



Seattle Excellence Continuous School Improvement Plan (CSIP)

Madison Middle School

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:

- **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.
- **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.
- **"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**
- **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.
- **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

Madison Middle School believes that we are a vital part of providing a path that moves all students successfully through middle school so that they graduate from high school on time and are prepared for secondary studies and careers. Furthermore, we are committed to better serving our students of color, particularly young African American men, who are and have been farthest from educational justice. In order to do this, we are committed to a plan of action that engages our teachers and support staff. This plan intends to use practices that will create meaningful supports in our larger community in order to better serve our students of color. Madison will ensure that each student will become a life-long learner as well as a responsible citizen ready for high school and beyond.

Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2020-21 school year, at least 45% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

Target Goal:

For the 2020-2021 school year, 60% of African American 7th grade male students at Madison will meet standards on the math Smarter Balance Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

Madison African American students and other students of color
In the 2020-2021 school year 90% of African American male students will have fewer than ten absences per semester.

Target Goal:

In the 2020-2021 school year Madison will decrease the number of out of school suspensions for Madison African American students by fifty percent in comparison to their 2019-2020 data.

Supplementary Goals

On the Spring 2021 Climate Survey Madison AA students will respond positively to the following questions: Adults at school care for me - 75%; Adults at school care if I am not there – 75%; I feel safe at school – 75%.

The daily average attendance rate at Madison will be at or above the 2019-2020 Seattle School District daily attendance average of 85.1%.

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.

MTSS (Multiple Tiers of Support System) Academic Team provides the scope and direction for a school-wide plan of action to address the needs of students farthest from educational justice. These components are:

1. To meet weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data, report on the impact of interventions already attempted and plan next steps when needed. Minutes are published to all-staff.
2. To provide data, share progress, and facilitate guided activities, at all-staff, department and grade-level team meetings that will enable teachers to analyze data and coordinate intervention strategies.
3. Subject-Matter Specialists (SMS) use MTSS data to set priorities for departmental and grade-level PLC work. SMS team also shares strategies employed in each department that are working and those that are not. Minutes are published to all-staff.
4. Teachers then use MTSS as part of classroom differentiation strategies. Grade-level PLCs are used to quickly identify students who need in-class supports (Tier 1), out-of-class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodation supports.
5. All staff members see academic support of African American young men as a priority. Intervention teachers, administration and counseling make every effort to reach out to families and communities to provide supports and structures to promote educational equity and justice.
6. Reading Intervention and Math Improvement courses support students who need extra support. African American young men performing below grade level will receive priority recruitment and placement in these courses.
7. Two new intervention classes provide academic and mentorship support to students who are farthest away from educational justice and may be “falling through the cracks.” The classes include students of color and exclude students enrolled in reading or math intervention classes and those receiving Special Ed and ELL services.
8. All general education Language Arts and Social Studies classes operate within an “integrated learning model” that includes students who’ve been identified as “advanced learners” through SPS testing. These courses incorporate differentiated instruction with access to rigorous curriculum for all students. (HCC students remain in a cohort model.)
9. Using existing staff and programs, we engage in sustained, intentional outreach to the larger community with the goal of establishing mentorships, providing academic support and facilitating social/emotional support for African American young men.

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.

African American Males

1. Madison’s advisory program provides African American students with the opportunity to meet and discuss personal and group interests and concerns, as well as an avenue to express and direct feedback in leading school culture toward inclusive interests and connections that reflect the entire student body and community.
2. The principal will regularly share with staff promising practices and strategies used in this advisory that may be beneficial for other settings.
3. Professional development focuses on cultural competency which includes professional development on race and specific cultural competency practices, with the goal of creating a culturally inclusive school environment at Madison.
4. Madison actively works to keep students in the learning environment, employing restorative justice and in-school discipline supports whenever possible

Advanced Learning

1. Madison Middle School provides services to students identified as Highly Capable (HC) through access to HCC language arts, social studies, and science courses (cohort model). Advanced learners are placed in appropriate math courses based on skill level, with the option of advancing through geometry.
2. Students designated as “advanced learners” through SPS testing receive differentiated instruction in an “integrated learning model” for language arts and social studies.

Madison will enhance our literacy and math levels of each student through the following strategies:

- Engage in consistent meetings with students individually and in groups to coach and to set reading/math goals.
- Progress monitoring records to analyze student success.
- Provide individualized reading time for all students on a consistent basis.

