



School Picture Here



## 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 John Hay Building Leadership Team reviewed and approved the 2016-2018 CSIP on October 14<sup>th</sup>, 2016.

## Mission and Vision

### Mission

A solid academic foundation is the result of the combined efforts of staff, family, and students. Clear communication between school and home will ensure that all families feel included, supported and valued. Students will understand their responsibility to do their best work.

The staff will know curriculum standards, assess student needs, convey high expectations to all students and deliver differentiated instruction based on best practices and student social/academic needs.

### Vision

Each student at John Hay receives a solid academic foundation, develops a love of learning, and acquires a sense of responsibility for our school, our community, and our world. We nurture curious, thoughtful, responsible, and resilient young people.

## School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>At the classroom level and through our grade level teams, we analyzed student achievement data from the 2015 Spring MAP and SBA, the fall Amplify Benchmark data aligned to the Common Core State Standards, 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>John Hay will address the needs of every child by continuing to monitor, improve and implement a Multi-Tiered Systems of Support (MTSS). This will identify <u>Students of Concern</u> and <u>advanced learners</u>, based on previous year(s) and current year data. With this data, a plan is created to support the student and the teacher with tier I, II, or III supports, and to monitor the students' progress every six weeks. The John Hay school improvement plan is directly aligned to the 2016-17 SPS district plan of establishing an MTSS process at every school to identify individual needs, high and low, and to provide systems to support them.</p> <p>The systems listed below are utilized for both <u>students of concern</u> as well as our <u>advanced learners</u>. We collect data and differentiate instruction to meet individual student needs. The John Hay MTSS structure and supports are for both intervention and extension.</p> <p>Example: Teachers create lesson plans that include differentiation options for the range of learners in their class. Small group instruction is used to differentiate for both Students of concern and high achieving learners. Intervention and Extension teachers have groups of students that need support, as well as groups of students that need</p>

	<p>extension opportunities. Tutors are assigned to students of concern as well as advanced learners needing additional opportunities to extend their learning.</p> <p>Hay professional learning communities regularly analyze student data (reading, math, writing, discipline, &amp; attendance) in order to design responsive and differentiated instruction as well as appropriate supports and enrichment including:</p> <ul style="list-style-type: none"> <li>Common Core Aligned Math &amp; Balanced Literacy Instruction;</li> <li>Culturally and Linguistically Responsive Instruction;</li> <li>Small Group Interventions &amp; Supports via Reading Specialist;</li> <li>Small Group Interventions &amp; Extensions via I&amp;E teachers</li> <li>Small Group Supports via ELL Specialist &amp; ELL IA;</li> <li>Socio-Emotional Learning in All Grades;</li> <li>School-Wide Positive Behavior Intervention &amp; Support Plan.</li> <li>Special Education supports provided by a high functioning Special Education team of teachers and IA's</li> <li>Tutor support in various, academic areas of need.</li> </ul>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>We have several early-release days each school year and up to 2 staff meetings a month where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. In addition, we utilize many of our building based and teacher directed TRI hours for professional development activities. In 2016-2018 we are focusing our school-wide professional development on the following three areas:</p> <ol style="list-style-type: none"> <li>1. Continuing to monitor and adjust our robust <b>Multi-Tiered System of Support (MTSS)</b> for both academics and behavior. This includes the use of the building-wide data tracking process to intentionally provide intervention to all students of concern, RULER and PBIS. RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. PBIS is an acronym for Positive Behavioral Intervention and Supports.</li> <li>2. <b>Mathematics.</b> Effectively delivering differentiated math instruction using Singapore Math strategies.</li> <li>3. Teacher training on the <b>Teacher and Principal Evaluation Process</b> that includes a clear focus on <b>data collection</b>, use and analysis to improve student learning.</li> </ol> <p>The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science.</p>
<p>Our school will increase parent/family engagement.</p>	<p>To enhance and improve our community and family connections, we have:</p> <ul style="list-style-type: none"> <li>- implemented monthly Principal Coffee Chats,</li> <li>- Redesigned and enhanced our school website for easier access to school and community information,</li> </ul>

