



## Continuous School Improvement Plan (CSIP)

John Stanford International School

2016 - 2018

Sarah Jones, Principal



### 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 BLT recommended this plan on Tuesday, November 8, 2016, and it was voted on and approved by the majority of staff on Wednesday, November 9, 2016.

## Mission and Vision

### Mission

We are committed to our focus on STUDENT LEARNING that will lead to active global citizenship:

- 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

### Vision

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.

**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.

<b>School-Wide Programs/Multi-Tiered System of Support</b>	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>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.</p> <p>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.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>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.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Every major student learning goal includes activities and strategies for increasing parent involvement. One of the most important strategies we are undertaking this year is the formation of parent affinity groups. We are starting with Japanese and Spanish language groups, and then African American parents. These language affinity groups are targeting families who do not speak English. Secondly, all groups are in an effort to increase engagement. Through our climate work, we are also employing strategies such as sending home "John Stanford Stars" which are tickets focused on our monthly character traits. We are also working to align our school to home communications.</p>

<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in 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. We have also formed a Building Administrative Team (BAT), comprised of one representative from each grade band and one specialist. The BAT serves as liaisons between staff and administration, and helps with the everyday running of the school (such as creating the monthly character traits or answer questions about the new eVAL tool).</p>
<p>We will assist our students to meet standard.</p>	<p>For those who are not meeting current standards, interventions have been put in place. Our CSIP goals also focus on aligning instruction so that students can meet Common Core State Standards. We have a .5 LAP teacher who pulls small groups of students to support reading. Our ELL and Special Education staff support those students, respectively. Staff also work with our MTSS team to identify and monitor students needing additional support.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Teachers new to the profession are assigned a STAR mentor from the district that will provide them with support during this critical first year of teaching. All teachers have access to support from our three Career Ladder Teachers. Career Ladder Teachers provide support with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. We are also developing affinity groups for parents, especially parents of color who do not speak English. On the first Friday of the school year, the PTSA hosts an outdoor social for all families. During the summer, there are also incoming kindergarten play times, in order for new kinders to meet one another. We also hosted jump start, a week-long opportunity for kindergarteners to be in their language classroom and learn about school. 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.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>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.</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$ 2,373,153	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 83,292	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$ 29,485	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$ 513,565	.5 Counselor and IA's and Intern supports for dual language classrooms funded by PTSA
2016-2017	Combined Funds	Free & Reduced Lunch / Mitigation	\$ 107,675	Funding to support MTSS at all schools and to mitigate the need for an additional classroom teacher
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 38,875	Supplemental state dollars to support reading and math instruction for Tier 2 students, K-12.

Building Based Goals			
We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
2015-16 SBAC Data: 3 <sup>rd</sup> Gr. ELA 81% Met 76.9% Meeting – Multiracial 80.0% Meeting – Asian 81.1% Meeting White 87.5% Meeting – Hispanic 75.0% Meeting – Special Education  3 <sup>rd</sup> Gr. MATH 88.7% Met 84.6% Meeting – Multiracial 87.5% Meeting – Hispanic	Goal: We currently have 4 Hispanic, 7 Multiracial, 0 Black, 14 White and 5 Asian students who qualify for LAP services in ELA in grades 4-5. We currently have 3 Hispanic, 3 Multiracial, 0 Black, 11 White and 2 Asian students who qualify for LAP services in Math in grades 4-5. We will reduce this number by 50% by June, 2017, as measured by MAP and SBAC data.  Student Achievement Indicators: <ul style="list-style-type: none"> <li>• Fall, Winter, Spring data</li> <li>• Progress monitoring and classroom based assessments</li> <li>• MTSS committee meetings and progress monitoring</li> <li>• MAP</li> <li>• SBAC</li> </ul>	All Staff Intervention/LAP teacher	June, 2017

<p>88.9% Meeting White 100% Meeting – Asian 87.5% Meeting – Special Education</p> <p>4<sup>th</sup> Gr. ELA 97.7% Met 93.3% Meeting – Multiracial 97.9% Meeting – White 100.0% Meeting – African American, Native American, Asian, Hispanic 90.0% Meeting – Special Education</p> <p>4<sup>th</sup> Gr. MATH 91.8% Met 86.7% Meeting – Multiracial 89.4% Meeting – White 100% Meeting – African American, Native American, Asian, Hispanic 77.8% Meeting – Special Education</p> <p>5<sup>th</sup> Gr. ELA 97.2% Met 92.9% Meeting – Hispanic 97.7% Meeting – White 100% Meeting – African American, Asian, Multiracial 80.0% Meeting – Special Education</p> <p>5<sup>th</sup> Gr. MATH 95.8% Met</p>			
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92.9% Meeting – Hispanic 95.5% Meeting – White 100% Meeting – African American, Asian, Multiracial 80% Meeting – Special Education			
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Third grade students scored 81% on the ELA SBAC. This was the lowest percentage in the school.	<ul style="list-style-type: none"> <li>At least 90% of our fourth grade students will meet or exceed in ELA, as measured by SBAC.</li> </ul> Student Achievement Indicators: <ul style="list-style-type: none"> <li>Fall, Winter, Spring data</li> <li>Progress monitoring and classroom based assessments</li> <li>MTSS committee meetings and progress monitoring</li> <li>MAP</li> <li>SBAC</li> </ul>	Fourth grade ELA teachers	June, 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Third grade students scored 88.7% in math.  Fourth grade students scored 91.8%.	At least 95% of third grade students will meet or exceed in math, as measured by SBAC.  At least 92% of fourth grade students will meet or exceed in math, as measured by SBAC.  At least 95% of fifth grade students will meet or exceed in math, as measured by SBAC.  Student Achievement Indicators: <ul style="list-style-type: none"> <li>Fall, Winter, Spring data</li> <li>Progress monitoring and classroom based assessments</li> <li>MTSS committee meetings and progress monitoring</li> <li>MAP</li> <li>SBAC</li> </ul>	Fourth and Fifth grade Math teachers	June, 2017

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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Based on School Climate survey data:</p> <p><b>Student Survey:</b> I am treated with as much respect as other students. 63% (decreased 11%)</p> <p>Classroom environment 53% responded favorably (decreased 7%)</p> <p>I enjoy going to school most days. 63% (increased 4%)</p> <p>Adults at school treat students fairly. 55% (decreased 17%)</p> <p>Students in my school treat each other with respect. 48%</p> <p>Adults notice if someone is bullied at school. 44%</p> <p>Adults are able to stop someone from being a bully. 56%</p>	<p>Student survey responses will increase to 70%, as measured by the district student climate survey in the spring.</p> <p>Student Achievement Indicators:</p> <ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• Parent/Student feedback</li> <li>• Spring Climate Surveys</li> </ul>	All staff are responsible for this goal.	June 2017