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The results of the reading strategies will increase the number of students' volume of reading with the necessary skills and will improve the reading level for all. In addition, the reading goals will develop the capacity to comprehend grade level text.

The math strategies will increase the number of students who will perform at or above grade level on standardized state and or classroom-based assessments.

Madison will also provide reading and math intervention classes for a targeted group of students that will focus on fluency and comprehension skills.

Through grade level and department level teams Madison will progress monitor student data. Teams will identify common units of instruction and will provide additional learning time for students who are low in proficiency. Staff will monitor student progress by reviewing and analyzing formative and summative assessments. Teachers will include culturally responsive teaching techniques.

MTSS Teams will monitor student supports as well as progress.

Building-wide commitment to include culturally relevant coursework and materials.

Professional development on culturally responsive teaching as well as differentiation/scaffolding.

Increase family engagement to parents.

Multiple Tiers of Support System are used as part of classroom strategies for differentiation. PLC's are used to identify students who need additional supports (Tier 1) out of class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEP's) and 504 accommodations.

MTSS SIT Counseling, PLC and grade level teams meet to review student data.

Madison African American boys advisory program provides African American male students time to meet and to discuss personal and group interest and concerns. Students complete grade checks as well as receive academic feedback from their teachers.

Madison will utilize individual and school-wide attendance and behavioral strategies through Positive Behavior Intervention strategies (PBIS). The PBIS team and the Madison faculty will implement positive reinforcement strategies that encourage students to attend school and to have a positive outlook on a regular basis (restorative practices).

Madison African American students and other students of color:

In the 2020-2021 school year 90% of African American male students will have fewer than five absences for first semester. In the 2020-2021 school year Madison will decrease the number of out-of-school suspensions for Madison's African American students by 50% in comparison to 2019-2020 data. Results from the Spring 2021 climate survey will reflect Madison African American students responding positively to the following questions: Adults at school care for me - 75%; Adults at school care if I am not there – 75%; I feel safe at school – 75%.

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.

Madison's MTSS Action Plan

Eliminate opportunity gaps to ensure access and provide excellence in education for every student by collecting and analyzing data on academic, social/emotional, and behavioral trends to strategically implement interventions for student growth.

Madison's 2020-2021 MTSS plan will focus on the design, alignment, and implementation of the following:

Tier 1 interventions school-wide

1. Strong Start Bulldog Expectations
2. Positive Behavior Intervention Supports (PBIS)
3. Bulldog BARK positive reinforcement activities at each grade level
4. Social emotional COVID-19 re-entry support plan
1. SBIRT universal screener for students at-risk
2. Access to grade level counselor for initial problem solving/consultation
3. Family engagement parent education nights

Tier 2 interventions

1. Data collection (academic, attendance, social/emotional, behavior)
2. Differentiated instruction/blended learning
3. Student Intervention Team (SIT) referral process
4. Community partners (i.e., NAVOS/Neighborcare)
5. UTSS academic tutors
6. Counselor check-ins
7. Group counseling



8. Restorative sessions/circles/peer mediation
9. WEB/peer tutoring
10. No negative contact agreements
11. SBIRT intervention
12. Truancy intervention meetings

Tier 3 interventions

1. 504 referral process
2. Special Education referral process
3. Wrap around services coordination
4. Substance abuse assessment/referral treatment
5. Home/off-site visits

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can 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.

For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance percentage will be at or above district average. Additionally, we will work to align our average daily use percentage, as measured in Teams, to be within 5% of our average daily attendance rate percentage.

1. Where Everyone Belongs (WEB) orientation and community-building embedded in school life
2. Strong Start
3. Advisory
4. Choose Kind
5. Black Lives Matter
6. Counselors visit elementary feeder schools in spring
7. Librarian visits elementary feeder schools in spring and hosts summer sessions
8. ASB serve as tour guides when kids arrive after school year begins
9. Department family nights
10. Counselor family nights
11. Locked entrances – one entry point (safe)
12. One-way direction of stairs (safe)
13. All counseling service (safe)
14. Teacher expectations to be in hallways during passing period (safe/welcoming)
15. Posters and wall decorations with positive messages
16. Weekly Gender & Sexuality Alliance (GSA) and Students of Color Union meetings

17. Diverse hiring goals for building teachers and staff

For 2020-2021, Madison commits to creating a welcoming environment for our whole community: students, staff, parents and organizations who can help us educate our students. We recognize that people, youth and adults alike, learn better when they feel safe and embraced by a community that cares about them as individuals. Madison will use a variety of strategies and programs to meet this important goal.

