



2023-26 Continuous School Improvement Plan (C-SIP)

John Stanford International Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: John Stanford International Elementary School

Principal: Sarah Jones

Members of the Building Leadership Team and Parent/Guardian Partners: Jacqui Ksidakis, Taylor Carrier, Mariela Pulizzi, Marianne Hudson, Maria Mihailova, Kayoko Kasai Ensley, Kayla Bultema, Harumi Chappel, Megan Klimpton, Angie Koyadan Esquivel **These were the Members when the plan was written in 22-23.*

Community Partners (Community Based Organizations): LSA, Salmon in the Schools, JSIS PTSA



[John Stanford International Elementary School Report](#)

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

School Overview

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.

Seattle Excellence – Culture of Equity and Educational Justice

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, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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.

One-year Goal:

By the 2023-24 school year, John Stanford will improve student responses to Question 2 in the Student Voice and Leadership section on the 2023 Fall Student survey from 64% favorable to 70% favorable for K-5 students.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

John Stanford International provides a warm and welcoming environment by providing consistent opportunity for connection and communication for students and families K-5. The following list offers examples of ways that we create a school community that is both culturally responsive and provides opportunity for family, staff, and student connection:

- Staff, student, and parent ice cream social
- School wide community circles each trimester; students are split up into small groups. Groups are made up of students K-5.
- Japan Night and La Fiesta
- Translated weekly school communication from principal to families
- Hallway displays of student work reflecting identity, culture, and classroom content
- Curriculum Night
- Family/teacher conferences
- Interpretation and translation of communication to parents of ML students
- PTA support between families and school
- Students First campaign

It is with the implementation of the above examples that John Stanford creates authentic opportunities to get to know students, families, and staff. It is our belief that when we know the values of our community that we can create a warm, welcoming environment for all students.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Parent teacher conferences with the goal of not only sharing student academic progress, but identifying culturally responsive strategies in partnership with families
- School wide ethnic studies learning where students have a focus theme each trimester and are encouraged to implement and reflect on each practice

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Continue PD from Toni Lucero around equitable indigenous practices and land acknowledgements
- Continue leveraging TLC's focus on ethnic studies to provide professional development for staff and to select school-wide themes for each trimester. For example, winter 2023 the school focused on themes of Power and Oppression. Our TLC's organized an activity for students to practice that encouraged thoughtful discussion around privilege and equitable access to opportunities.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Administration, interventionists, and other support staff meet each trimester with all K-5 teachers to review data and identify students of need, students who need a SIT, or students who need/no longer need to be pulled from a small group.

We implement the practice of a Tier 2 Data Form to monitor student behavior across the school year. We document when a student exhibits a behavior that should be tracked and then monitor the frequency of behaviors to determine appropriate interventions.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- To meet the social-emotional and behavioral needs of students of color, multilingual learners, and students eligible for special education services:
- John Stanford uses a clear MTSS process that determines how to proceed when a student is not making progress. This process reviews whether a student has an IEP, is ML, and engages family in the intervention process. This process is explicitly reviewed during TRI days and is accessible on our staff One Note.
- Our counselor attends all MTSS meetings to provide insight into the social emotional needs and skills of students.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 71.4% to a target goal of 81.4% by 2023-24.

One-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.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

At JSIS we will continue to utilize CCC as our Tier 1 instruction. We will utilize a SIPPS for students needing Tier 2 and a variety of individualized strategies for those needing Tier 3. We will continue to utilize our MTSS process to analyze student performance and provide support.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 supports the vision of the school through John's Stanford's focus on data to align instruction and ensure equity in student growth. As evidence of this, John Stanford strives for content to represent a wide range of student backgrounds and experiences. In addition, adults in the building work to build personal connections with each student to learn more about student experiences and integrate them into the content and classroom.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- High quality tier 1 instruction
- MTSS protocol
- Intervention support for tier 2 students
- Scaffolding and differentiation
- Focus on well-being and belonging, so that students can focus on academics
- Focus on Ethnic Studies and racial equity so that students see themselves in the curriculum and are more engaged
- Different ways of showing what students know

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- We have completed several years of trainings around Ethnic Studies and racial equity, and now we are working on implementing this knowledge in the classroom setting.
- Staff racial equity committee leads professional development with staff

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- MTSS meetings with all teachers
- Weekly MTSS committee meetings
- Assessment and data alignment
- Family engagement when students are needing support

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- The following components of John Stanford's MTSS system reflect student academic needs:
- Intervention support for students in need of Tier 2 support
- Solid Tier 1 instruction based in UDL and differentiated within the adopted curriculum content
- Differentiated small groups

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 opportunities for students through afterschool or summer programs:

- ASA classes
- Kindergarten Jump Start

Homework Policy:

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

Kindergarten/1st Grade:

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

2nd/3rd Grade:

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

4th/5th 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

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

Family and Community Engagement Measures and Targets

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.

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%.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

John Stanford engages students of color furthest from educational justice and their families following stakeholder engagement principals through the following practices:

- Partnering with the Parent Racial Equity Committee and was as the staff Racial Equity Committee when determining school initiatives
- Engaging in reflective professional development to monitor and grow culturally responsive practices. This includes selecting a focal student.
- Improving family communication structures. John Stanford has developed a more structured protocol for when teachers should reach out to families for behaviors or academic success/concerns. With this practice, we hope to increase school wide equity for stakeholder engagement.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Utilize purple days as professional learning for improving parent-communication, a plan will be further developed over the summer.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Summer Reading Program allows teachers to share their expertise with families to continue education over the summer to continue growth in reading comprehension in English, Spanish and Japanese.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

John Stanford has developed the following practices to ensure adult behaviors are aligned with district-wide vision, values, and anti-racism initiatives:

- An ethnic studies framework
- School wide climate activities and assemblies with a specific racial equity focus each trimester
- Staff and family racial equity committee
- John Stanford partners with the UW to provide professional development around equitable and inclusive indigenous practices
- John Stanford implements the Since Time Immemorial curriculum

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Celebrations and shoutouts on TEAMS and handwritten
- Grade level team meetings
- Visible administration
- Positive working environment
- Staff input on policies and school decisions
- BAT
- Painting connection meeting
- Collaboration with PTA to do staff appreciation monthly

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- PD for staff
- Focus on ethnic studies, trimester focus, assemblies
- Having clear structures and protocols in place
- Being proactive in having conversations about race and dealing with issues surrounding race
- Leadership is not afraid to raise issues of raise
- Working with parent racial equity committee
- Staff charter

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Teacher Leader Cadre (TLC)
 - Building Administrative Team (BAT)
 - Building Leadership Team (BLT)
 - Giving feedback with informal observations and walk throughs
 - Opening up opportunities to the whole staff
 - Specifically seeking out different people to do different tasks, delegating to staff who express interest or show a particular area of strength
 - Strictly follow John Stanford's decision making matrix
 - MTSS process with individual teachers
 - Administration works to get to know staff individually to be able to know how to support them, getting a better understanding of how much input they want in decision making or policy development
-

Budget Allocations to Support Continuous Improvement

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

Academic Year: 22-23

Funding Type: Combined

Funding Source: Discretionary funds, equity dollars

Amount: All of our budget

How will funds improve student learning? All of our funds go toward supporting these goals.