



Seattle Excellence Continuous School Improvement Plan (CSIP)

Queen Anne Elementary

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

Queen Anne Elementary is a K – 5 Option School. Our school-wide guiding question is: *How are we making an impact in the world?* As a school, we are deeply committed to utilizing research-based, culturally responsive teaching practices to empower every explorer to be a compassionate global citizen, responsible environmental steward and active social justice champion.

Mission: Our "Five Pillars" have shaped and defined the work we do as a school since 2010:

- We are self-directed learners.
- We encourage each other to think critically and learn more.
- We are concerned, confident, compassionate citizens of the world.
- We learn everywhere; we learn together.
- We are creative.

Vision: Our Five Pillars focus on 21st century learning skills that we practice through inquiry in Project Based Learning and support and question-using skills from Social and Emotional Learning.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal: Every 3rd grade student is reading by end of 3rd grade

Target Goal #1:

1. For the 2020.21 school year, 100% of Students of Color Furthest from Education Justice will demonstrate consistent attendance and engagement at school at least 80% of the time in a remote environment. Practices will be aligned with Seattle Excellence Essential Practices adapted for remote learning. Progress monitoring of standards will continue to be tracked in a remote learning environment.
2. For the 2020.21 school year, 100% of 3rd grade Special Education students receiving services in ELA will demonstrate consistent attendance and engagement at school at least 80% of the time in a remote environment. Practices will be aligned with Seattle Excellence Essential Practices adapted for remote learning. Progress monitoring of standards will continue to be tracked in a remote learning environment.
3. Teachers will participate in ongoing professional learning and grade level PLN's to continuously strengthen their skills to support all learners.
4. MTSS Team will conduct a systematic and collaborative review of data with a regular focus on students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students.

Target Goal #2:

3rd grade Special Education students receiving services in ELA: For the 2020.21 school year, 100% of 3rd grade Special Education students receiving services in ELA will demonstrate consistent attendance and engagement at school at least 80% of the time in a remote environment. Practices will be aligned with Seattle Excellence Essential Practices adapted for remote learning. Teachers will participate in ongoing professional learning and grade level PLN's to continuously strengthen their skills to support all learners. MTSS and Tier II support will continue to be provided in a remote setting. Progress monitoring of standards will continue to be tracked in a remote learning environment. MTSS Team will conduct a systematic and collaborative review of data with a regular focus on students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students.

Target Goal #3:

5th grade Special Education students receiving services in ELA and/or Math: For the 2020.21 school year, 100% of 5th grade Special Education students receiving services in ELA and/or Math will demonstrate consistent attendance and engagement at school at least 80% of the time in a remote environment. Practices will be aligned with Seattle Excellence Essential Practices adapted for remote learning. Progress monitoring of standards will continue to be tracked in a remote learning environment. Teachers will participate in ongoing professional learning and grade level PLN's to continuously strengthen their skills to support all learners. MTSS Team will conduct a systematic and collaborative review of data with a regular focus on



students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students.

Safe and Welcoming Environment Goal

Priority Goal:

Queen Anne Elementary will be a safe and welcoming environment for all students.

Family engagement component is essential for our school community. Metrics will include: attendance, discipline, QAE Parent Survey Data and academic data including, but not limited to:

- September 2020 and May 2021 SPS Screening Tools (1st - 5th grade)
- WAKids assessment tools for Kindergarten
- Continuing to expand library collection and classroom library collections to include books that reflect a variety of cultures so that students can see themselves and learn about a wide variety of American stories.
- Based on Queen Anne Elementary parent feedback, offer after-hours online parent education programs to help parents support student learning and growth. Programs will be offered after hours within our school community and through North Seattle College.

Target Goal:

QAE will be a safe and welcoming environment for students furthest from educational justice.

Administration and staff will partner with parents to provide authentic parent engagement throughout the year to elevate our safe and welcoming environment by partnering on:

- During 2020-2021, attendance rates for Queen Anne Elementary will be sustained at the September 2020 average attendance rate of 95%, indicating effectiveness of safe and welcoming systems, routines and practices.
- In 2020-21:
 - Teachers will continue to participate in ongoing professional learning and grade level PLN's to continuously strengthen their skills to create a safe and welcoming environment and support all learners.
 - regular QAE family surveys will be conducted to identify parent needs in a remote setting.
 - Regular Town Halls will be offered for parent connections and collaboration opportunities
 - *QAE Parent Partnership Programs* will provide authentic family engagement based on August 2020 QAE Parent Survey feedback:
 - Remote learning strategies and tools;
 - Supporting your child at home in reading and math;
 - Social Emotional Learning;
 - Ideas for talking with your child about racism, social justice and anti-racist actions



Supplementary Goals

5th grade math:

- 5th grade Math target goal for students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language Learners.
- 5th grade Special Education students receiving services in ELA and/or Math.
- Teachers will participate in ongoing professional learning and grade level PLN's to continuously strengthen their skills to support all learners.
- Practices will be aligned with Seattle Excellence Essential Practices adapted for remote learning. MTSS and Tier II support will continue to be provided in a remote setting. Progress monitoring of standards will continue to be tracked in a remote learning environment.