“Where Everyone Belongs” (WEB) is a program of 8th grade leaders welcoming our sixth graders as peer helpers. We will continue to offer a sixth-grade orientation and tours before the start of school where staff and WEB leaders help incoming students transition from elementary school to middle school. This orientation day will include a welcome assembly and small group work for sixth graders with their 8th grade leaders. Further, these WEB leaders will continue to check-in with the sixth graders throughout the course of the year and help them adjust to their new school.

“Strong Start” is an advisory-based program where students across all grades practice and reflect on our Bulldog BARK, a list of expectations and guidelines for success at Madison. Further, students experience group-building activities to develop deeper peer relationships with their advisory. Teachers establish their roles as adult resources for the students in their advisory class.

Advisory class then becomes an important structure in the day where students can find time, help, guidance, and community instruction...a place where they can find peers and a teacher ready to help them. Advisory activities range from time to do homework and silent reading, to a place for citizenship development: “Choose Kind” and “Black Lives Matter” are examples of school-wide themes that will be explored in advisory.

In addition to orientation for incoming sixth graders, our feeder elementary schools will be visited by our counselors and librarian, to answer questions, welcome them to middle school, and prepare them for the transition. The librarian will host two open library days over the summer to give all Madison kids a chance to access books over the summer and to give incoming 6th graders especially the chance to get to know the library before the school year begins.

For students that enroll in Madison mid-year, and for new 7th and 8th grade students not served directly by WEB, ASB officers will lead tours and make themselves available as a peer resource. Additionally, other groups and clubs around Madison will continue to function to welcome students. Our Gender and Sexuality Alliance (GSA) club will meet weekly at advisory, as will our Students of Color Union.

To encourage the participation of our families, and to help them feel welcome at Madison, our counselors and various departments will host “family nights”. These may include topics counselors will address with our community around health, safety, racism, sexual orientation, academic success, and other topics as needed. Academic departments will host nights devoted to learning with their subjects, such as Math Night, Science Night, Literacy Night, and the Arts.

For student, staff and community to feel welcome, they must feel safe at Madison. We will continue to use structures and other forms of communication to ensure a safe environment at our school: Locked doors to limit entry of intruders; use of cameras in hallways and around the exterior of the building; teachers in the hallways during passing period; one-way staircases; posters on the walls welcoming our community and communicating about upcoming functions, as well as giving messages about citizenship and academic excellence.

Our counseling department will continue its work in reaching out to students, families, and staff to help them through individual, family and/or community crises.

Recognizing the need to make everyone feel welcome, Madison will prioritize hiring staff that reflect the diversity of our students and community.

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:

100% of students will have the means to learn how to access their lap top computers in its entirety, which includes, but is not limited to Outlook student mail, uploading/submitted assignments in Schoology, and other Office 365 applications, etc.

Target Goal:

100% of students will have the means through shared virtual online or printed documentations to have knowledge of their student academic and behavioral expectations in classroom/virtual online learning environments and to adhere to them.

100% of students will show engagement in the learning process by becoming involved. Students will have support from Madison staff that will help promote student success through student, family and classroom/virtual online classroom strategies/interventions, etc.



Problem of Student Learning

As a response to recognition of the inequity in our social climate that continues to be pervasive in our nation, state, city and schools, Madison Middle School is challenging itself to provide culturally responsive curriculum/teaching/learning opportunities to be inclusive of all while especially acknowledging black lives matter.

Assigned to:

All Staff- Counseling, Administration

Target Date for Completion: June 2021

Methods for meeting this goal:

Our school offers professional development that is high quality and on-going.

Madison is a learning community where professional development is a priority. Our professional development calendar for the 2020-21 school year includes training on the following:

1. Leveraging Professional Learning Communities (PLCs) with a focus on collaboration in planning, analyzing student data and adjusting practices to meet individual student needs.
2. MTSS Professional Development
3. PBIS Professional Development
4. Trauma-based teaching and relationship building
5. Autism and behavior response
6. Core instruction in all areas, including technology, art and music
7. Differentiated instruction
8. Suicide-prevention, including behavioral and emotional support for students in crisis
9. Race, anti-racism and “Whiteness”
10. Student Bullying/Harassment Professional Development
11. Study skills courses
12. SEL—Social and Emotional Learning

Plans for Family Engagement

For 2020/2021, Madison Middle School commits to consistent and inclusive family engagement, to ensure that all Madison families feel welcome, included, and informed. The more family outreach we can do, the more we can help families be involved in their student’s learning. Madison has outlined the following strategies to help us meet this goal.

