The Superintendent and SDP leadership consider four criteria in creating the strategies and actions to achieve the Board’s Goals & Guardrails:

- **FOCUS**: Solutions are focused at the systems-level.
- **IMPACT**: Solutions impact the Board Goal or Guardrail and create systemic change.
- **ACTIONABLE**: Solutions are within our control and in an achievable timeframe.
- **EQUITABLE**: Solutions support historically underserved students.

### STRATEGY 1

**Actions 1.1**
Implement new, culturally linguistically inclusive curriculum and instructional guidance for K-8 literacy to support grade-level instruction for ELs and students with disabilities

**Actions 1.2**
Implement new culturally and linguistically include curriculum and instructional guidance for K-8 math to support grade-level instruction for ELs and students with disabilities

### STRATEGY 2

**Action 2.1**
Implement the Multi-Tiered System of Supports (MTSS) Framework.

Improve the implementation of Multi-Tiered System of Supports (MTSS) by providing professional learning and supports for school leaders and staff to better understand and utilize the framework. MTSS is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students.

### STRATEGY 3

**Action 3.1**
Redesign professional learning. Professional learning provides school leaders and teachers time to learn new skills in order to improve instruction. Professional learning cycles are ongoing, “nested” cycles of professional development, practice, feedback, and reflection.

**Action 3.2**
Establish Common Planning Time in all schools. Common Planning Time is a regularly scheduled, structured time where school leaders and teachers collaborate. Common Planning Time allows school leaders and teachers to work together to improve their own teaching and improve learning for all students.

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