



## 2024-25 CSIP Review and Updates John Stanford International School

### School Data and Building Leadership Team Members

**School Name:** John Stanford International School

**Principal:** Sam Abrams

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Rebecca H, Kayla B, Maria M, Mariela P, Kayko K, Libby, Adrienne, Sarah, Amber D, and Erin S.

[2023-26 CSIP John Stanford](#)

[John Stanford International Elementary School Report](#)

[John Stanford International Elementary School Climate Survey](#)

---

### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

MTSS practices were implemented by a team of educators, data collected, and refinements were processed. The educators ensured that Tier 1 curriculum and behavior managements strategies were implemented.

**What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

Defining the unique aspects of JSIS to meet the mission and vision of the school. Since we are a choice DLI school the BLT and admin are concerned that all students will not reach their full potential until a revision of the mission and vision of the school with an aligned CSIP is organized.

**What are short-term and long-term desired outcomes for student, family, and staff groups?**

Short Term: Redefine the mission and vision of the school with all stakeholders.

Long Term: align resources, MTSS, and pedagogy to the mission and vision of the school.

---

### Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

## **Student Groups**

### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

Data shows that students at JSIS feel safe and joyful. Parents report that their children are happy. Teachers notice in the older grades that students are welcoming and have developed the skills and knowledge of inclusive living and learning.

### **Summary of student strengths supported by data:**

Reports from middle school tells us that JSIS students are on average more ready for middle school. Also 85% or more of JSIS students are at or above grade level. Those that are below grade level have making 1 year growth in one year time or more.

### **Identify and prioritize student needs supported by data:**

Grouping of students English and math needs. Aligning behavior data to human resources of support for MTSS tier 2 and 3.

### **Summary of possible root causes of the priority student need:**

A variety of data points to home life, social development and screen time. These behaviors at home have a direct impact on students mindset and academic success. While at school these lower students are given more priority in our MTSS.

## **School Staff**

### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

Staff are welcoming PD on responsive practices. We have welcomed brain science teaching and also cross curricular planning.

### **Summary of data proving professional learning is effective in supporting student outcomes:**

Staff share data regularly with each other on shared students. There is an effort to support tier 2 and 3 students as a team and share data regularly.

### **Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:**

We no longer need to focus on district required curriculum because it is already aligned and implemented.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

JSIS strength is the parent community. This year we are transparent in our data sharing, volunteering, and curriculum collaboration with parents. There are multiple touch points for all stakeholders to see and engage with data.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

Japan Night is run by the community, and it connects all students to the Japanese culture. It is a celebration of who we are and what we do uniquely at JSIS.

---

# Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

## Measures and Targets

### 2023-26 Three-year Goal:

From the 2023-24 to the 2025-26 school year, John Stanford will improve student responses to Question 2 in the Student Voice and Leadership section on the Fall Student Survey from 64% favorable to 80% favorable for K-5 students.

### 2024-25 One-Year Goal:

By the 2024-25 school year, John Stanford will improve student responses to Question 2 in the Student Voice and Leadership section on the 2025 Spring Student survey to 70% favorable for K-5 students.

## Action Plan

### 2024-25 Evidence-based Practice:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

### Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

### Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

### Timeframe for Reviewing Process Data Measures:

Weekly

### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

MTSS Team

---

# Priority Area: Classroom Instruction and Academic Success

## Measures and Targets

### 2023-26 Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 71.4% to a target goal of 90% by 2025-26.

### 2024-25 One-Year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase to a target goal of 85% by 2024-2025.

## **Action Plan**

### **2024-25 Evidence-based Practice:**

Research-based Reading Instruction: Educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

### **Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Monthly

### **Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- PLC Teams
- MTSS Team

## **Advanced Learning and Highly Capable Services:**

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and moderate acceleration, in depth and complexity, based on the needs of each student. Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities. Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2. The Tier 3, MTSS process will result in an individual student plan in collaboration with the AL Department. HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site also receive these tier 2 interventions.

## **Expanded Learning:**

- ASA classes
- Kindergarten Jump Start

## **Homework Policy:**

All teachers may send home daily work that is not completed in class.

Kindergarten/1<sup>st</sup> Grade:

- English: 20 minutes reading (independent or being read to)
- Target Language: 10 minutes reading and some literacy homework beginning after Nov. conferences.

2<sup>nd</sup>/3<sup>rd</sup> Grade:

- English: 20 minutes reading and one class-related assignment per trimester
- Target Language: 1 double sided sheet of language practice per week

4<sup>th</sup>/5<sup>th</sup> Grade:

- English: Reading at least 30 minutes 5 times a week and weekly reading and writing assignments.
- Target Language: Up to 2 double sided sheets language assignment per week.

## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

From the 2023-24 to the 2025-2026 school year, John Stanford will increase attendance for African American males from 77.3% of students in attendance 90% or greater to 86.5% of student in attendance 90% or greater, equating to the attendance rate of all students.

#### 2024-25 One-Year Goal:

By the 2024-2025 school year, John Stanford will increase attendance for African American males in attendance 90% or greater from 77.3% to >80%.

### Action Plan

#### 2024-25 Evidence-based Practice:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports

#### Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

#### Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

#### Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

#### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Admin

---

## 2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

### Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,016,476
- **Activities Implemented to Meet Intent and Purpose:**
  - Library Services
  - Supplies Textual Materials
  - Classroom instruction for all students
  - Office support
  - Administration support

### Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$128,210
- **Activities Implemented to Meet Intent and Purpose:**
  - 3 employees focus on ML students and their growth
  - Frequent communication with parents
  - Behavior plans for several ML students
  - ML students discussed weekly at MTSS meetings

### Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:**
  - Small group instruction in reading and math for grades K-3
  - Groups determined by MAP and DIBELS data

### Other Funding Source

- **Intent and Purpose:** Provide IA and counseling support for all students.
- **Dollar Amount:** \$249,000
- **Activities Implemented to Meet Intent and Purpose:** 3 instructional assistants: 2 in the Spanish program, 1 in the Japanese program

- Support for language acquisition and behavioral support
- Funds a 0.5 counselor to support the MTSS team and SEL development at JSIS