



2025-26 Annual CSIP

John Stanford International School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring, which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: John Stanford International School

Principal: Antonia Woods

Instructional Vision Theory of Action: If we implement high leverage practices, analyze student work and data, design instruction this is rigorous and engaging and students feel they belong by using school wide SEL practice, they will have strong Tier 1 instruction and appropriate Tier 2 and 3 supports for our Students Furthest from Educational Justice, which will result in higher academic achievement for all students.

Members of the Building Leadership Team: Kayla Bultema, Nathan Ward, Iliana Meza, Chika Imanishi Amber Ahola, Kayoko Kasai

[2023-26 CSIP John Stanford](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 422

Special Education Percentage: 10.9%

Multilingual Learning Percentage: 10.7%

Highly Capable Percentage: 8.1%

Free and Reduced Lunch: 8.5%

Washington School Improvement Framework Status: Foundational

[John Stanford OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- MAP ELA
- MAP Math
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

The overall whole school data for MAP reflects an approximate 4% growth from last year of students who MET growth.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- Tier 1 small group instruction
- UDL Framework to support all students including, students identified as neurodivergent
- Alignment of assessments between grade-levels and classrooms

Disproportionalities: What disproportionalities exist among student groups?

Groups of students have had different experiences with small group instruction and assessments:

- Varied start time of small group instruction between grade-levels
- Varied assessment administration within the curriculum

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Master schedule and time for staff to collaborate and calibrate, specifically around Math.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Building staff confidence to differentiate in small groups using UDL strategies.

Interconnected Needs: How are needs related to each other or influencing each other?

Increasing collaboration time for staff will benefit bi-literacy instruction to bridge languages and provide access points for students.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Identified the assessments that need alignment in order to analyze data within PLCs.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

- Ready for Math
- SuccessMaker for Math

- Magic AI to support lesson planning and success criteria
- TalkingPoints
- S'more
- School Messenger
- Translations tools for families

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

- JSES Educational Technologist sends teachers monthly communications to support instructional technology.
- JSES Educational Technologist provides staff with ongoing training to support use of instructional technology.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Goal:

Increase favorable student responses on leadership and belonging from 64% to 90% on the spring student climate survey.

2025-26 Goal:

Increase favorable student responses on leadership and belonging from 64% to 80% by spring 2025–26.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

Our school has intentionally scheduled 20 minutes at the start of the day to teach 2nd Step and to hold restorative/community circles.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determined Schedule of MTSS Meetings
- Walk-through/Observational Data
- School-based Survey (staff or students)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

- Monthly
- Fall and Spring Survey

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- All classroom teachers
- Admin

- Counselor

Evidence-based Practice 2:

Implementing small groups

Implementation Activity:

Our school has intentionally scheduled small group instruction in math and reading. With a large number of new staff that are from outside of the district, we have reached out for help with the math department, and we have purchased I-ready for reading in order to help align curriculum and assessments for vertical and across grade levels.

Process Data Measures:

- Walk-through/Observational Data
- MTSS Team Meets Regularly
- PLC/DDC meetings

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

All staff

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 71.4% to a target goal of 90% by 2025-26.

2025-26 Goal:

The percentage of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase to a target goal of 85% by 2025-2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy:

As school staff transition from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

- Interventionists play an important role in supporting administration of assessments, collecting and analyzing data during PLCs, and training staff on SIPs instruction and other phonics interventions.
- Implementation of curriculum
- Differentiation within Tier 1 instruction

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Exit Tickets, Review what you know math problems

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

All staff

Evidence-based Practice 2:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

MTSS team meets weekly to discuss Tier 1 and Tier 2 interventions for teacher who has added students to form. Admin goes in class and observes, then works with teacher to discuss ideas. Interventionist.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS Team
- Classroom Teachers

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

Expanded Learning

- ASA classes
- Kindergarten Jump Start

Homework Policy

JSIS teachers may choose to send home unfinished classwork or assignments that extend learning. As a school, we encourage families to ask their student(s) about what they are learning in class and to read together.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

The number of families providing feedback in some form (building-based survey, targeted parent outreach, IEP meetings, parent-teacher conferences and feedback slips) will be 100% to ensure that all voices and perspectives are heard. Our goal is to engage families to increase connectedness to the building.

2025-26 Goal:

In one year, the number of families providing feedback in some form (building-based survey, targeted parent outreach, IEP meetings, parent-teacher conferences and feedback slips) will be

85% to ensure that all voices and perspectives are heard. Our goal is to engage families to increase connectedness to the building.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

All school staff have completed the On Demand Talking Points training provided on the MySPS Talking Points Webpage. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement. They have also been asked use smores for newsletters.

Process Data Measures:

- Newsletters
- TalkingPoints correspondence

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Weekly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS
- Attendance Secretary
- Classroom Teachers

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.

- Guidance counseling or social work supports for all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$130,090

Activities Implemented to Meet Intent and Purpose:

- Translation and interpretation services
- WIDA Testing Coordinator stipend
- Textual materials to support multilingual instruction

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: Interventionist FTE