	<ul style="list-style-type: none"> <li>-Increased our strategies and efforts to invite parents to volunteer in classrooms and have provided training for volunteers,</li> <li>-Become more strategic in planning and publicizing community-building events,</li> <li>-Committed to communicate early with parents as learning concerns are detected.</li> <li>-In addition, every classroom teacher communicates weekly to monthly with families around classroom news and opportunities for engagement.</li> </ul>
<p>Our staff is involved in decision-making.</p>	<p>The John Hay staff is involved in the school improvement plan by providing contributions, edits, and final approval to the Continuous School Improvement Plan (CSIP).</p> <p>The staff, along with the community is involved in decision making in accordance with the Decisions Making Matrix (DMM), which outlines processes for input, consensus and voting.</p>
<p>We will assist our students to meet standard.</p>	<p>John Hay will address the needs of every child, both advanced learners and students of concern by creating and running a Multi-Tiered Systems of Support (MTSS) process to identify individual student needs. The intervention or extension decisions are based on previous year(s) and current year data. With this data, a plan is created to support the student and the teacher with tier I, II, or III supports, and to monitor the students' progress every six weeks.</p> <p>For low-learners, or Students of Concern, the MTSS process begins when a teacher identifies an SOC either academically or social emotionally based on data they have collected in the previous year(s) or current year. Once identified, the staff member fills out an MTSS submission form, which is given to the MTSS committee comprised of the administration, the psychologist, a special education teacher, and the reading specialist. The MTSS committee meets weekly alone, and then every six weeks with grade level teams to study the data collected and to consider next steps. Whole school data is collected for SOC and is used during the current school year as well as in future years.</p> <p>Students are helped based on their varying levels of need. Recommendations may be made for a student to receive tiered I supports in the classroom based on <i>The Pre-Referral Intervention Manual</i> (PRIM) book as well as other best practice differentiation strategies. If tier II recommendations are made, academically, a student may receive small group supports including Learning Assistance Program (LAP) reading services, intervention through the math and reading Intervention and Extension (I&amp;E) program, or tutoring services. Socially emotionally, a student may also receive a check and connect with an adult or counselor sessions. For tier III supports, a student may receive 1 on 1 tutoring or 1 on 1 counselor visits.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We provide early orientation seminars for new teachers to the profession and for those new to our school to help with transitioning effectively into the Hay learning community. The principal and assistant principal make frequent classroom visits, and meet often with new staff to provide support. In addition, each new teacher is immediately connected with his/her grade level team which provides the bulk of support through peer coaching and contact. Our Career Ladder Teachers and Mentor</p>

	<p>Teacher provide structured, ongoing support. Teacher leaders provide rich Professional development and each teacher participates in a collaborative team that meets often and works across the grade levels.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>For prospective kindergarten families, there are two school tours each spring hosted by the administration and teachers. Information and resources are provided in order to help families make the decision that is right for their family. New families with children at other grade levels may also join these tours. For families that transition to the school after these official spring visits, individual tours can be set up at any time. This is arranged by the office staff and the administrative team.</p> <p>Each fall a kindergarten transition team made up of parent volunteers supports new students and families at the start of the year. In addition to this transition process, community building events occur to welcome and introduce the new families to the school. Events include meetups at the park and an evening gathering.</p> <p>Classroom parents are appointed each fall and help support new families that transition to John Hay.</p> <p>There are monthly coffee chats on various topics that families are invited to attend.</p>
<p>Our system of support assures our highly qualified staff are supporting all students.</p>	<p>The percentage of staff considered highly qualified (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and instructional assistants (IAs) are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become highly qualified. Currently, the percentage of staff considered HQ by NCLB is 100%. There are 30 highly qualified teachers in this school and 9 highly qualified instructional assistants.</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	\$2,913,821.00	Instruction for all students aligned to Common Core State Standards
2016-2017	Specific Use Funds	Transitional Bilingual	\$62,440.00	Teachers/IAs, translations, extra time to support translations at school events, additional resources to support the academic success of ELL students.
2016-2017	Combined Funds	Self Help	\$20,361.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$192,000.00	Additional support for students allocated primarily by the Multi-Tiered Systems of Support Team.
2016-2017	Combined Funds	Free & Reduced Lunch	\$19,888.00	Funding to support Multi-Tiered Systems of Support both academically and emotionally.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$58,313.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2016-2017	Specific Use Funds	SPED	\$688,500.00	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP.

