



## **2023-26 Continuous School Improvement Plan (C-SIP)** **John Hay 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 Hay Elementary School

**Principal:** Nicole Silver

**Members of the Building Leadership Team and Parent/Guardian Partners:** Laura Robinson, Michelle Rudell, Gini Powers, Allison Shannon, Caelin Alba, Erin Hayes, Rachel Atwood

**Community Partners (Community Based Organizations):** John Hay Elementary School PTSA



[John Hay Elementary School Report](#)

[John Hay Elementary School Climate Survey](#)

## School Overview

At John Hay we foster lifelong learners who acquire a sense of responsibility and compassion for our school, our community, and our world. We nurture and empower students to learn and develop a solid foundation of skills within a collaborative community, focusing on equity, diversity, and inclusion.

We work on getting to know each student by building relationships and using a variety of materials and strategies to support all learners. Equity and inclusion are very important to us, as we have many different programs and student needs. We bring anti-racist practices to our community and themes of social justice to our classrooms.

We provide a continuum of special education services for students with individual education plans. We provide a range of support, to students that require speech services only to students that need intensive services all day. We provide language support to students who are multilingual and learning English. Student identity is celebrated and student voice is encouraged and fostered.

## 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](#)

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## 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:

By June 2026, at least 80% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

### One-year Goal:

By June 2024, at least 85% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

## **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 Hay strives to provide an inclusive and welcoming environment for all students through social-emotional learning, building relationships, inclusion, and acknowledging all cultures and backgrounds. Guardrail 5 supports this vision by ensuring that all student learning environments are welcoming. This will be monitored and evident through our student climate survey responses.

## **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:**

- Restorative justice model
- Student leadership opportunities
- Celebrating and incorporating student identity
- Incorporating student voice and choice
- Affinity groups

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

- Culturally responsive teaching strategies
- Restorative practices
- Culturally responsive assessment strategies/Street Data

### **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:**

- Differentiation of learning needs (small groups, 1:1, adapting resources, preferential seating)
- ML, SPED and general education teachers will communicate regularly to collaborate on student progress
- Inclusive classroom design (break space, visual schedule)
- MTSS meetings to discuss progress, keeping forefront the needs of students FFEJ

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

- Social groups with social worker
- Check and connect with trusted adult
- Class meetings
- Restorative practices
- Honoring student identity
- Affinity groups
- Holding high expectations for all students with a warm demander stance
- Giving each student a voice and opportunity to share their identity, feelings, and strengths

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## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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 percentage of Black students who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 40% in June 2023, to 70% in June 2026.

#### **One-year Goal:**

The percentage of Black students who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 40% in June 2023, to 60% in June 2024.

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

- Having check-ins with teachers
- Educators and students develop and monitor student goals together.
- Looking at data in PLC's
- Using exit tickets to monitor student progress.

### **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:**

The principal and staff will reinforce building wide expectations to maintain an inclusive and antiracist environment.

We will follow our vision, mission and staff norms.

### **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:**

- Teachers will differentiate for student learning needs (small groups, 1:1 support, adapting resources, preferential seating).
- Student choice and input
- Multilingual Learner Department and Special educations department will communicate regularly with the homeroom teacher to ensure learning targets are aligned.
- Inclusive classroom design (break space, visual schedule)
- Teachers will meet in PLCs 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.

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

- PD on differentiation
- PD on how to use data to inform instruction
- PLC time focused on student outcomes and strategies

**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:**

- Analyzing disproportionality by demographics at various intervals
- Regularly scheduled MTSS grade level meetings to analyze data and implement interventions
- Ensuring that are removing barriers and providing accommodations to learning for all students

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

- Regularly scheduled MTSS grade level meetings to analyze academic data and implement interventions
- Small group instruction
- LAP intervention services

**Advanced Learning and Highly Capable Services:**

The faculty at John Hay Elementary School provides Highly Capable Services for its students through universal design for learning, differentiated instruction, and talent development/enrichment. We also increase depth and complexity of learning through extensions for assignments.

**Expanded Learning opportunities for students through afterschool or summer programs:**

- Refer students to summer programming
- Evening events that connect and engage families with student learning
- Student leadership activities at Open House

**Homework Policy:**

The faculty at John Hay Elementary School recommend 20 minutes of reading each evening; however, teachers assign no other homework.

## **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:

By June 2026, 90% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at John Hay.

### One-year Goal:

By June 2024, at least 70% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at John Hay.

## 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:

The Guardrail supports the values of the school by ensuring that each child is known by name, strength and need; and the intersectionality of their identity is celebrated.

## 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:

- Sharing strategies at staff meetings and in grade level teams
- PD on translation apps methods
- Multilingual action plan

### 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:

- Affinity Groups
- Calling families to invite them to PTSA
- Having interpreters at PTSA meetings and/or Open House
- Having families come into the classroom to share their culture, ideas, etc.

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## 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 Hay is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by through our vision, mission and staff norms:

Vision: We foster lifelong learners who acquire a sense of responsibility and compassion for our school, our community and our world.

Mission: We nurture and empower students to learn and develop a solid foundation of skills within a collaborative community, focusing on equity, diversity and inclusion.

Norms:

- Listen for understanding and respect differences of experience and opinion.
- expect and accept non-closer.
- Promote a spirit of inquiry and problem solving.
- Talk about our students, colleagues and school leaders responsibly.
- Foster a safe and positive climate invested in mutual purpose.

Artifacts:

Fall or Spring Student Climate Survey Equity/Anti-racism and Belonging and Relationships section

## **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:**

- Ex. Student Council matches student population in race, gender identity, etc
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators use tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during pop-in learning walks.

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

- Ex. Interview statement during hiring to diversify workforce to match student population to staff hiring.
- Audit of who is participating with interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during pop-in learning walks.

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

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles- looking at it through disaggregated data based on gender identity, race/culture, age/experience, and sexual orientation.
  - Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads.
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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 23-24

**Funding Type:** Combined

**Funding Source:** LAP

**Amount:** .40

**How will funds improve student learning?** Reading specialist – supporting students not making adequate progress in reading.

**Academic Year:** 23-24

**Funding Type:** Combined

**Funding Source:** PTSA grant

**Amount:** \$100,000

**How will funds improve student learning?** Reading specialist – supporting students not making adequate progress in reading.