



Continuous School Improvement Plan (CSIP)

John Stanford International Elementary
2016 - 2018

Principal
Sarah Jones



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Building Leadership Team recommended this plan on Friday, May 26, 2017, and it was voted on and approved by staff on Friday, June 2, 2017.

Mission and Vision

Mission	Vision
<p>We are committed to our focus on STUDENT LEARNING that will lead to active global citizenship:</p> <ul style="list-style-type: none"> ·Academic rigor ·Social emotional aptitude ·Cultural competency ·Proficiency in an immersion language ·Awareness of global issues and the passion to act ·Cultivating a JOY of learning 	<p>To create a culturally diverse community of lifelong learners who demonstrate advanced skills in communication, international language, and technology, and whose performance exemplifies superior academic standards.</p>

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

At Grade Band Teams, Professional Learning Communities (PLC) meetings and in our Building Leadership Team (BLT) that includes parents and community, we analyzed student achievement data from Smarter Balanced Assessments and classroom based assessments. We then developed data-based SMART goals for student growth in all major goal areas. In addition, we analyzed climate survey data from students, staff and families.

In this cycle of inquiry, the student learning problem to be addressed is the percentage of students not meeting standards as measured by their fall benchmark assessments in Reading and Math. In addition,

we will address the percentage of students without favorable responses as measured by the climate survey.

2016-2017 Smarter Balance Assessment (SBA):

3rd Gr. ELA 81% Met

- 81% Meeting – Multiracial
- 44% Meeting – Asian
- 64% Meeting – Hispanic
- 97% Meeting White

3rd Gr. MATH 93% Met

- 81% Meeting – Multiracial
- 44% Meeting – Asian
- 64% Meeting – Hispanic
- 97% Meeting White

4th Gr. ELA 74% Met

- 82% Meeting – Multiracial
- 67% Meeting –Asian
- 44% Meeting – Hispanic
- 80% Meeting – White

4th Gr. MATH 82% Met

- 82% Meeting – Multiracial
- 83% Meeting – Asian
- 67% Meeting – Hispanic
- 86% Meeting – White

5th Gr. ELA 92% Met

- 93% Meeting – Multiracial
- 89% Meeting – Asian
- 93% Meeting – Multiracial
- 80% Meeting – Hispanic
- 96% Meeting – White

5th Gr. MATH 86% Met

- 87% Meeting – Multiracial
- 89% Meeting – Asian
- 60% Meeting – Hispanic
- 89% Meeting – White

2017 Fall Student Achievement Data

This data will be collected in September, 2017.

2016-2017 Student Climate Survey

- I am treated with as much respect as other students. 61% (decreased 2%)
- Classroom environment 51% responded favorably (decreased 2%)
- I enjoy going to school most days. 61% (decreased 2%)

- Adults at school treat students fairly. 65% (increased 10%)
- Students in my school treat each other with respect. 42% (decreased 6%)
- Adults notice if someone is bullied at school. 46% (increased 2%)
- Adults are able to stop someone from being a bully. 56% (no increase/decrease)
- I belong to a group of friends at school. 72% (decreased 9%)
- People at my school care if I am not there. 43%
- Students in my class are respectful to adults. 48% (decreased 11%)

We will use research-based strategies that help targeted students.

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of all groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.

Learning Assistance Program (LAP)

All students are given the Benchmark Assessment from Fountas & Pinnell to obtain baseline data. The MTSS (Multi-Tiered Systems of Support) team determines which students will receive support. This year, we were given .2 FTE for LAP, so our Special Education teacher incorporates these students with other students who are receiving support through IEPs (Individualized Education Plans). Some of the curricula utilized for LAP students include: Phonics for Reading, Explode the Code, and Florida Center for Reading Research. This year, we are also fortunate to have a .5 certificated teacher for support. This teacher will begin by addressing and serving the needs of Kindergarten students during English Language Arts and providing reading support. Once all Kindergarten needs are met, they will work with the MTSS team to determine which students are at the highest risk and then will work to support those students. Students are progress monitored monthly and continue to receive research based interventions until they are at grade level. In the classroom, teachers also support these students with strategies such as one-on-one and small group support, scaffold support, preferential seating, and breaking down multi-step tasks into smaller steps.

