

Seattle Excellence Continuous School Improvement Plan (CSIP)

John Stanford International School

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

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

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

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

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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.

The BLT recommended this plan on Thursday, June 28th, 2020, and it was voted on and approved by the majority of staff on Wednesday, June 3rd, 2020.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 60% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By June 30, 2021, attendance rates for all students, k-5 will sustain 90% attendanceⁱ consistent with online platform access, indicating effectiveness of safe and welcoming systems, routines and practices.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

At JSIS our priorities for delivery of tiered supports will include:

First and foremost, we will ensure that equity is our priority and that we are prioritizing those students furthest from educational justice. We will utilize push-in and pull-out intervention supports, progress monitoring and staff collaboration to ensure we are meeting student's social-emotional and academic needs.

- We create a schedule which allocates time and resources to support our MTSS work
- Through grade band meetings, staff professional learning communities (PLCs) and the BLT (Building Leadership Team) we analyze student achievement data from a variety of assessment sources
- We have established an MTSS leadership team
- Staff utilize formative assessment to ensure all students benefit from tier 1 curriculum and positive behavioral expectations
- We have created consistent, shared data management practices
- Intervention support decisions are made using data from valid and reliable sources

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

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Realizing that practices addressing the needs of special services in the 2020-21 Schools year will make shifts and adjustments for remote teaching and learning, the following continue to be our priorities for students with unique needs:

Advanced Learning

For our advanced learners we will differentiate instruction by utilizing strategies such as: flexible 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.

Students with Disabilities

Students who have been identified as needing specialized instruction receive support from our Special Education teacher or instructional assistant. The alternative instructional techniques and services we provide for our students with disabilities are both academic and behavioral. One-on-one support, small group pull-out and push-in support, scaffolding, modification of assignments, visual supports, sentence starters, hundreds charts, manipulatives, fidgets, sensory breaks are examples of strategies and supports we utilize to meet our students' needs.

English Language Learners

The alternative instructional techniques and services we implement for our English Language Learners incorporate push-in and pull-out services, depending on students' proficiency level. Students work with our ELL teacher or ELL instructional assistants. When students are pulled out, they primarily utilize the CCC/SIPPS curricula, National Geographic REACH and National Geographic: In the USA curriculums, and the ELL teacher collaborates with the classroom teacher to build upon what students are learning in the classroom during their ELL instruction.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

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Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

In 2020-2021, and within a remote learning environment, we are working to align our assessments and incorporate strategic, aligned progress monitoring. We will also utilize classroom assessments, formative assessments and informal assessments to triangulate data and create a picture of the whole child.

In addition, we will:

- Utilize classroom routines that foster an inclusive, collaborative environment, where students feel safe to express their identities
- We will provide regular structures and opportunities for student voice to inform and assess instruction
- We have high expectations for every students' intellectual engagement to support their development as independent learners
- We will deliver core instructional strategies which are differentiated and culturally responsive
- We will focus on racial equity and ethnic studies in our daily instruction

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

At John Stanford International School we build relationships with students and families. We have established and implemented a PBIS framework which teaches and reinforces schoolwide behavior expectations. We also teach and practice skills to help students social-emotional regulation, conflict resolution, de-escalation,

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restorative justice and mindfulness. Additionally, we have implemented monthly character traits and a recognition program (JSIS Stars) to recognize this effort.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

JSIS values the professional learning and development of staff in order to increase our knowledge and effectiveness with topics around racial equity and ethnic studies. We have contracted with Washington Ethnic Studies Now to provide a series of professional development modules throughout the 2020-22 school years.

By June 2021, the staff at JSIS will participate in five professional development modules: 1. Historicizing Race and Contextualizing Anti-Blackness 2. Pulling the Weeds; Rooting out Whiteness in the Classroom 3. Dispelling Myths of Multiculturalism 4. “Isms” Exploring Oppression and Intersectionality 5. What Does Liberatory Education Look Like? There will be time provided for debriefing and planning implementation of ideas within the classroom.

In addition, our staff racial equity committee will collaborate with the parent racial equity committee to support staff’s work and student/family learning.

Plans for Family Engagement

Families are engaged in our school community and in the education of their children. We have a very involved core of parents who support staff and students. Most families attend curriculum night in the fall, parent-teacher conferences in November. Parents serve in leadership roles through the Building Leadership Team and PTSA. Families are also encouraged and invited to be part of their children’s academic progress through SIT (Student Intervention Team) and IEP meetings, and/or frequent communication with teachers. In addition, teachers communicate with families through newsletters. We encourage families to reach out with concerns, and are responsive when they do.

2020-2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
At John Stanford International School, we have a Friday packet pick up of curricular materials and a Wednesday pick up for library books and PE equipment. All students have devices to access remote instruction. Staff and administration communicate with families regularly through newsletters, coffee hours, family connection times and emails.)

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
John Stanford International School will focus on three signature practices: welcoming routines, engaging practices and optimistic closure. Below are a few examples of each practice. Welcoming routines includes greeting all students, establishing and reviewing routines, exhibiting curiosity and grace, setting the stage for courageous conversations, and providing time and instruction for social-emotional learning. Engaging practices includes allowing multiple opportunities for response, utilizing individual strengths, inviting and highlighting multiple perspectives, creating a variety of interaction opportunities, providing opportunities to engage in learning about racial equity and ethnic studies, and centering student voice. Optimistic closure includes opportunities for peer to peer recognition, promoting anti-racist decision making, identifying opportunities for connection, collaboration and follow up, and student reflection and goal setting.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (*e.g. determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (*e.g. aligns to SPS assessment plan for 2020-21 school year.*)
 - Adult collaboration between educators and families
 - (*e.g. review of data in collaborative PLCs*)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

At John Stanford International School we will focus on our students furthest from educational justice as we implement strategies to support their learning, and thus, supporting all learners. A few examples of these strategies include: synchronous and asynchronous instruction, small group and whole group instruction, MTSS meetings to support struggling and advanced learners. Through these strategies, we will implement a variety of techniques, including: establishing consistent instructional routines and work expectations, building meaningful relationships with students and families, checking for understanding with formal and informal assessment strategies, and creating culturally responsive, engaging lessons.
