Washington LEA Academic and Student Well-being Recovery Plan

The Seattle School Board voted to approve the Academic and Student Well-being Recovery Plan on Wednesday, May 26 at the regular board meeting. This plan template is a requirement to receive Elementary and Secondary School Emergency Relief (ESSER) III funds, which is part of the American Recovery Plan. All school districts in Washington are required to submit a Phase I plan to OSPI by June 1 with school board approval, provide opportunities for public comment, and publicly post the approved plan template.

The development of the Academic and Student Well-being Recovery Plan and broader planning work for the coming school year are guided by the district's strategic plan, Seattle Excellence, and the student outcome priorities identified by the Board in the areas of literacy, numeracy, high school graduation, and social emotional learning, as well as our community values of community engagement, cultural responsiveness, and anti-racism.

The information provided below follows a template created by OSPI for all districts. Additional details focused on the six required themes – student well-being, student and family voice, professional development, recovery and acceleration, diagnostic assessment tools, and community partnerships are outlined in the [approved Board Action Report](#) are included in a [district feature story](#).

While these documents serve as a beginning guiding vision for the district, work with educators and community will be ongoing as we plan to bring the majority of students back in-person, full-time and five days a week this coming fall. Additional details on how ESSER III funds will be used, engagement opportunities, and detailed fall action plans will be shared publicly as they are developed.

Please enter your LEA: **Seattle Public Schools**

Please enter the name of the point of contact for this survey: **Robert Gannon**

Please enter point of contact email address: rwgannon@seattleschools.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 I: LEA Information

Please enter your LEA: **Seattle Public Schools**

Please enter the name of the point of contact for this survey: **Robert Gannon**

Please enter point of contact email address: rwgannon@seattleschools.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

1. Seattle Public Schools (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. Seattle Public Schools (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: **SPS Racial Equity Analysis Tool**

   Please provide a link to the equity analysis tool used: SPS Racial Equity Analysis Tool

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 28, 2021**

   Please provide a link to the posted accessible (i.e., disability and language access) LEA plan webpage.

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
> [x] Additional Instructional Time Before or After School
> [ ] Additional School Days
> [ ] Balanced Calendar
> [x] Summer School
> [x] Building Relationships
> [ ] Common Assessments
> [x] Early Learning (K-4 literacy)
> [x] Equitable Grading Practices
> [ ] Extended Day Partnerships (CBOs)
> [x] Extracurricular Activities
> [ ] High-quality Tutoring
> [x] Inclusionary Practices
> [ ] Mastery Learning/Project-Based learning
> [x] Multi-tiered System of Supports
> [x] Narrowing Standards
> [x] Professional Learning
> [x] SEL and Mental Health Supports
> [ ] Strategic Staffing (teacher advocates, advisory, looping)
> [x] 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)
[ ] ACE
[ ] AIMSweb
[ ] Amplify Insight (CCSS)
[ ] Assessment and Learning in Knowledge Spaced (ALEKS)
[ ] CEE
[ ] CPAA (NWEA)
[**x**] Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
[**x**] DIBELS
[ ] Discovery Education Predictive Assessment
[ ] DRA (Developmental Reading Assessment)
[ ] DRP (Degrees of Reading Power)
[ ] EasyCBM
[ ] FAST (Formative Assessment System for Teachers)
[**x**] Fountas & Pinnell
[ ] Gates Macginitie
[ ] GMADE
[**x**] GOLD (WaKids)
[ ] GRADE
[ ] iReady
[ ] IRLA
[ ] iStation
[ ] ITBS (Iowa Test of Basic Skills)
[ ] IXL
[ ] KARK (Kindergarten Assessment Resource Kit)
[ ] Lexia
[**x**] MAP Math
[**x**] MAP Reading
[ ] Mastery Connect
[ ] McLeod Assessment of Reading Comprehension
[**x**] OSPI Screeners for Literacy Skills Associated with Dyslexia
[ ] Other - Write In (Required)
[ ] PALS
[ ] Panorama Education School Climate Survey
[ ] Read 180 (assessment tools)
[ ] Read Well
[ ] Really Great Reading - Diagnostic Decoding Surveys
[ ] Running Records
[ ] Sight Words
[ ] Smarter Balanced ELA Interim Assessments
[**x**] Smarter Balanced ELA Summative Assessments
[ ] Smarter Balanced Math Interim Assessments
[**x**] 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
[ ] Student COVID Impact Surveys
[ ] Success for All (SFA)
[ ] SuccessNet
[ ] SWIS
[x] Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
[ ] Teacher Recommendation
[ ] Universal Screener list of tools
[ ] Universal Screener Guide
[x] WA-KIDS
[ ] Well-being resources
[x] WIDA MODEL for Kindergarten
[x] WIDA MODEL (Grades 1-12)
[x] Other WCAS for Science

