

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Concord International

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Concord International is an International School that focuses on providing our students an education grounded in the cultural roots of our students in order to make meaning and engage with an increasingly connected world. We provide two programs of study in grades kindergarten through fifth: a Dual Language biliteracy program in Spanish and English and a Single Language program in English. All instruction expressly works to increase student voice.

- Number of students who receive Special Education services: 35 or 10.1% of total student enrollment
- Number of students who receive ELL services and Special Education services: 24 or 68.6% of total Special Education program
- 86.2% students of color, including 54.8% Hispanic, 11.2% Multi-Racial, 9.2% Asian, 8.4% Black, 2.6% Pacific Islander/American Indian
- 42.7% ELL served; 8.9 % ELL exited
- Percentage of total number of students receiving ELL services who are also homeless: 7.4% (pre-pandemic data)

Our staff has been in conversation about how to support Black lives in this moment and how to act to center the experience of Black people in our educational community. We will use this moment to build out Ethnic Studies frameworks, including teaching Black Lives Matter and Ethnic Studies in every classroom, beginning in the 2020-2021 school year.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2020-2021 school year, at least 30% of 3<sup>rd</sup> grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

Concord International is intentional about the need for students to engage in school in a meaningful and regular basis. We support our family with their attendance goals by providing numerous ways to attend, non judgemental support for family needs, incentives for students, and case management for families that need extra support. Our attendance goal for safe and welcoming environment will be aligned to our levy performance goals using our 2019-2020 and 2018-2019 attendance data as baseline data.

#### SMART Goal:

By June, 2021, attendance rates for students receiving ELL services will increase from 75.1% in March 2020 to 80% indicating effectiveness of safe and welcoming systems, routines and practices.

Progress Monitoring: We will measure progress in bi-monthly attendance meetings as well as monthly levy team meetings using data from PowerSchool as well as Technology Use data from Atlas Reporting. Major check points for on-target progress will include end of Semester 1 (January 29<sup>th</sup>) and end of school year June 18<sup>th</sup>.

#### **Supplementary Goals**

If we employ effective ELL speaking and listening best practices across Tier 1 instruction, then all students will grow their reading skills, and scores on SBA ELA and ELPA 21 (Domains: Speaking, Listening) will increase. If we employ effective ELL speaking and listening best practices in literacy, then we should see similar gains across content areas, including increased student achievement on MAP Mathematics and SBA Math.

Benchmark Goal: All students receiving ELL services currently assessed at a Level 3 or lower on the ELPA 21 Achievement Level Descriptors (ALDs) in Speaking will improve at least one level in Speaking according to the ELPA 21 Achievement Level Descriptors (ALDs) by January 29, 2021.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

At Concord International we have a Multi-Tiered System of Support (MTSS) Process for monitoring student performance and progress in academics and behavior and for gauging the effectiveness of our services provided. Our school follows a yearly assessment calendar to ensure that why and how we collect meaningful data is effectively communicated and planned. We contextualize all data within our broader MTSS process so that we see a more complete picture of our entire school. We prioritize success indicators based on research and best practices, so our planning and actions have the highest leverage possible to positively impact student outcomes.

Introduction to MTSS Strategies: Based on our Summer 2019 audit of our MTSS, our MTSS Lead Team identified investing in training staff to run Professional Learning Communities using SPS' Data Analysis Protocol while following the Data Wise Improvement Process as the highest leverage practice for the 2019-2020 school year. As part of the communication of school-wide initiatives, our school developed its first "Big Rocks" to help align all staff to areas of focus related to student performance and the effectiveness of our provided services. These "Big Rocks" helped identify roles and responsibilities to analyze and act upon data. Our PBIS Committee is responsible for data related to school climate and student behavior. Our BLT, grade-level Teacher Leaders, and administration are responsible for the implementation of PLCs and the data analysis therein. Our Teacher Leaders, BLT, ELL teachers, and administration are responsible for data related to Tier 1 instruction.

Three areas of focus for our staff and leadership will be that all students have access to standards-based core curriculum that is horizontally and vertically aligned. In addition, all students have access to high quality, standards-based, responsive classroom instruction. Finally, we will intentionally focus on establishing routines for collecting data and providing feedback are in place.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

The following are the strategies to inform our broader focus on making school accessible and welcoming for all.