Advanced Learning

For our advanced learners we will differentiate instruction by utilizing strategies such as: flexible and cluster grouping, project based learning, small group instruction, moderate acceleration, independent projects, and extension activities. These students who are achieving well above grade level standards are targeted under MTSS for these Tier 2 interventions. HC eligible students who choose not to attend their HC pathway site also receive these tier 2 interventions.

Students with Disabilities

Students who have been identified as needing specialized instruction receive support from our Special Education teacher or instructional assistant. The alternative instructional techniques and services we provide for our students with disabilities are both academic and behavioral. One-on-one support, small group pull-out and push-in support, scaffolding, modification of assignments, visual supports, sentence starters, hundreds charts, manipulatives, fidgets, sensory breaks are examples of strategies and supports we utilize to meet our students’ needs. Students use curriculum such as: Zoophonics, Reading AtoZ, RAZ Plus, Explode the Code, Handwriting without tears, Superflex, PAL (Phonics Assessment of the Learner) and Singapore Math.

English Language Learners

The alternative instructional techniques and services we implement for our English Language Learners incorporate push-in and pull-out services, depending on students' proficiency level. Students work with our ELL teacher or ELL instructional assistants. When students are pulled out, they primarily utilize the National Geographic REACH, Explode the Code and National Geographic: In the USA curriculums, and the ELL teacher collaborates with the classroom teacher to build upon what students are learning in the classroom during their ELL instruction.

Progress Monitoring

In 2017-2018 we are working to align our assessments and incorporate strategic, aligned progress monitoring. We will progress monitor using F & P for ELA and varied assessments in math. We are currently working to develop our assessment plan, which will be finalized by Fall, 2017. In general, all students will take a benchmark assessment in fall and spring in Reading and Math. Students who are not at grade level, will also receive a benchmark assessment in winter. Students who are not at grade level will receive progress monitoring monthly. In addition, students in grades 3-5 will take the STAMP test in October to measure their language acquisition, Kindergarteners will take the WA Kids assessment in the fall, and 3-5 students will participate in SBA testing in the spring. We will also utilize classroom assessments, formative assessments and informal assessments to triangulate data and create a picture of the whole child.

Teacher, Instructional Assistant and Intern Professional Development

In order to strengthen our core academic program, our 2017-2018 professional development will utilize an equity perspective to focus on:

- Understanding and utilizing the new K-5 reading adoption and BAS assessment
- Developing and aligning assessments and curricula in Spanish/Japanese
- Infusing and strengthening International Education principles and technology
- Strengthening our school climate and culture, and defining and implementing positive acknowledgement systems

We will also invite our Instructional Assistants to attend all professional development. We will create and provide professional development for our visiting Interns at the beginning of the year, and invite them to ongoing professional development. In addition to the above, Intern and Instructional Assistant Professional Development will focus on:

- Small group instructional strategies
- Integration into John Stanford International School, culture and climate
- Logistical expectations
- Literacy, math and language support for students

Our school offers professional development that is high quality and ongoing.

We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. Teachers have access to Common Core State Standards training. Career Ladder Teachers provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. Professional development should support instruction, thus having an effect on student achievement.

For 2017-2018, we will:

- Collaborate with Beacon Hill International School to send ELA teachers to training for the new reading adoption
- Focus on Climate, Technology, and International Education
- Investigate opportunities for teachers to visit one another's classrooms within John Stanford and at other schools
- Engage in on-line training for the new ELA adoption
- Share opportunities for training and collaborate with PTA to try and find ways to help teachers fund these activities
- Align our PLC work with our CSIP, and respond to PLC requests to bring in speakers or PD to support their individual needs
- Collaborate with McDonald International School, when appropriate

Our school will increase parent/family engagement.

Families are engaged in our school community and in the education of their children. We have a very involved core of parents who support staff and students as classroom volunteers, on field trips, with after school programs, through PTA and other events. Most families attend curriculum night in the fall, parent-teacher conferences in November and Japan Night or La Fiesta in the spring. The PTA also hosts several other events during the school year which many families attend. Families are also encouraged and invited to be part of their children's academic progress through SIT (Student Intervention Team) and IEP meetings, and/or frequent communication with teachers. In addition, teachers communicate with families through newsletters.

