactful for all students. Another example is the district's planned professional development throughout next year and beyond that focuses on increasing its implementation of using inclusionary practices and offerings for students with disabilities. These practices will include increasing co-teaching classrooms that allows students with disabilities to access core content in core classrooms with their peers.

-The district will continue providing free access to 1:1 24/7 tutoring and essay feedback services for all 5-12th grade students.

-The district will provide free afterschool in-person tutoring and care options at every elementary school. The intent is to provide services for every K-5 student, however the ability to do so will hinge on the number of staff that can be hired. Each school will prioritize access first for students identified as academically or social-emotionally most at risk.

-Each high school is hiring more staff to increase the capacity of their Student Success teams.

- The district will continue to provide all students, K-12, the option to obtain a quality education 100% online if they choose.

-YSD building HVAC systems will be inspected and brought up to standard (when necessary) to ensure the highest air quality possible for each building

-Technology upgrades and purchases will be made to provide students with optimal access to learning through digital platforms

-The district will upgrade, as necessary, cybersecurity measures to ensure secure digital learning environments

-The district will continue its ability to provide broadband access to every YSD student, in their schools or at their in-district homes.

-Intensive supports and programs will be created or improved to address attendance and engagement, to include implementation of early warning systems at all grades

-Credit recovery supports will be mobilized for students who are behind (through in-person support or online credit recovery programs)

-Hiring practices for recruiting and retaining a diversified workforce that better represents its student body, including but not limited to: initiating a sustainable bilingual paraprofessional-to-teacher pipeline, providing YSD high school students CTE courses that may expedite their access to a teaching certificate

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.

Enhanced Core Reading Instruction, (ECRI) K-5, evidence-based foundational skills routines & Read 180/System 44 (6-10), using a blended single-period model to accelerate growth in reading

The Writing Revolution, (TWR) K-12, deliberate practice of specific instructional techniques, along with targeted feedback. The Writing Revolution's method enables educators to teach writing skills and content simultaneously

Guided Language Acquisition Design Strategies K-12/Language Enhancement Routines K-5; building cognitive processes and academic language acquisition for multilingual learners in the mainstream classroom

- 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.
1. Accelerating student learning for: multilingual learners, SWD, early learning
 2. Balanced calendar
 3. Support with accelerating math learning