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:
<p><b>Math as measured by the MAP Assessment- A state, summative assessment administered spring of 2016</b></p> <p>In grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, an achievement gap of approximately 11% exists between white students and students of color.</p>	<p>Various forms of data (achievement, intervention, attendance, behavior) will become the norm for clarifying issues/problems and testing assumptions and outcomes. These will be then tied to solutions that will be tracked with data and adjustments made, when necessary.</p> <p>This is year 1 of a 3-year focus on “enculturating” the use of data for decision making at John Hay Elementary.</p> <p>This data review and MTSS support will enable teachers to meet students’ specific educational needs.</p>	<p>Administration</p> <p>Data Coach</p> <p>MTSS Team</p> <p>All Teachers</p>	<p>Checkpoints during the year:</p> <ul style="list-style-type: none"> <li>Fall baseline data entered into the school-wide data sheet</li> <li>Weekly Multi-Tiered-Systems of Support Team (MTSS) meetings to track intervention data</li> <li>Trimester data cycles for all students</li> <li>Mid-year inquiry cycle for all staff</li> <li>End-year inquiry cycle for all staff</li> </ul>

**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:
Drop in math scores 3 <sup>rd</sup> -5 <sup>th</sup> grade.	the current 4th grade students math SBA score will increase by 10%. The focus will be on teaching the Common Core State Standards (CCSS) to all 4th grade students as well as providing the SBA interim assessments. In addition, we will utilize the whole-school data tracking system to identify students that scored Level 1 and Level 2 on last year's math SBA, and they will be provided additional math interventions included Intervention and Extension, (I&E) and math tutoring.	4 <sup>th</sup> Grade Teachers  Administration  MTSS Team, and Laura Robinson (I&E)	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:
Identifying, monitoring and supporting Students of Concern	<p>John Hay will address the needs of every child, and in particular low-achieving students in math, by creating and running a Multi-Tiered Systems of Support (MTSS) process to identify and support Students of Concern (SOC) based on previous year(s) and current year math data. With the whole school data, a plan is created to support the student and the teacher with tier I, II, or III supports, and to monitor the students' progress every six weeks. The John Hay school improvement plan is directly aligned to the 2016-17 SPS district plan of establishing an MTSS process at every school to identify SOC and to provide a system to support them.</p> <p>Throughout this year, there will be a building wide focus on teaching the CCSS to all students as well as to provide them with additional preparation for the math SBA assessment by providing the SBA interim assessments. Students will be provided additional math interventions included I&amp;E (Intervention and Extension) and math tutoring. During the year, teachers will be monitoring student progress on the CCSS by administering CBAs that monitor student progress towards the standards.</p>	MTSS Team Classroom Teachers Administration	June 2017

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>In the 2015-16 year, students took the annual school climate survey about their experiences at John Hay. The following data represents student responses that were much lower than expected.</p> <ol style="list-style-type: none"> <li>1. Students in my school treat each other with respect. (35%)</li> <li>2. Students in my class are focused on learning. (44%, down 4%)</li> <li>3. Students in my class are respectful to adults. (55%, down 11%)</li> </ol>	<p>A student survey, created by the principal and school counselor, will be given 3 times/year by the school counselor based on the questions in the previous year's school climate survey that dropped by 10% or greater or were below 50% positive. Results will be organized by grade level, teacher, gender and ethnicity. If successful, these results will lead to staff identifying areas where students need support. We will put a plan in place to support the school climate that may include:</p> <ul style="list-style-type: none"> <li>• Identifying specific professional development</li> <li>• School materials matching student's needs</li> <li>• Whole school lessons for students</li> <li>• Specific supports for subgroups of students</li> <li>• One on one meetings</li> <li>• Community supports</li> <li>• Other identified needs</li> </ul> <p>The plan that we are creating will also help us identify subgroups of students.</p>	<p>Administration Counselor Building Leadership Team RULER Team All Teachers</p>	<p>1<sup>st</sup> Survey: November 2016 2<sup>nd</sup> Survey: January 2017 3<sup>rd</sup> Survey: March 2017 Official District Survey: March 2017</p>