

Muir Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: John Muir Elementary is a community of learning and learners where all students are provided a rich academic program in a safe, nurturing environment. John Muir Elementary serves a socially, economically, and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The students from John Muir Elementary will attend Kamiakin Middle School and then progress to Juanita High School. We are honored to serve the students of John Muir Elementary. One of our primary focuses at John Muir Elementary is to equitably provide an academically rigorous experience that allows each student to achieve their personal best. The professional educators spend considerable time in staff development to continuously improve their practices to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of students to ensure they are making annual growth and alter instruction when necessary. Every year, we analyze data, write goals, and collect data for our School Improvement Plan. Staff use assessment results to focus on improving student learning through effective teaching pedagogy. In addition to academic success, John Muir Elementary focuses on developing the social-emotional intelligence of our students. We believe that to be academically successful; students also need to develop the social-emotional skills of collaboration, empathy, self-control, and problem-solving. We approach our social-emotional instruction by explicitly teaching the *Lake Washington Interdisciplinary Life Skills and Attributes*, allocating twenty-minutes of social-emotional learning into our master schedule, integrating counselor led lessons using *Second Step*, the social-emotional learning curriculum, and implementing *Positive Behavior Interventions of Supports (PBIS)* school-wide.

Mission Statement: *Each student will graduate prepared to lead a rewarding responsible rewarding life as a contributing member of our community and great society.*

¹ LWSD School Board Approval on <insert date>

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		452	448	423	374
Racial Diversity (%)	American Indian/Alaskan Native	0.4%	0.4%	0.7%	0.5%
	Asian	25.0%	26.8%	27.9%	29.1%
	Black/African American	1.5%	2.7%	3.1%	4.8%
	Hispanic/Latino of any race(s)	18.1%	16.5%	16.3%	13.4%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.2%	0.0%
	Two or more races	8.6%	8.0%	9.9%	10.7%
	White	46.2%	45.5%	41.8%	41.4%
Students Eligible for Free/Reduced Price Meals (%)		34.3%	31.0%	30.7%	27.5%
Students Receiving Special Education Services (%)		14.4%	12.7%	12.1%	8.6%
English Language Learners (%)		23.2%	22.5%	24.6%	25.7%

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1													
Priority Area	English Language Arts/Literacy												
Focus Area	Reading Foundational Skills												
Focus Grade Level(s)	Grades K-5												
Desired Outcome	<p>By Spring 2022, students in grade K will improve their percentage of students on track to be at standard in phonemic awareness (as measured by FastBridge) from 61% to 80%.</p> <p>By Spring 2022, students in grade 1 will improve their percentage of students on track to be at standard in phonemic awareness (as measured by FastBridge) from 70% to 80%.</p> <p>By Spring 2022, all grade levels will achieve the goal of 80% or more of their students on track to be at standard in Phonics and Fluency (as measured by FastBridge).</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Phonics and Fluency as measured by Fast Bridge</th> </tr> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Desired Outcome</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Second</td> <td style="text-align: center;">64% on track to 80%</td> </tr> <tr> <td style="text-align: center;">Third</td> <td style="text-align: center;">68% on track to 80%</td> </tr> <tr> <td style="text-align: center;">Fourth</td> <td style="text-align: center;">75% on track to 80 %</td> </tr> <tr> <td style="text-align: center;">Fifth</td> <td style="text-align: center;">65% on track to 80%</td> </tr> </tbody> </table>	Phonics and Fluency as measured by Fast Bridge		Grade Level	Desired Outcome	Second	64% on track to 80%	Third	68% on track to 80%	Fourth	75% on track to 80 %	Fifth	65% on track to 80%
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Grade Level	Desired Outcome												
Second	64% on track to 80%												
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Fourth	75% on track to 80 %												
Fifth	65% on track to 80%												
Alignment with District Strategic Initiatives	MTSS												
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment												
Data and Rationale Supporting Focus Area	<p>A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the Fall FastBridge universal screener data, all grade levels data showed less than 80% of students demonstrating proficiency.</p> <p>Our BOY FastBridge screener data showed that 61% of our Kinder students and 70% of our 1st grade students are on track for being at standard in phonemic awareness skills by the end of the year.</p>												
Strategy to Address Priority	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"> </td> <td> </td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation										
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	<p>Implement Heggerty for targeted groups of students in collaboration with Safety Net teachers K-2.</p> <p>In addition to taking the FastBridge computer adaptive measure called aReading, all 2nd and 3rd graders will be administered the CBMreading and CBMcomp measures. These additional measures will generate the Screening to Intervention Report, which will assist teachers in identifying both class instructional needs and individual student instructional needs.</p> <p>K-5 Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group.</p> <p>Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness.</p> <p>All new staff will attend CORE Reading Fundamental training.</p>	<p>Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.</p> <p>100% of 2nd and 3rd grade students meet one-on-one with a teacher to complete the CBMreading and CBMcomp measures three times per year.</p> <p>Instruction present during admin formal and informal observations.</p> <p>Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook).</p> <p>100% of all new teacher attendance.</p>
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • FastBridge universal screener benchmarks (Fall, Winter, Spring). • Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness. • Phonics and Decoding Survey. 	

