



Continuous School Improvement Plan (C-SIP)
John Hay Elementary School
2016 - 2018
Principal: Tami R. Beach

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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 14th, 2016.

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.

Mission and Vision

Mission:

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.

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.

STEM: Science, Technology, Engineering, and Mathematics

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 the classroom level and through our grade level teams, we analyzed student achievement data from the 2017 Spring MAP and SBA, the fall Fountas & Pinnell Oral Reading Assessment and classroom-based assessments. We then developed databased SMART goals for student growth in all major goal areas.

(Other assessments that are recommended are The Scholastic Reading Inventory and the Interim SBAs – twice.)

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

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 Students of Concern and advanced learners, 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 2017-18 district plan of establishing an MTSS process at every school to identify individual needs, high and low, and to provide systems to support them.

The systems listed below are utilized for both Students of Concern as well as our Advanced Learners. We collect data and differentiate instruction to meet individual student needs. The John Hay MTSS structure and supports are for both intervention and extension.

Example: Teachers create lesson plans that included 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 extension opportunities. Tutors are assigned to Students of Concern as well as Advanced Learners needing additional opportunities to extend their learning.

Hay professional learning communities regularly analyze student data (reading, math, writing, discipline & attendance) in order to design responsive and differentiated instruction as well as appropriate supports and enrichment including:

Common Core Aligned Math & Balanced Literacy Instruction
Culturally and Linguistically Responsive Instruction;
Small Group Intervention & Support via Reading Specialist;

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

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:

1. Continuing to monitor and adjust our robust **Multi-Tiered System of Support (MTSS)** 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.
2. **Mathematics.** Effectively delivering differentiated math instruction using Singapore Math strategies.
3. Teacher training on the **Teacher and Principal Evaluation Process** that includes a clear focus on **data collection**, use and analysis to improve student learning.

The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science.

Our school will increase parent/family engagement.

To enhance and improve our community and family connections, we have:

- Implemented monthly Principal Coffee Chats,
- Redesigned and enhanced our school website for easier access to school and community information,
- Increased our strategies and efforts to invite parents to volunteer in classrooms and have provided training for volunteers,
- Become more strategic in planning and publicizing community-building events,
- Committed to communicate early with parents as learning concerns are detected.
- In addition, every classroom teacher communicates weekly to monthly with families around classroom news and opportunities for engagement.

In keeping with our belief that homework should be developmentally appropriate and respectful to family time— the following windows of time are guidelines for homework, when given:

- Kindergarten 10 – 15 minutes per night
- First Grade 20 – 30 minutes per night
- Second Grade 30 – 45 minutes per night
- Third Grade 40 – 60 minutes per night
- Fourth Grade 50 to 75 minutes per night
- Fifth Grade 60 to 90 minutes per night

Our staff is involved in decision-making.

The SEA elected BLT members are involved in the school improvement plan by providing contributions, edits, and final approval to the Continuous School Improvement Plan (CSIP).

The staff, along with the Partners Board, is involved in decision making in accordance with the Decision Making Matrix (DMM), which outlines processes for input, consensus and voting. The DMM outlines who is responsible for final decisions, input, or recommendations regarding all school operations. The involved parties that will be referred to in the DMM are: District personnel, Administration, All Staff, Impacted Staff, BLT, Partners Board, Interview Team, Committees.

Staff members are expected to serve on committees/task forces created by the administration to ensure the school meets the CSIP goals. Building administrators will facilitate the implementation of committee goals and decisions.

We will assist our students to meet standard.

John Hay will address the needs of every child, and in particular low-achieving students, 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 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 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.

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 *The Pre-Referral Intervention Manual* (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&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.

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

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 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. 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.

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

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 in other grade levels may also join these tours. For families that transition to the school/community 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. We also offer community building events to welcome and introduce the new families to the school.

Each fall a kindergarten transition team made up of parent volunteers supports new students and families at the start of the year. Events include meetups at the park and an evening gathering.

Classroom parents are appointed each fall and help support new families that transition to John Hay.

There are monthly coffee chats on various topics that families are invited to attend.

How do we support students identified as Highly capable?

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 Students of Concern and advanced learners, 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 2017-18 district plan of establishing an MTSS process at every school to identify individual needs, high and low, and to provide systems to support them.

The systems listed below are utilized for both Students of Concern as well as our Advanced Learners. We collect data and differentiate instruction to meet individual student needs. The John Hay MTSS structure and supports are for both intervention and extension.

Example: Teachers create lesson plans that included 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 extension opportunities. Tutors are assigned to Students of Concern as well as Advanced Learners needing additional opportunities to extend their learning.

Hay professional learning communities regularly analyze student data (reading, math, writing, discipline & attendance) in order to design responsive and differentiated instruction as well as appropriate supports and enrichment including:

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 Culturally and Linguistically Responsive Instruction;
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Multi-Tiered System of Supports Budget

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

| Academic Year | Funding Type | Funding Source | Amount | How Funds will improve student learning |
|---------------|--------------|-----------------------------------|-----------|--|
| 2017-2018 | Combined | Learning Assistance Program (LAP) | 31,457 | Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12. |
| 2017-2018 | Combined | Basic Education | 2,950,582 | Instruction for all students aligned to state standards. |
| 2017-2018 | Combined | Supplemental Funding | 2,500 | Additional support for students |
| 2017-2018 | Combined | Free & Reduced Lunch (FRL) | 14,550 | Funding to support MTSS supports at all schools. |
| 2017-2018 | Combined | PTSA Grant | 210,000 | PTSA funds to support programs within the building. |
| 2017-2018 | Specific Use | Transitional Bilingual | 90,752 | Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students. |
| 2017-2018 | Specific Use | SPED | 738,090 | 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 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: |
|---|---|---|--|
| <p>Math as measured by the MAP Assessment- A state, summative assessment administered spring of 2016 In grades 3rd, 4th, and 5th, 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> | Administration Data Coach MTSS Team All Teachers | <p>Checkpoints during the year:</p> <ul style="list-style-type: none"> • Fall baseline data entered into the school-wide data sheet • Weekly Multi-Tiered-Systems of Support Team (MTSS) meetings to track intervention data • Trimester data cycles for all students • Mid-year inquiry cycle for all staff • End-year inquiry cycle for all staff |

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>Drop in math scores 3rd-5th grade.</p> | <p>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.</p> | 4 th 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 Goal¹ 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&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 Goal¹ 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"> 1. Students in my school treat each other with respect. (35%) 2. Students in my class are focused on learning. (44%, down | <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"> • Identifying specific professional development • School materials matching student's needs • Whole school lessons for students • Specific supports for subgroups of students • One on one meetings • Community supports • Other identified needs <p>The plan that we are creating will also help us identify subgroups of students.</p> | Administration Counselor Building Leadership Team RULER Team All Teachers | <p>1st Survey: November 2016</p> <p>2nd Survey: January 2017</p> <p>3rd Survey: March 2017</p> <p>Official District Survey: March 2017</p> |

| Problem of Student Learning | What will success look like? (SMART Goal¹ to target level of performance desired) | Assigned to: | Target Date for Completion: |
|---|---|---------------------|------------------------------------|
| <p>4%)</p> <ul style="list-style-type: none"> Students in my class are respectful to adults. (55%, down 11%) | | | |