Madison hosts a variety of parent nights throughout the year. The counseling team organizes presentations around stress and anxiety, the teen brain, drugs and alcohol, and school transitions (MS to HS for example) to help parents gain a deeper understanding of what their student is experiencing during these formative years. Madison teachers arrange departmental curriculum nights to engage parents in what their children are studying, such as Science Night, Math Night, and Literacy Night. These nights not only give parents a glimpse into their children’s education, but also help them to get to know Madison better as a whole.

Madison also hosts a monthly Eat Lunch with Your Child Day, where parents come and join their student during the lunch period. This facilitates camaraderie, and again gives the parent the opportunity to see what their child experiences during the day.



At Madison we feel that celebrating our students is incredibly important and sharing that celebration with families even more so. To that end, we invite families to our annual Honor Roll assembly to recognize our students with a 3.5 GPA and higher, and we celebrate our outgoing 8th graders and their families with a promotion ceremony each spring.

With COVID-19 being our new reality, our focus this year will be on how to continue to engage families in celebration and education while using a virtual platform. Many of our parent education nights could be done using Teams or even be live-streamed. Those presentations could also be recorded and shared, reaching more families that may not have been available at the designated time. For curriculum nights, we could utilize Teams break out rooms so that students may share their projects in small groups with their families. A core component of family engagement is making sure that all our families know about these events and are able to attend. In the past we've printed flyers to put up in the main office and send home with students; we've put information in the bulletin, and we've done School Messenger calls home. We believe that it would also be beneficial to display the information at community centers around the area. An important part of families feeling welcomed and able to come to these events is providing food, and our goal for this year is to also provide childcare. We must work to remove all barriers that might keep a family from attending a presentation.

1. Family education nights (teen brain, stress and anxiety, drugs/alcohol)
2. Curriculum night
3. Eat Lunch with your Child days
4. Department parent nights: Math Night, Science Night, Literacy Night, CharaCon, History
5. Strategies: flyers, School Messenger notifications, kid mail, bulletin announcements
6. Personal invitations to families of color (utilize College Bound)
7. Post flyers at community centers and libraries reaching more families of color
8. Distribute flyers at Madison's sports and music events inviting families to upcoming parent nights
9. Meet with families of incoming students to do Q&A about middle school (usually hosted by elementary schools)
10. Honor roll assemblies
11. HS transition night w/HS counselors and student panel
12. MS transition night for parents- "what to expect when you're expecting a middle schooler"
13. How can we engage families virtually?
 - What events can be translated into a virtual space?
 - Parent education talks: parents can participate in a Teams meeting; submit questions via the chats
 - Have speaker host two sessions to reach more families and record presentation so families can watch anytime.
- How can we do events like literacy night or science night in a virtual space?
- In the future utilize online tools to create hybrid in-person and live streamed parent education talks
14. SBIRT: SBIRT Interventionist is involved in our parent education nights, educating parents about the SBIRT grant and screener as well as High School/Middle School transition nights

20-21 COVID-19 CSIP Addendum

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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:**
Grade level intervention teams contact students and families. Communities in Schools Site coordinator completes daily check-ins with students and families. Virtual Curriculum Night Monthly virtual PTSA meetings Virtual 1:1 student/parent conferences

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:**
Class meetings addressing SEL needs, frequent communication with families and connection with community partners, interactive classroom instruction, on-line evening family engagement events.

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
8. A systemic plan to track and monitor learner experience data
(e.g. *determine level of engagement to inform supportive practices.*)
9. Collection and review of meaningful and purposeful data
10. (e.g. aligns to SPS assessment plan for 2020-21 school year.)
11. Adult collaboration between educators and families
12. (e.g. review of data in collaborative PLCs)
13. Implement a school-wide, multi-tiered system of support: Tier 1/2
14. 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.
15. 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.
16. 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.
17. **Recommended School Specific Strategy as outlined in the Playbook:
Building relationships between student and teacher, nurture communication between students, families and teachers, deliver culturally relevant teaching and sensitivity training**