Priority #2

Priority Area	Mathematics	
Focus Area	Operations	
Focus Grade Level(s)	K-5	
Desired Outcome	By Spring 2022, students in grades K -5 will improve their percentage of students on track to be at standard in mathematical operations (as measured by FastBridge).	
	Grades	Desired Outcome
	Kindergarten	70% on track to 80%
	First	79% on track to 80%
	Second	68% on track to 80%
	Third	66 % on track to 80 %
	Fourth	65% on track to 80%
	Fifth	51% on track to 80%
	GOM* general outcome measure	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the Fall FastBridge universal screener data, both all grade level data had less than 80% of students demonstrating proficiency.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	PLC's planning math units.	We provided a PLC training, and our PLC leads will lead our teams to determine how effective our teams are.
	PLC data analysis after unit assessments.	Use of data tracking forms to monitor student progress on unit assessments.
	PLC and grade-level vertical alignment on mathematical routines within Illustrative Math curriculum.	Use of curriculum implementation rubric.
	Professional Development on best practices for math instruction.	Math lead will guide staff understanding of Mathematical Practices by NCTM.
	Professional Development on use of FastBridge Progress Monitoring for grades 2-5.	100% of teachers grades 2-5 attend professional development on FastBridge Progress Monitoring.

Timeline for Focus	Fall, 2021 - Spring, 2022
Method(s) to Monitor Progress	<ul style="list-style-type: none">• FastBridge universal screener benchmarks (Fall, Winter, Spring).• Post-Unit Assessments for Illustrative Math.

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s)	K-5	
Desired Outcome	In the Spring 2022 Panorama Survey, 82% of students will respond favorably to questions in the area of Sense of Belonging.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	In the Spring of 2021 Panorama survey data, 72% of students responded favorably to questions in the area of Sense of Belonging. With most students returning to in-person learning in Fall 2021 after quarantining and learning remotely due to COVID-19, we want students to feel like they belong and are connected to their school community. To monitor progress, in the Fall of 2021, 78% of students responded favorably.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Family Connection meetings held with families prior to the beginning of the school year.	Spreadsheet to track families that attended meetings.
	Staff participate in Restorative Practices Cohort trainings.	4 staff members attend trainings and share out learning with staff.
	SEL/Morning meeting time dedicated in master schedule.	Time reflected in master schedule.
	Community building circles are utilized with adults and students.	Staff meeting agendas with time for community building circles. Evidence of community building circles in classrooms during admin formal and informal observations.
	Counselor led lessons in all classrooms K-5.	Counselor schedule of lessons.
	Use of Purposeful People to support SEL instruction.	Evidence of instruction in classrooms during admin formal and informal observations.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Panorama Survey data Fall 2021 and Spring 2022	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Collaboration with PTSA, school-based Family Engagement Coordinator.	Meet three times per year w/PTSA and share SIP.
	School Sponsored family literacy night.	Spring
	Safety Net Parent Meeting.	Fall
	Family Advisory Group.	Meet three times per year
	Work with community partners to coordinate parent programs that build ties between parents and schools.	Ongoing with support of family liaison.
	Intentional conversation regarding John Muir Student Family Compact.	Fall and Winter Conferences
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Finalized SIP posted on the website and translated to top three used languages.	Annually
	Monthly Newsletters	Monthly
	Share SIP at PTSA meeting	Annually
	Align parent engagement events such as conferences, literacy night, etc. to school goals.	Annually

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>