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

[ ] Accelerated Reader (AR)
[ ] ACE
[ ] AIMSweb
[ ] Amplify Insight (CCSS)
[ ] Assessment and Learning in Knowledge Spaced (ALEKS)
[ ] CEE
[ ] 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

[ ] 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
[ ] Other - Write In (Required)
[ ] PALS
[x] Panorama Education School Climate Survey
[ ] 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
[ ] Student COVID Impact Surveys
[ ] Success for All (SFA)
[ ] SuccessNet
[ ] 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
[ ] WIDA MODEL for Kindergarten
[ ] WIDA MODEL (Grades 1-12)
[**x**] Other:
SEL measures – Elementary Progress Reports
SBIRT Check Yourself
SDQ Screener
Healthy Youth

6. For each academic diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments and Grade(s)

[ ] Accelerated Reader (AR)
[ ] ACE
[ ] AIMSweb
[ ] Amplify Insight (CCSS)
[ ] Assessment and Learning in Knowledge Spaced (ALEKS)
[ ] CEE
[ ] CPAA (NWEA)
[**x**] Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks), **K-12**
[**x**] DIBELS, **K-2**
[ ] Discovery Education Predictive Assessment
[ ] DRA (Developmental Reading Assessment)
[ ] DRP (Degrees of Reading Power)
[ ] EasyCBM
[ ] FAST (Formative Assessment System for Teachers)
[**x**] Fountas & Pinnell, **K-5**
[ ] Gates Macginitie
[ ] GMADE
[**x**] GOLD (WaKids), **K**
[ ] GRADE
[ ] iReady
[ ] IRLA
[ ] iStation
[ ] ITBS (Iowa Test of Basic Skills)
[ ] IXL

[ ] KARK (Kindergarten Assessment Resource Kit)
[ ] Lexia
[**x**] MAP Math, **K-2**
[**x**] MAP Reading, **K-2**
[ ] Mastery Connect
[ ] McLeod Assessment of Reading Comprehension
[**x**] OSPI Screeners for Literacy Skills Associated with Dyslexia, **K-2**
[ ] Other - Write In (Required)
[ ] PALS
[ ] Panorama Education School Climate Survey
[ ] Read 180 (assessment tools)
[ ] Read Well
[ ] Really Great Reading - Diagnostic Decoding Surveys
[ ] Running Records
[ ] Sight Words
[ ] Smarter Balanced ELA Interim Assessments
[**x**] Smarter Balanced ELA Summative Assessments, **3-11**
[ ] Smarter Balanced Math Interim Assessments
[**x**] Smarter Balanced Math Summative Assessments, **3-11**
[ ] 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
[ ] Student COVID Impact Surveys
[ ] Success for All (SFA)
[ ] SuccessNet
[ ] SWIS
[ ] Teacher Made Assessment/District Made Assessment/Classroom Based Assessment, 3-11
[ ] Teacher Recommendation
[ ] Universal Screener list of tools
[ ] Universal Screener Guide
[**x**] WA-KIDS, **K**
[ ] Well-being resources
[**x**] WIDA MODEL for Kindergarten, **K**
[**x**] WIDA MODEL (Grades 1-12), **1-12**
[**x**] Other WCAS for Science, **5-6, 8-9, 11-12**