In 2017-2018 our goals are to:

- The Principal will continue to collaborate with the PTA leadership to streamline communication and re-evaluate communication channels to reduce or eliminate repetitive communication.
- Enhance our language affinity groups. Our Spanish and Japanese language groups met several times during 2016-17. In 2017-18, our goal is to ensure that these groups are a place where these parents' needs are being met. We will begin an affinity group for African American parents.
- Examine our schoolwide celebrations to deepen and enrich the events we focus on
- Investigate our family climate data to understand our strengths and areas for growth. We will work on action plans to address our areas for growth.
- Create opportunities which bring our school community together and foster a sense of "whole community"
- Refine our "John Stanford Stars" program which was started in 2016-17, building on its successes and reducing its challenges
- Improve our Family Handbook and ensure it is communicated to all families

Homework Policy

Our homework policy is listed in our family handbook. It was discussed and agreed upon by staff, and then approved by BLT during the spring of 2017. It is communicated through our Family Handbook and at Curriculum Night.

2017-2018 Homework Policy

- Grade K/1:
 - English: 20 minutes reading (independent or being read to)
 - Immersion: 10 minutes reading

- Grade 2/3:
 - English: 20 minutes reading (One class related assignment per trimester)
 - Immersion: 1 double sided sheet of language practice per week
- Grade 4:
 - English: 20 minutes reading, minimum
 - Immersion: Up to 2 double sided sheets of language practice per week. Daily math work which is not completed in class.
- Grade 5:
 - English: Reading at least 30 minutes 5 times a week. One large writing assignment per trimester that might require time to finish at home.
 - Immersion: Up to 2 double sided sheets of language practice assignments per week. Daily math work which is not completed in class.

Our staff is involved in decision-making.

Building Leadership Team (BLT)

Teacher representatives and parents participate in our Building Leadership Team (BLT). This group supports numerous areas of school leadership. We meet once per month, and our representatives report back to their constituencies. They also bring issues and input to BLT meetings from their constituents. The BLT helps create the CSIP, gives budget input, and follows the JSIS Decision Making Matrix.

Building Administrative Team (BAT)

We have also formed a Building Administrative Team (BAT), comprised of grade band and specialist representation. The BAT representatives serve as liaisons between staff and administration, and give feedback about the everyday running of the school. These representatives facilitate grade band meetings.

We will assist our students to meet standard.

For those who are not meeting current standards, as measured by our assessments (SBA, MAP, F & P, curriculum-based measures, and teacher input) interventions are put in place. Teachers participate in monthly MTSS meetings to discuss and monitor student progress. Students who do not make progress are referred to our SIT team for further meetings and possible interventions. Throughout this process, parents are informed and involved. In addition to classroom teachers providing support, we have .2 LAP support for small group reading, .5 for Kindergarten support, Special Education and ELL support.

Retain high quality, highly effective, and highly qualified staff.

Teachers at John Stanford have an average of 12 years of experience and represent diverse cultures. A large majority of teaching staff hold master's degrees. Many staff members are multi-lingual, multi-cultural and bring rich experiences to share with the JSIS community. Leadership positions include BLT and BAT positions, Career Ladder positions, ISLT (International School Leadership Team) positions, and Committee Chairs. In addition, teachers build strong teams by collaborating on curriculum and assessment. New teachers are supported with mentoring through the STAR mentorship program at the district level, and mentoring from Career Ladder Teachers within JSIS. These activities help new staff feel supported and maximize their skill base in order to best serve students.

All of our staff are certified by OSPI and hold the proper endorsements and certificates. All staff participate in continual professional development. New teachers are matched with district mentors or other mentor teachers within JSIS.

How do we support the transitions of new students and families into our school?

John Stanford International School strives to support our new students. We host school tours and information sessions before the open enrollment period begins. Throughout the summer, PTA organizes Kindergarten play dates. During the summer, John Stanford offers Kindergarten Jump Start, a week-long opportunity for Kindergarteners to learn about school. For 2017-18, we will also invite incoming first graders. In the fall, there is a welcoming event and in the spring, there is an all-school ice cream social. Our events are posted on our school website and advertised in our school to home communications. In addition, the parent leaders of our affinity groups work with school staff to reach out to new parents. Each classroom also has parent room representatives who strive to connect families, plan classroom events, and act as liaisons between the school and parents. During the first quarter of the school year, the principal has lunch with every student, getting to know them and providing an opportunity for them to get to know one another.

