



**Center for Deaf and Hard of Hearing Youth
Washington School for the Deaf**

Bilingual, Empowered, Successful for Today and tomorrow...the BEST!



Academic and Student Well-Being Recovery Plan

The Washington School for the Deaf Recovery Plan is aligned with the Washington Center for Deaf and Hard of Hearing Youth (CDHY) vision to promote inclusion and equity through an ASL-English bilingual learning environment to ensure the success of our diverse learning community. This recovery plan represents our best efforts to identify and respond to detrimental impacts caused by the pandemic. Components of this plan address student well-being, professional learning, recovery and acceleration, academic diagnostic assessment, and community partnerships. It is our intent to inform and engage stakeholders in addressing how choices in instruction, programming, staffing, funding and policy affect our students. To accomplish this goal, we encourage the use of the CDHY/WSD Equity Analysis Tool for decisions that impact our students, staff and families. This plan is a living document. It outlines a framework and overview of services and supports provided to students, however, is not inclusive of all WSD's efforts to support students. As we grow in awareness through the school year and with the analysis of new data, we will use this plan to re-evaluate, modify and add supports and strategies to address student-learning needs identified.

Student Well-Being

Washington School for the Deaf is committed to providing a safe and healthy environment for all students, families and staff. Our goal in this focus area is to support and promote the physical, emotional and social-well being of students and staff pre and post pandemic. Our plan includes structures to assess student well-being, analyze data and provide instruction and support that allows students to thrive in and out of school. We believe this component is foundational to student success. Many of our students struggle with additional trauma due to language delays and deprivation, and it is therefore critical to address feelings of isolation and marginalization. One of our primary goals is to build trusting relationships with students and staff that supersede the negative impacts of the pandemic.

Equity Checks	Using the agency equity tool we will disaggregate discipline, social emotional, and academic data in the fall, winter and spring.

	Review data with staff, identify disparities
	Develop and implement plan to address disparities
	Report disaggregation and plan to staff
Assessment	SWIS
	ACES (Trauma Response scores)
	Others TBD—Such as: Healthy Youth Survey
	Staff Recommendation—STAT, Wraparound
Social Skills Instruction	Continue to implement Second Steps lessons (K-6)
	Teaching and supporting students through Positive Behavioral Interventions and Supports (PBIS)
	Character Strong (7-12)
	PACERS (7-12)
	Teaching for Tolerance (7-12)
	FLASH (7-12)
	Zones of Regulation (K-8)
	Mindful School (7-12)
Mental Health Supports	Continue school-based counseling supports: individual and small group
	Continue use of de-escalation spaces (sensory) rooms for students to access during the school day
	Continue and expand mental health services with mental health agencies
	Residential check-ins for residential students
Family Engagement	Confer with families regarding needed supports at IEP meetings and/or conferences
Counseling Support	ADWAS—healthy relationships
	Continue K-12 School Counseling Services
Attendance	Continue to identify and work with students/families that have chronic absenteeism
Community Partnerships	Collaborate with school districts to support partnership students as needed
	ESD 112 for risk assessment
	Catholic Community Services

	SHARE Backpack program
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Professional Learning

Professional development is critical to building capacity for staff to meet the needs of all students. Washington School for the Deaf and the Washington Center for Deaf and Hard of Hearing Youth (CDHY) is committed to providing a variety of professional learning opportunities for staff throughout the year. WSD has several themes for PD for school year 2021, 2022: Project-Based Learning (PBL), Bilingual Grammar Curriculum (BGC), Trauma Response /Love and Logic and Anti-Bias Education (ABE).

ABE PD	Equity training during Safety Training (August 23 rd and 24 th)
	Explore book studies: <i>Anti-Bias education for Young Children; Introduction to Multi-Cultural Education</i>
	Guest Speakers various times throughout the year
PBL/BGC PD	PBL three day training August 17 th , 18 th and 19 th
	ASL-English Bilingual Strategies Overview August 25 th , 26 th
	BGC training for ASL/ELA teachers Sept. 10 th , 17 th
	BGC classroom visits for ASL/ELA teachers Oct. 21
	Continue with ASL curriculum adoption/develop ASL framework
Trauma Response/Love and Logic PD	MTSS Committee continue to deliver PD for all staff
Technology PD	Explore promoting exploring new virtual teaching platforms on a monthly basis

Recovery and Acceleration

The majority of WSD students are identified as special education. All students receive a high level of individual attention and small group instruction. Providing supports to meet student individual needs are a priority. Instruction at all grade levels is differentiated to meet student needs, both academic and language. Student supports are identified at multiple levels and embedded into instruction. Instructional plans are tailored for 2nd and 3rd tier learning supports. Planning for a summer camp in 2022 will begin in the fall of 2021. Summer 2021 includes at home extended learning opportunities. Students are identified for ESY through IEP team decisions.