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

Well-Being Diagnostic Assessments and Grade(s)

[　] Accelerated Reader (AR)
[　] ACE
[　] AIMSweb
[　] Amplify Insight (CCSS)
[　] Assessment and Learning in Knowledge Spaced (ALEKS)
[　] CEE
[　] 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
[　] 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
[　] Other - Write In (Required)
[　] PALS
[x] Panorama Education School Climate Survey, **PK-12**
[　] 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
[ ] Student COVID Impact Surveys
[ ] Success for All (SFA)
[ ] SuccessNet
[ ] 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
[ ] WIDA MODEL for Kindergarten
[ ] WIDA MODEL (Grades 1-12)
[**x**] 1 Other
SEL Measures on elementary progress reports, **K-5**
SBIRT Check Yourself, **7**
SDQ Screener, **6, 9**
Healthy Youth, **6, 8, 10, 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) and Frequency

[ ] Accelerated Reader (AR)
[ ] ACE
[ ] AIMSweb
[ ] Amplify Insight (CCSS)
[ ] Assessment and Learning in Knowledge Spaced (ALEKS)
[ ] CEE
[ ] CPAA (NWEA)
[**x**] Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks), **K-12,**

Multiple Times per School Year

[**x**] DIBELS, **K-2, Multiple Times per School Year**

[ ] Discovery Education Predictive Assessment

[ ] DRA (Developmental Reading Assessment)

[ ] DRP (Degrees of Reading Power)

[ ] EasyCBM

[ ] FAST (Formative Assessment System for Teachers)

[**x**] Fountas & Pinnell, **K-5, Multiple Times per School Year**

[ ] Gates Macginitie

[ ] GMADE

[**x**] GOLD (WaKids), **K, Once per School Year**

[ ] GRADE

[ ] iReady

[ ] IRLA

[ ] iStation

[ ] ITBS (Iowa Test of Basic Skills)

[ ] IXL

[ ] KARK (Kindergarten Assessment Resource Kit)

[ ] Lexia

[**x**] MAP Math, **K-2, Once per School Year**

[**x**] MAP Reading, **K-2, Once per School Year**

[ ] Mastery Connect

[ ] McLeod Assessment of Reading Comprehension

[**x**] OSPI Screeners for Literacy Skills Associated with Dyslexia, **K-2, Multiple Times per School Year**

[ ] Other - Write In (Required)

[ ] PALS

[ ] Panorama Education School Climate Survey

[ ] Read 180 (assessment tools)

[ ] Read Well

[ ] Really Great Reading - Diagnostic Decoding Surveys

[ ] Running Records

[ ] Sight Words

[ ] Smarter Balanced ELA Interim Assessments

[**x**] Smarter Balanced ELA Summative Assessments, **3-11, Multiple Times per School Year**

[**x**] Smarter Balanced Math Summative Assessments, **3-11, Multiple Times per School Year**

[ ] 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
[ ] Student COVID Impact Surveys
[ ] Success for All (SFA)
[ ] SuccessNet
[ ] SWIS
[x] Teacher Made Assessment/District Made Assessment/Classroom Based Assessment, **3-11, Once per School Year**
[ ] Teacher Recommendation
[ ] Universal Screener list of tools
[ ] Universal Screener Guide
[x] WA-KIDS, **K, Once per School Year**
[ ] Well-being resources
[x] WIDA MODEL for Kindergarten, **K, Once per School Year**
[x] WIDA MODEL (Grades 1-12), **1-12, Once per School Year**
[x] Other WCAS for Science, **5-6,8-9, 11-12, Once per School 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) and Frequency