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 Priority Focus Areas:

1. ELA:
 - a. Students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students.
 - b. Tier II Support in Reading for K-2 learners



- c. Home Reading Program students
 - d. WA State Grant initiative using Reader's Theatre with 2nd – 3rd grade readers.
 - e. Tier III Support in ELL for SPED students
2. Math:
- a. Students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students.
 - b. Refining research-based practices using Math in Focus resources,
 - c. Increasing use of manipulatives even in remote learning,
 - d. Tier III Support in Math for SPED students

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.

Our Gap Closing Practices:

Specific strategies for achieving 3rd grade ELA target goal:

- Teaching and learning will be aligned with Seattle Excellence Essential Practices adapted or adjusted for remote learning
- Teachers will participate in ongoing professional learning and grade level PLN’s to continuously strengthen their skills to support all learners.
- Every 1st – 5th grade student will be assessed in reading and math in September 2020 using SPS screening tools
- QAE parents will be surveyed regularly by principal to determine ongoing learning needs during remote learning. Based on family feedback, parent education sessions will be provided after hours and recorded for families to access if they wish.
- K-3rd grade students working towards reading proficiency will be invited to join QAE Global Home Reading Program
 - Online books or hard copies of ‘just right text’ will be provided
 - Parent education sessions are offered to all QAE parents and via North Seattle College *Parent Connectors University*.
 - Classroom teachers and/or QAE Reading Specialist will check in regularly with families to see how Home Reading is going for each student and revise as needed



- Reading Specialist will provide LAP support or Reading Support using SIPPS
- Students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students will be tracked in reading by principal and Reading Specialist/ELL/LAP teacher
- MTSS will review reading and math data and attendance three times per year to monitor reading progress, focusing on students not yet meeting reading and math standards and students furthest from educational justice, McKinney-Vento and Foster eligible students, and English Language students. MTSS Team will work with staff to collaborate on research-based practices.

Additional strategies:

- Differentiation
- Flexible Grouping
- Independent Study opportunities through school-wide Project-Based Learning (PBL) in Oct. – Dec. and April – June.
- Pacing adjustments
- Supplemental instruction in area of interest
- Supplemental materials in area of interest
- Cluster grouping for 4-6 weeks to pursue individual areas of interest or focus on specific skills
- Enrichment opportunities
- Independent projects

Culturally Responsive Practices for all students:

- Intentionally use classroom routines to foster a culture of inclusion and identity safety
- Create regular structures and opportunities for student voice and agency (in the course of instruction, to inform instruction, and to assess instruction)
- Deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners
- See [Foundations for Culturally Responsive Practice - Essential Practices and Knowledge](#)

Culturally Responsive Teacher practices within a Literacy Framework across tiers 1 and 2

Deliver core instructional strategies that are effectively differentiated and culturally responsive resulting in students equipped to successfully complete dual credit coursework.

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.

[Essential Practices and strategies adopted for meeting academic priorities and target goals for students of color furthest from educational justice:

ELA

1. Monitor progress:
 - a. F&P assessments in September and May will monitor individual progress.
 - b. MAP and SBA will monitor school-wide progress
 - c. Track participation and reading progress for students in Home Reading Program
2. Elevate and support effective teacher practices
 - a. Invite formation of QAE PLN focused on ELA
 - b. Professional development focused on improving reading achievement through research-based practices in ELA
 - c. Professional development focused on differentiation
 - d. Professional development focused on culturally responsive teaching
3. How we will know our plans are on track for success over time?
 - a. Students will improve in reading as measured by F&P and running records
 - b. Individual participation in Home Reading Program
 - c. Parent participation in Parent Ed programs focused on "Being a Reading Mentor" and Positive Discipline

Math

1. Monitor progress:
 - a. Math in Focus exit tickets and quizzes
 - b. SPS Math exit tickets and quizzes aligned with WA Math Learning Standards
2. Elevate and support effective teacher practices:
 - a. Invite formation of QAE PLN focused on Math
 - b. Professional development focused on improving reading achievement through research-based practices in Math
 - c. Professional development focused on differentiation
 - d. Professional development focused on culturally-responsive practices
3. How we will know our plans are on track for success over time:
 - a. Students will improve in Math as measured by SPS assessment tools
 - b. Individual participation in home math activities



- c. Parent participation in Parent Ed nights focused on supporting children in math and Positive Discipline.

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.

QAE will be a safe and welcoming environment for students of color furthest from educational justice. Administration and staff will partner with parents through surveys and QAE FOC and QAE PTSA partnerships to elevate our safe and welcoming environment by partnering on:

- Developing Parent Education Programs based on QAE family survey responses:
 - remote learning strategies and tools;
 - supporting students at home in reading and math, with a specific focus on Home Reading Program
 - Social Emotional Learning;
 - Ideas for talking with children about race, racism, and anti-racist actions
- Organizing regular online QAE Town Halls to provide space for families to connect and share ideas

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:

Increase parent participation in Home Reading Program through increased parent partnership offerings both in person and online to support at-home independent reading with targeted students.