- 1) High quality instruction, rooted in ELL best practices
- 2) Out-of-school time extended learning opportunities for students who are below grade-level (During school year, during Spring Break, during Summer Learning Program)
- 3) Extended in-school learning for students who are below grade-level
- 4) Hiring, developing, and retaining culturally responsive, anti-racist staff
- 5) Access to social services: mental health, physical health, food, housing, clothing

Our students who are English Language Learners are the identified sub-group of students who most need our focus in order to ensure educational justice. We also know that our students of color, specifically African American students, students who receive English Language Learner services, and students who identify as Multi-Racial, are disproportionately disciplined within our school.

We invested in supporting a slow adoption of Professional Learning Communities (PLCs) in order to look at student work and data in a cyclical and strategic way by providing six weeks of all-staff professional development from September to October 2019. We also invested in the Data Wise Improvement Process (DWIP) as an inquiry cycle guide to standardize data collection and planning across our school. During Trimester 1 of 2019-2020, our PLCs and ELL teachers identified ELL speaking and listening best practices as the key instructional levers for Tier 1 instruction (or the instruction that all students receive) in order to positively impact student outcomes for all students. The collaboration of classroom teachers with our ELL staff is an essential part of our plan to positively impact student achievement.

Based on the experience of Teacher Leaders during the 2019-2020 school year, we have identified the following priorities for our strengthening our PLC work to support SoCFFEJ:

- 1) Teacher Leaders will use protocols to facilitate PLCs
- 2) Protocols will include an explicit racial equity lens
- 3) At the end of each trimester, each grade-level will present to the whole staff a racially disaggregated data set describing a recent professional cycle of inquiry

Teacher Leaders, the grade-level team leads who facilitate our Professional Learning Communities (PLCs), look at collected student data to plan high leverage instructional practices and more individualized programs of study for students. Our Levy Team also looks at data to plan support for students who need supplemental instructional services. Once the student academic and behavioral data has been collected, it is reviewed to identify where students fall in relation to tiers (Tiers 1, 2, or 3). Tier 1 means that a student is meeting or exceeding grade-level standards. Tier 2 means that a student is approaching expectations, which means a student is up to one-year below grade-level standards. Tier 3 means that a student is more than one-year below grade-level standards. We tier students in order to coordinate appropriate intervention(s), including the frequency of interventions, to match demonstrated need. Americorps members from City Year Seattle/King County also provide targeted support to Levy focus students through individualized and small group interventions in academics, attendance, and social and emotional learning.

Our Support Our Students (SOS) process is a system that ensure our students who struggle despite receiving targeted, research-based interventions, continue to be prioritized. We meet two or three Fridays per month with the goal of having all pedagogical experts and service providers consider SOS student progress and need, standardizing intervention practices and data cycles and providing for communication and coordination of programming for any struggling student. Through our Students of Success Process (SOS), educational staff (Classroom Teachers, ELL Teachers, Academic Interventionists, Counselor, City Year Corps Members, etc.) meet to discuss students that have been identified to need a 6-8 week intervention. Student intervention plans are created to match the student's needs, to include the type of intervention, the amount of time for each intervention session, amount of interventions delivered each week, the number of students in each group, and the data collection intervals (baseline, progress monitoring, and final data). As students move through the intervention cycle, progress monitoring is taking place. If students are not successful with the intervention, then course corrections are made to make the intervention more successful. This is a continual cycle, as students move in and out of tiers based on their growth or further intervention needs. Families are consistently contacted via meetings in person, phone calls, or SOS letters, regarding their child's performance on their SOS plan.

After the intervention cycle is completed, the SOS Team meets to document data results and discuss next steps. A student may be successful and move into Tier 1, may need more time to continue interventions, or may need more intense intervention needs. New student plans are created, and another cycle begins. If a student is not making growth to close the gap in their intervention data, students are moved the SIT (Student Intervention Team) Process. This process begins with a team meeting that includes the student's family, Classroom Teachers, ELL Teachers, Academic Interventionists, Social Worker, Administration, and School Psychologist. The team discusses all collected data from the SOS process and determines whether to continue with interventions as planned, change some component of an intervention, or refer the student for evaluation for special education.

As the above systems are running, the Levy Work Plan leads the Levy Team members to discuss these students in greater detail. With Levy Team meetings 1-2 times a month, the team discusses the effectiveness of interventions being delivered. The team celebrates successes and plans for recognizing student achievement.