[ ] Accelerated Reader (AR)
[ ] ACE
[ ] AIMSweb
[ ] Amplify Insight (CCSS)
[ ] Assessment and Learning in Knowledge Spaced (ALEKS)
[ ] CEE
[ ] 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
[ ] 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
[　] Other - Write In (Required)
[　] PALS
[**x**] Panorama Education School Climate Survey, **PK-12, Multiple Times per School Year**
[　] 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
[　] Student COVID Impact Surveys
[　] Success for All (SFA)
[　] SuccessNet
[　] 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
[ ] WIDA MODEL for Kindergarten
[ ] WIDA MODEL (Grades 1-12)
[**x**] Other:
SEL measures on elementary progress reports, **K-5, Multiple Times per School Year**
SBIRT Check Yourself, **7, Once per School Year**
SDQ Screener, **6, 9, Once per School Year**
Healthy Youth Survey, **6, 8, 10, 12, Once per School Year**

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)
    [**x**] Advisory Groups
    [**x**] 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)

    [**x**] American Indian/Alaskan Native
    [**x**] Asian
    [**x**] Black/African American
    [**x**] Hispanic/Latino of any race(s)
    [**x**] Native Hawaiian/Other Pacific Islander
    [**x**] Two or More Races
    [**x**] White
    [**x**] English language learners
    [**x**] Low-income
    [**x**] Students with disabilities
    [**x**] Students experiencing homelessness
    [**x**] 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
[x] Additional Instructional Time Before or After School
[x] Additional School Days
[ ] Balanced Calendar
[x] Summer School
[x] Building Relationships
[x] Common Assessments
[x] Early Learning (K-4 literacy)
[x] Equitable Grading Practices
[x] Extended Day Partnerships (CBOs)
[x] Extracurricular Activities
[x] High-quality Tutoring
[x] Inclusionary Practices
[ ] Mastery Learning/Project-Based learning
[x] Multi-tiered System of Supports
[x] Narrowing Standards
[x] Professional Learning
[x] SEL and Mental Health Supports
[ ] Strategic Staffing (teacher advocates, advisory, looping)
[x] Student Voice and Perception
[x] 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 and Student Group(s)

[ ] Acceleration Academy

[**x**] Additional Instructional Time Before or After School: **Students Furthest From Educational Justice; Special Education PreK-12**

[**x**] Additional School Days: **Students Furthest From Educational Justice; Special Education PreK-12**

[ ] Balanced Calendar

[**x**] Summer School: **Students Furthest From Educational Justice; Special Education PreK-8**

[**x**] Building Relationships: **Students Furthest From Educational Justice**

[**x**] Common Assessments: **Students Furthest From Educational Justice**

[**x**] Early Learning (K-4 literacy): **13 schools with highest number of African American Male students: Students Furthest From Educational Justice**

[**x**] Equitable Grading Practices: **Students Furthest From Educational Justice**

[**x**] Extended Day Partnerships (CBOs): **Students Furthest From Educational Justice**

[**x**] Extracurricular Activities: **All Students**

[**x**] High-quality Tutoring: **504 or Special Education (IEP determined)**

[**x**] Inclusionary Practices**: Students with IEPs, Students with 504 plans, PreK-12 Targeted (UDL training including Highly Capable K-8), English Learners, Students Furthest From Educational Justice**

[ ] Mastery Learning/Project-Based learning

[**x**] Multi-tiered System of Supports: **Students Furthest From Educational Justice; School CSIPs also address specific groups of students; Students with IEPs, 504, Highly Capable K-8**

[**x**] Narrowing Standards: **All students**

[**x**] Professional Learning: **All students; Students Furthest From Educational Justice**

[**x**] SEL and Mental Health Supports: **Health Advisory Groups and 9th grade students in health courses**

[ ] Strategic Staffing (teacher advocates, advisory, looping)

[**x**] Student Voice and Perception: **African American male students**

[**x**] Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond): **Students Furthest From Educational Justice; Special Education PreK to K, 5 to 6, 8 to 9**

12. Please select the specific grade(s) in which the strategies/interventions are implemented for the identified student groups.