Target Goal:

Ensure parent education is culturally responsive by partnering with specific families to ensure communications are provided in multiple languages and develop a train the trainer model.

Plans for Family Engagement

QAE will be a safe and welcoming environment for students of color furthest from educational justice. Administration and staff will partner with parents through surveys and QAE FOC and QAE PTSA partnerships to elevate our safe and welcoming environment by partnering on:

- In 2020-21, QAE families will have multiple opportunities to connect and collaborate on remote learning. These opportunities will include, but not be limited to: online family surveys to identify needs, Virtual Town Halls, Virtual *Parent Partnership Sessions*. Achievement of this goal will be measured by survey participation and parent attendance at gatherings.
- In 2020-21, QAE students and families will be offered regular opportunities to come together as a school community to follow our traditional weekly events, including but not limited to: Monday Morning Meeting, Dance Party Friday, and cultural celebrations such as Hispanic Heritage Month and Indigenous Peoples Day. Achievement of this goal will be measured by attendance at virtual gatherings.
- In 2020-21, while in a remote or distance learning setting, families will be provided:
 - Communication of weekly learning plans
 - Family engagement events & communication, such as Town Halls
 - Family connection conferences in September and November 2020.
 - Tiered supports for families needing more flexibility of access (scheduling, asynchronous learning opportunities, etc.)
- Implement *QAE Parent Partnership sessions* based on QAE parental feedback in QAE online family surveys:
 - remote learning strategies and tools;
 - supporting students in reading and math, with a specific focus on Home Reading Program
 - Social Emotional Learning;
 - Talking with students about race, racism and antiracist actions
- Offer regular online QAE Town Halls to provide space for families to connect and share ideas



20-21 COVID-19 CSIP Addendum

Queen Anne Elementary

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:

For students: Academically: Based on Seattle Excellence Essential Practices, each Queen Anne Elementary teacher provides a grade-aligned comprehensive weekly learning plan that includes learning goals, upcoming learning topics and tasks for the week ahead. Students submit assignments and receive feedback via Seesaw. Kindergarten – 5th grade students receive classroom and art supplies on a regular basis. We developed a contactless system for families to pick up school materials. In addition, each month students can check out books from the library. Socially and Emotionally: Students are offered weekly online ‘lunchtime clubs’ by the principal Families are hosting ‘lunch bunches’ online at lunch for children in the class open to every child in the class As looking forward to familiar events is so important for children, traditional school-wide activities continue virtually, including Jog-a-Thon and cultural celebrations and Project Based Learning events. **For families:** QAE community gathers virtually every week for Monday Morning Meeting, a traditional routine continued online this year. During our gathering, we begin with a Land Acknowledgement and Mindfulness Moment, and celebrate special cultural events, such as Hispanic Heritage Month and National Indigenous Peoples Day. Special guests periodically attend, including Superintendent Juneau and Director Mercer. Online ‘Dance Party Friday’ video is shared via Seesaw and email on Friday’s to celebrate our hard work each week. Weekly school newsletter is emailed and sent via Seesaw to all families that includes upcoming school wide events and share resources specific to QAE. Monthly Town Halls are facilitated by the principal to connect families and collaborate together. Monthly Family Surveys are conducted by the principal to determine ongoing family needs. Based on August 2020 Family Survey, QAE parent education sessions are offered weekly to learn together about remote learning, how to help your child in reading, social emotional learning and talking with your child about racism and social justice. Curriculum Night will be held over several evenings to allow grade group families to come together to meet with teacher to learn more about power standards and the year ahead Fun school-wide events like Jog-A-Thon and Costume Parade will be held virtually this year.)

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:



Recommended Practices: Queen Anne Elementary is an Option School centered on social emotional learning and project-based learning. During August TRI Days, QAE staff focused on the *Digital Learning Playbook*, with a specific emphasis on taking care of ourselves, teacher-student relationships and teacher clarity, along with culturally responsive teaching and learning. QAE teachers align their instructional practices with Seattle Excellence Essential Practices. QAE staff connect with one another during Wednesday's for PLN's to laser-focus on school goals (reading, culturally responsive teaching, and sustaining welcoming environments). In addition, the principal met with each grade level team during the first month of remote learning specifically to identify successes, challenges, and ways to provide support for classroom teachers. All classroom teachers at QAE begin the day with a morning meeting which provides check in opportunities for students. Specialists and other non-classroom staff have a rotation schedule so that they too can support students throughout the day. Each classroom has worked together to establish Class Expectations aligned with Positive Discipline and continues to strategically teach Positive Discipline concepts along with Zones of Regulation to students. QAE students are provided with explicit instruction in: self-awareness, self-management, self-efficacy, social awareness, social management and social engagement.

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.

Queen Anne Elementary



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- 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:**

At Queen Anne Elementary, teachers plan for a mix of synchronous and asynchronous learning experiences for all students. Teachers are aligned within each grade level for all pacing and content which allows them to collaborate and provide high quality learning experiences for each student in the grade level. The MTSS team reviewed all students of concern and assigned appropriate liaisons to create or update action plans for students to monitor and support as needed.