We collect and document the minutes that individual students miss instruction in an effort to analyze behavioral needs of individual students and our school's PBIS implementation; the practice of entering missed instructional minutes into our computer system to then analyze larger trends began in August 2019. Our data shows discipline incidents in our school have disproportionate impacts on students of color. We need to continue to record missed instruction logs and our counseling/whole child log consistently in order to understand how our school is progressing in its goals to implement targeted, positive behavioral interventions and strategies.

## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

We intend to continue the work that we started in the 2019 school year and further by building the capacity of our grade level teacher leaders so that the majority of our PLC work is focused on meeting the academic and priority goals of our school with a specific focus on disaggregating data to hone in on growth and needs of our ELL students and African American male students. We have a rigorous assessment calendar that is aligned to district assessments, but also includes our own school based and classroom/grade level based assessments which happen consistently throughout the school year. We have moved to a push in model for tier 2 interventions specific to literacy and we have data that shows success with this model. We intend to continue to grow this model specifically with our ELL educators that support our ELL students. We have had targeted PD and time in our early release calendar carved out for continued Racial Equity training with the goal of growing our teachers in the culturally responsive teaching skills. We have also provided PD and

support with in our PLC structures to focus on a school wide writing benchmark in the fall and moving through the cycle of inquiry to improve instruction of literacy at each grade level.

ESSENTIAL PRACTICE 1: Strategic and targeted instruction in foundational skills in Tier 1 and Tier 2 Environments (K-2)

ESSENTIAL PRACTICE 5: Researched based standards-aligned writing instruction

ESSENTIAL PRACTICE 8: Intentionally select and utilize diverse, authentic and culturally responsive reading materials for tier 1 core instruction and independent reading

### **Strategies specific to our academic priority goal:**

- Dual Language Program – meeting the vision of who this program is meant to serve, entry/exit criteria and supports
- Access to curriculum
- Dedicated staff for Tier 2 literacy interventions and data analysis
- Push in model for literacy interventions
- Progress monitor using assessments and data
- Special Education and English Language Learner push in model
- Professional Learning Communities use racial equity lens and protocols for analysis of student data and calibration of instruction and expectations for academic achievement aligned to the standards
- School wide focus and delivery of writing benchmark aligned to standards

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

### **Theory of Action:**

If we can make school an engaging and welcoming environment for our students furthest from educational justice and develop authentic partnerships with their families by having one on one connections with students and families regarding barriers to attendance, supports available for attendance or other social services that may be needed, individualized attendance goals and incentives as well as support plans and school wide curriculum, expectations and incentive campaigns for attendance then we will increase our attendance rates for all students but specifically targeting improved attendance outcomes for our students and families furthest from educational justice.

## **Positive Climate: Relationships and Connections**

- Focus on Tier 1 instruction for relationship building as part of our year-long PD plan
- Audit and Continue to improve representation on all committees of leadership and decision-making bodies to include voices of families and SoCFFEJ
- Tier 2 supports include:
- 2x10 strategy staff learn and practice this strategy for tier 2 positive relationship building with tier 2 SoCFFEJ
- Check in/Check out (CICO) with social worker, family support worker, and other support staff as needed
- Check and connect for student engagement/attendance. Leveraging acceleration staff, CBO partnerships such as City Year, Family support worker, social worker and other support staff to implement weekly check and connects with students and families to improve attendance and engagement Class jobs
- Positively stated classroom expectations
- Strong openings to classroom meetings, including SEL instruction and community circles.

## **Social Emotional Learning Skills and Practices**

- Tier 1 SEL curriculum – use of RULER as a school and community wide curriculum for teaching and learning of SEL methods and strategies, common language, common implementation (mood meter, classroom and school charter, posted and taught common are expectations, opportunities include engaging families in the learning at various points during the year, restorative justice/blue print, etc)

## **Talking Circles and Restorative Practices**

- Community Circles as a Tier 1 strategy for creating positive classroom climates and connections, all teachers/teaching staff committed to participated in a minimum amount of classroom community circles. Staff will be trained in community circles for establishing positive relationships and classroom culture.
- Learn and develop restorative practices, first step is use of Blue Print and Anchor of RULER in our SEL curriculum

## **Establish, Teach and Reinforce School Wide and Classroom Behavioral Expectations**

- PBIS training for staff every year/ PBIS committee to analyze data and develop supports to teach and reinforce school and class expectations
- Common area expectations agreed upon and taught as well as visually represented through out school in affirmative voice
- Tier 1 strategies taught: ie: RULER, classroom charters and expectations
- Tier 2: MTSS and SOS (Support our Students) identify students in need of Tier 2 interventions and create support plan

