John Hay Elementary

Seattle Excellence Continuous School Improvement Plan (CSIP)

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.

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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: 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.

Vision: At John Hay, we nurture curious, thoughtful, responsible and resilient young people.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 84% 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 of 2021, attendance rates for students of color furthest from educational justice will increase from 82.1% in March 2020 to 90% indicating effectives of safe and welcoming systems, routines and practices.

In comparison, in March of 2020, students who were not furthest from educational justice had an 86.6% attendance rate.

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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.

After assessing the status of our MTSS implementation at John Hay, we have chosen the following 2 priority focus areas:

1. Teaming structures exist to support sustained and informed collaboration.
2. Assessment of learning occurs routinely and consistently and routines for collecting data and providing feedback are in place.

The 1st priority area was chosen to ensure that our teachers and interventionists would have a regularly set time/date to meet about students' progress. Every 6 weeks, there is a time on our PD calendar set for each grade level to meet with our MTSS team. At these MTSS meetings, student data is analyzed and goals are set.

The 2nd priority area was chosen to ensure that teachers have data to track progress. Because the 2020-21 school year has begun remotely, various formative assessments have been chosen, such as DIBELS, Universal Screeners and classroom-based assessments.

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.

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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.

John Hay will address the needs of every child, and in particular students with unique needs (students served in special education, English Language services, students eligible for advanced learning and students needing tier 2 supports) through our MTSS process. This involves progress monitoring every 6 weeks.

In addition:
- Teachers will differentiate for student learning needs (small groups, 1:1 support, adapting resources, preferential seating when in-person).
- English Language Learner Department and Special education department will communicate regularly with the homeroom teacher to ensure learning targets are aligned.
- Inclusive classroom design (break space or breakout rooms, visual schedule)
- Teachers will meet in professional learning communities to look at formative data and to collaborate on shared goals for students. This will help drive instruction and will focus on students furthest from educational justice as well as advanced learners.
- Teachers will regularly check-in with students and families. Our remote learning master schedule has a 30 minute period, daily, to provide time for family connections.

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.

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."

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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 order to ensure that students furthest from educational justice are making are meeting academic goals, we will gather beginning of the year baseline data to determine student learning needs. We will used research-based strategies to meet student learning needs, such as curriculum alignment, differentiation and inclusive classroom design.

For in-person learning, progress monitoring will be triangulated, using Fountas and Pinell, classroom-based assessments and MAP.

For remote learning, progress monitoring will include checkpoints from our CCC reading curriculum, DIBELS, and classroom-based assessments.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to 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.

We will ensure a positive school climate through our positive behavior intervention support system (PBIS big 5). This will be measured by our climate survey. In 2019, in the area of belonging, 77% of students responded positively. In 2020-21, 85% will respond favorably with the following interventions.

- Teachers will develop caring and supportive relationships with students by learning their names, learning about their cultural backgrounds, communicating with families and speaking to students with dignity and respect, even when providing correction.
- Establish, teach and positively state classroom expectations.
- Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.
- Maximize positive interactions (ratio of 5 :1 positive to corrective feedback)
- Use a variety of strategies to acknowledge expected behavior. For example, in remote learning, students color in Jaguar Pride spots when showing expected behavior.

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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:

In the spring of 2019, 84% of John Hay families reported positively in the category of "welcoming and culturally responsive school environment." Disaggregated data shows that 78% of Latino families responded favorably. For 2020-21 school year, 85% of all families, including Latino families will respond favorably.

Plans for Family Engagement

- Families of diverse backgrounds will help us to create family engagement systems (affinity groups, ways to communicate effectively). For remote learning, we will use the Talking Points system to be able to reach families.
- During in-person learning, families of diverse backgrounds will more frequently attend school events. When in-person events are allowed, baseline data will be collected.
- When teachers have family engagement opportunities, we will make every effort to include all families and track if diverse families are attending.
- Communication from the school will go out in both English and Spanish and other target languages. This may include our staff contacting families in a variety of ways, such as email, phone calls and apps that families are familiar with.
- At the beginning of the 2020-21 school year, teachers met with each family in a family connection conference.
- Teachers will regularly check-in with students and families. Our remote learning master schedule has a 30 minute period, daily, to provide time for family connections.
- For remote learning, there will be tiered supports for families needing a more flexible schedule, such as more asynchronous learning.