Strategies, Student Group(s), and Grade(s)

[ ] Acceleration Academy
[**x**] Additional Instructional Time Before or After School: **Students Furthest From Educational Justice; Special Education, P-12**
[**x**] Additional School Days: **Students Furthest From Educational Justice; Special Education, P-12**
[ ] Balanced Calendar
[**x**] Summer School: **Students Furthest From Educational Justice; Special Education, K-12**
[**x**] Building Relationships: **Students Furthest From Educational Justice, 9-12**
[**x**] Common Assessments: **Students Furthest From Educational Justice, K-12**
[**x**] Early Learning (K-4 literacy): **13 schools with highest number of African American Male students: Students Furthest From Educational Justice, P-3**
[**x**] Equitable Grading Practices: **Students Furthest From Educational Justice, 6-12**
[**x**] Extended Day Partnerships (CBOs): **Students Furthest From Educational Justice, K-12**
[**x**] Extracurricular Activities: **All Students, K-12**
[**x**] High-quality Tutoring: **504 or Special Education (IEP determined), K-12**
[**x**] Inclusionary Practices: **Students with IEPs, Students with 504 plans, PreK-12 Targeted (UDL training including Highly Capable K-8), English Learners, Students Furthest From Educational Justice, K-12**
[ ] Mastery Learning/Project-Based learning
[**x**] Multi-tiered System of Supports: **Students Furthest From Educational Justice; School CSIPs also address specific groups of students; Students with IEPs, 504, Highly Capable K-8, P-12**
[**x**] Narrowing Standards: **All students, K-12**
[**x**] Professional Learning: All students; Students Furthest From Educational Justice, K-12
[**x**] SEL and Mental Health Supports: **Health Advisory Groups and 9th grade students in health courses, 9th grade**

[ ] Strategic Staffing (teacher advocates, advisory, looping)
[**x**] Student Voice and Perception: **African American male students, 6-12**
[**x**] Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond): **Students Furthest From Educational Justice; Special Education PreK to K, 5 to 6, 8 to 9, P-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."

For the 2020-21 school year, SPS has monitored learning engagement data (attendance, virtual platform log ins, assignment completion, in-person attendance)daily to weekly with focused attention on our identified priority groups of students particularly our students identified as receiving support of McKinney-Vento. As student attendance, participation and engagement data demonstrated need for response, Family Support Workers in partnership with building leaders, interventionists, nurses and other staff designed and delivered tiered support to students and families to ensure students received foundational and personalized instruction and outreach for sustained attendance and engagement in accordance with OSPI and District expectations.

For the 2021-2022 school year, the continuous school improvement plans (CSIP) for all schools include specific processes targeting sustained, improvements to implementation of MTSS at the building level. All CSIP plans will be reviewed and refreshed by building leaders in collaboration with building leadership teams prior to the start of school and MTSS action plans customized to suit the return to school model for fall 2021. CSIP plans are monitored quarterly using varied, available student data aligned to goals.

All CSIP planning is conducted in alignment with the SPS Strategic Plan: Seattle Excellence which is grounded in SPS School Board Policy No. 0030 Ensuring Educational and Racial Equity. Building leaders develop and annually update CSIP action with application of the SPS Racial Equity Analysis Tool.

Student progress and effectiveness of supports/interventions in the SPS "Culture of Care" will be measured by student and family climate surveys. For students receiving special education services, student progress and effectiveness of supports/interventions will be measured by how they are progressing with their IEP goals, as well as family surveys

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.

    1. Focus on achievement for African American males
    2. Engagement strategies for families of color and
    3. Foundational skills for K-2 learners.

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. SEL strategies
    2. Alignment of assessments
    3. Communication strategies for on-line learning.