## **Structured Student Feedback: Provide 5:1 Positive to Negative Feedback and Wise Feedback**

- Threshold greetings in person, virtual welcoming online
- Positive relationship building daily interactions
- Single point rubric production with student friendly language and positive feedback

## Track Data at the school, classroom and student levels

- PD for whole staff on PLC purpose and structures, continued teacher leader support to implement effective PLC work that is focused on student assessment, data analysis and improving instruction
- Staff PD on understanding the WHY and HOW of taking data for improving student outcomes in SEL (missed instruction log)
- PBIS team to analyze data from missed instruction log, determine trends and share with staff to determine next steps for school wide systems and/or classroom level improvements

## Engage in Problem Solving to Expand Universal Supports

- Attendance team meets regularly to analyze attendance data, determine interventions and supports, and Tier 1 and Tier 2 strategies for improving outcomes
- MTSS audits overall system and recommend next steps for improvement
- BLT is charged with data analysis of CSIP goals and determine next steps for PD to improve outcomes
- SOS and SpEd teams meet regularly to problem solve and expand supports
- Teacher Leaders align vertically and horizontally as well as ensuring continuity of instructional best practices.
- If we employ effective ELL speaking and listening best practices across Tier 1 instruction, then all students will grow their reading skills, and scores on SBA ELA and ELPA 21 (Domains: Speaking, Listening) will increase. If we employ effective ELL speaking and listening best practices in literacy, then we should see similar gains across content areas, including increased student achievement on MAP Mathematics and SBA Math.

# Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

By Spring 2021, 75% of families will respond favorably to “My child learns about the experience and contributions of people from diverse races and cultures in his/her classes” on the PULSE remote learning survey.

By Spring 2021, 50% of families will respond to the PULSE remote learning surveys.

## **Plans for Family Engagement**

### **Guiding question:**

How do we establish a community culture that is authentically partnering with families?

How do we have matching demographic representation of our student body in the parental/family membership of our building leadership teams (BLT, FEAT, PBIS, PTA, Dual Language, etc.?)

### **Strategy:**

We began the school year by engaging all of our families in the best way we knew how: virtual or in person homevisits. The Concord International staff had met with all but two families at least once by October 1, 2020. We continued that momentum by following up over the phone, giving family need interviews and providing pick up supply times weekly until families felt confident in their access to technology to attend virtual school. We continued two-way communication with families by creating easy to read SeeSaw pages, utilizing all forms of communication, sending out newsletters to families from both classrooms and administration weekly.

### **Action step:**

By end of Trimester 1, Family Engagement Action Team will audit SPS's Family Engagement rubric to determine action plan for school year.

We will continue to survey families about the educational programs and support their financial, educational and health needs consistently throughout the school year.

## 2020-2021 COVID-19 CSIP Addendum

### Concord International

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

#### **Engaging Families:**

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

#### **Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

## 8. **Recommended School Specific Strategy as outlined in the Playbook:**

Concord International Elementary School is a proud member of the general South Park Community. As our community has been deeply impacted by the COVID-19 pandemic, our school's priority has been to meet the needs of our community with resources, support, and materials. We have also met our communities need for communication and connection. We offered live translated virtual principal chats, material pick ups with teachers and support staff, virtual curriculum nights and open houses, and family communication via text, email and phone in both English and Spanish. Our community has grown stronger and more connected as we practice being 'together, apart'.)

## Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

### **Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

## 4. **Recommended School Specific Strategy as outlined in the Playbook:**

**To better support our student's needs for Social Emotional Learning, we are implementing morning classroom circles in every classroom to connect, engage, and welcome our students into the school day, every day. Our schedules utilize the research on metacognition to vary synchronous, asynchronous, elective activities and structured stretch/brain breaks to help keep students engaged and having fun.**

## Curriculum, Instruction, and Assessment:

### **Required Practices:**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.

5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data
  - (e.g. *determine level of engagement to inform supportive practices.*)
  - Collection and review of meaningful and purposeful data
  - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
  - Adult collaboration between educators and families
  - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
  - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
  - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
  - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**  
Concord International's staff is committed to creating a learning environment that reflects our community's values and experiences. The Concord staff has created an ethnic studies curriculum that forms the base of our learning experiences. From that place, we are able more honestly and authentically engage our students and support them as they grow their academic skills.