All activities listed below are available to ALL students. Schools are required to identify subgroups of students that data indicates are underperforming or where opportunity gaps exist. Those groups are listed in the Targeted Subgroups section.

Summer 2021		
	Description	Targeted Subgroups
K-12	At-Home Extended Learning: All K-12 students may extend learning at home by accessing NEWSELA, IXL, and Accelerated Reader. Teachers can provide additional packets for families requesting it.	American Indian/Alaskan Native; Black/African American, Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; English Learner; Students Experiencing Poverty; Students with Disabilities/ Students experiencing Homelessness.
K-12	ESY for identified students	American Indian/Alaskan Native; Black/African American, Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; English Learner; Students Experiencing Poverty; Students with Disabilities/ Students experiencing Homelessness.
9-12	HS Summer Credit Recovery Courses: Available to current students who have a failing grade to recover.	American Indian/Alaskan Native; Black/African American, Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; English Learner; Students Experiencing Poverty; Students with Disabilities/ Students experiencing Homelessness.
Summer 2022		
K-12	Summer ASL/Literacy Camp	American Indian/Alaskan Native; Black/African American, Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; English Learner; Students Experiencing Poverty; Students with Disabilities/ Students experiencing Homelessness.
K-12	Technology: The school provides iPads, Chromebooks, Internet access (WiFi Hotspots) and technology support to ensure equitable access to learning tools.	American Indian/Alaskan Native; Black/African American, Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; English Learner; Students Experiencing Poverty; Students with Disabilities/ Students experiencing Homelessness.

Diagnostic Assessment

WSD uses a variety of diagnostic assessments to identify students' language and academic needs in grades kindergarten through 12. We recognize that standardized assessments do not always indicate deaf and hard of hearing students' true academic abilities since the assessments are presented and responded to in print English, which is typically our students' second language. We strive to understand the whole picture through formative as well as summative academic assessments and frequent discussions regarding the social-emotional status of our students through a multi-tiered support system including PBIS, SWIS, Trauma response techniques, and Love and Logic. We will explore the use of an SEL diagnostic screening tool in 2021-2022.

Level	Assessment	Timeline
K-12	SWIS PBIS DESSA	2x monthly 1x monthly Fall, Spring
K-8	Accelerated Reader	Weekly
K-6	Curriculum-based Assessments	Ongoing
K-12	IXL	Weekly
2-12	MAP: Math, Reading, Language	Fall, Spring
5-6	Running Records	Ongoing
K-6	Sight Words	Ongoing
3-8, 10	Smarter Balanced ELA and Math Summative Assessments	Spring
K-12	STAR Reading	Fall, Spring
K-12	Classroom Based Assessments	Ongoing

Community Partnerships

WSD regularly reaches out to the community for additional supports for students, however due to the infrastructure of the school, it is not always possible to utilize local partnerships. Currently, the school collaborates with several groups to support students' basic needs as well as academically and socially. Students at risk of self-harm are referred to mental health services such as Catholic Community Services. Students with identified nutritional needs are referred to the SHARE backpack program, and we use volunteers from local interpreting programs to support students with tutoring after school. Teachers communicate directly with parents through two main platforms: Skyward and SeeSaw. Since 90% of our students have IEPs, teachers conference with parents at least once a year through IEP meetings. For students that live on

campus, there are weekly, or sometimes bi-weekly conference calls between residential staff and parents. Teachers and residential staff communicate through email frequently.

Family Supports	Wrap-around meetings STAT SHARE Parent/teacher conferences at IEP meetings Catholic Community Services Division of Vocational Rehabilitation Ongoing communication (newsletters, emails, phone, website, social media, etc)
Student Supports	After School Program Volunteer tutoring Lions Club Deaf Education Advocates Foundation (DEAF) Columbia Mental Health Seattle Children's Hospital Vancouver Public Schools: Hudson Bay, Fort Vancouver, Cascadia Paper Tiger Coffee (work experience in the community)