In fifth grade, teachers work with Hamilton staff to provide support in the transition to middle school.

How do we support students identified as Highly capable?

For our advanced learners we will differentiate instruction by utilizing strategies such as: flexible and cluster grouping, project based learning, small group instruction, moderate acceleration, independent projects, and extension activities. These students who are achieving well above grade level standards are targeted under MTSS for these Tier 2 interventions. HC eligible students who choose not to attend their HC pathway site also receive these tier 2 interventions.

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
K-5 Students who qualify for LAP support in Reading are students who are not performing at grade level.	<p>We will reduce this number by 50% by June, 2018.</p> <p>LAP support is determined by:</p> <ul style="list-style-type: none"> • Fall, Winter, Spring benchmark data on F&P • Progress monitoring through F&P • Formative, classroom based assessments • Teacher observations • MTSS committee meetings <p>SBA</p>	All Staff Intervention/LAP teacher Administration	June 2018

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>Professional Learning Communities</u></p> <p>The structure of John Stanford International School necessitates a unique PLC structure.</p>	<p>K-2 Literacy Integration PLC</p> <p>Collaborate to create integrated lessons for English, Japanese and Spanish classrooms, centered around literacy using our thematic units, science units, and new ELA curriculum. Our final product will be lesson plan(s) that can be incorporated into our classrooms and passed on to new English/Japanese/ Spanish K-2 teachers.</p> <p>3-5 Literacy PLC</p> <p>All 4th and 5th grade English classroom teachers will implement the Seattle Public Schools English Language Arts Adoption. We will participate in monthly PLC meetings at which we will analyze student work and collectively determine next instructional steps. We will also use the Benchmark Assessment system to monitor student progress in the area of reading.</p> <p>3-5 IMMERSION PLC</p> <p>PLC will focus on teaching strategies for solving story problems.</p>	<p>All staff who interact with K-2 students</p> <p>ELA 3-5 teachers, ELL and Special Education teachers and support staff</p> <p>Math teachers, ELL and Special Education teachers and support staff</p>	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Based on the analysis of data, a concern about student learning is that we still have students whose academic needs are not being met according to our SBA data.</p> <p>Our 2016-2017 data showed:</p> <p>Reading: 19 % of 3rd grade students did not meet the standards 26 % of 4th grade students did not meet the standards 8 % of 5th grade students did not meet the standards</p> <p>Math: 7 % of 3rd grade students did not meet the standards 18 % of 4th grade students did not meet the standards 14 % of 5th grade students did not meet the standards</p> <p>However, we will look at our fall performance data to determine our 2017-2018 goal.</p> <p>Fall 2017 Reading Benchmark Data: Data will be collected and analyzed in September, 2017</p> <p>Fall 2017 Math Benchmark Data: Data will be collected and analyzed in September, 2017</p>	<p>Our Reading and Math goal for 2017-18 will be established in September 2017 by fall data collected in reading and math.</p> <p>Reading Goal: Data to be entered September, 2017. As measured by Spring Benchmark assessment.</p> <p>Math Goal: Data to be entered September, 2017. As measured by Spring Benchmark assessment.</p>	<p>Teachers, support staff and administration</p>	<p>June, 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our Climate PLCs have worked collaboratively to develop the problem of student learning based on the spring 2016 student climate surveys. Then, staff discussed our staff and family climate survey results with the following results.</p> <p>Spring 2017 climate data from students:</p> <ul style="list-style-type: none"> • I am treated with as much respect as other students. 61% (decreased 2%) • Classroom environment 51% responded favorably (decreased 2%) • I enjoy going to school most days. 61% (decreased 2%) • Adults at school treat students fairly. 65% (increased 10%) • Students in my school treat each other with respect. 42% (decreased 6%) • Adults notice if someone is bullied at school. 46% (increased 2%) • Adults are able to stop someone from being a bully. 56% (no increase/decrease) • I belong to a group of friends at school. 72% (decreased 9%) • People at my school care if I am not there. 43% • Students in my class are respectful to adults. 48% (decreased 11%) 	<p>This goal will be set in September, 2017 once we have received our Family Climate survey data.</p>	<p>All Staff</p>	<p>June 2018</p>