

Muir Elementary

School Improvement Plan

Annual Update: 2022-23

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: At JME, we are committed to empowering, equipping, and encouraging each student to achieve their limitless potential by providing equitable opportunities. We stand for a sense of belonging, community, diversity, and academic success. John Muir Elementary - where we: Empower Equip Encourage

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	First Grade	By Spring 2023, 100% of students in grade one will demonstrate at least realistic growth as defined by FastBridge in Phonemic Awareness/Word Segmenting as measured by FastBridge.

¹ LWSD School Board Approval on <insert date>

2	English Language Arts/Literacy	Second-Fifth Grade	<p>By Spring 2023, 100% of students in grades 2-3 will demonstrate at least realistic growth as defined by FastBridge in Phonics and Fluency/CBM Reading as measured by FastBridge.</p> <p>By Spring 2023, 100% of students in grades 4-5 will demonstrate at least realistic growth as defined by FastBridge in Phonics and Fluency/AutoReading as measured by FastBridge.</p>
3	Social Emotional Learning	Kindergarten - Fifth Grade	In the Spring 2023 Panorama Survey, 82% of students will respond favorably to questions in the area of Sense of Belonging.

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) and/or Student Group(s)	1 st grade	
Desired Outcome	By Spring 2023, 100% of students in grade one will demonstrate at least realistic growth as defined by FastBridge in Phonemic Awareness/Word Segmenting as measured by FastBridge.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>To fully align with John Muir’s Mission and Vision Statement, growth goals are reflected in rigorous and high expectations for all students.</p> <p>Utilizing BOY FastBridge screening data all students will show realistic growth in the focus area of Phonics/Fluency. Realistic growth is determined by FastBridge BOY scores and 30 weeks of classroom instruction.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement Heggerty for all students in collaboration with Safety Net teachers K-2.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.
	K-5 Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group.	Instruction present during admin formal and informal observations.
	Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness.	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook).
	All new staff will attend CORE Reading Fundamental training.	100% of all new teacher attendance.
	Calibration of Haggerty routines to ensure consistency among classrooms	100% attendance at training for K-2 and observed during formal and informal walkthrough observations

	<table border="1"> <tr> <td>Review and calibration of Wonders Instructional Routines</td> <td>Dedicated time during staff meetings and LEAP time</td> </tr> <tr> <td>Learning Walks</td> <td>Percent of classroom teachers that participate in learning walks during the 2022-2023 school year.</td> </tr> <tr> <td>ML Support and reinforcement of phonics skills during small group instruction</td> <td>Instruction present during admin formal and informal observations.</td> </tr> <tr> <td>FB progress monitoring to track progress and adjust flexible groupings</td> <td>FastBridge data reviewed regularly</td> </tr> </table>	Review and calibration of Wonders Instructional Routines	Dedicated time during staff meetings and LEAP time	Learning Walks	Percent of classroom teachers that participate in learning walks during the 2022-2023 school year.	ML Support and reinforcement of phonics skills during small group instruction	Instruction present during admin formal and informal observations.	FB progress monitoring to track progress and adjust flexible groupings	FastBridge data reviewed regularly
Review and calibration of Wonders Instructional Routines	Dedicated time during staff meetings and LEAP time								
Learning Walks	Percent of classroom teachers that participate in learning walks during the 2022-2023 school year.								
ML Support and reinforcement of phonics skills during small group instruction	Instruction present during admin formal and informal observations.								
FB progress monitoring to track progress and adjust flexible groupings	FastBridge data reviewed regularly								
Timeline for Focus	Fall, 2022 - Spring, 2023								
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • FastBridge universal screener benchmarks (Fall, Winter, Spring). • FastBridge Word Segmenting progress monitoring every week 6 of each Wonders unit. • Wonders Mini-assessments administered 3x per year 								

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Reading Foundational Skills	
Focus Grade Level(s) and/or Student Group(s)	2-5	
Desired Outcome	<p>By Spring 2023, 100% of students in grades 2-3 will demonstrate at least realistic growth as defined by FastBridge in Phonics and Fluency/CBM Reading as measured by FastBridge.</p> <p>By Spring 2023, 100% of students in grades 4-5 will demonstrate at least realistic growth as defined by FastBridge in Phonics and Fluency/AutoReading as measured by FastBridge.</p>	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>To fully align with John Muir’s Mission and Vision Statement, growth goals are reflected in rigorous and high expectations for all students.</p> <p>Utilizing BOY FastBridge screening data all students will show realistic growth in the focus area of Phonics/Fluency. Realistic growth is determined by FastBridge BOY scores and 30 weeks of classroom instruction.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement Heggerty for all students in collaboration with Safety Net teachers K-2.	Dedicated time in daily schedule (10-15 minutes) to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction.
	In addition to taking the FastBridge computer adaptive measure called aReading, all 2 nd and 3 rd 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.	100% of 2 nd and 3 rd grade students meet one-on-one with a teacher to complete the CBMreading and CBMcomp measures three times per year.
	K-5 Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group	Instruction present during admin formal and informal observations.

	with application of skills during small groups and independent work.	
	Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness.	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook).
	All new staff will attend CORE Reading Fundamental training.	100% of all new teacher attendance.
	Calibration of Haggerty routines to ensure consistency among classrooms	100% attendance at training for K-2 and observed during formal and informal walkthrough observations
	Review and calibration of Wonders Instructional Routines	Dedicated time during staff meetings and LEAP time
	Learning Walks	Percent of classroom teachers that participate in learning walks during the 2022-2023 school year.
	ML Support and reinforcement of phonics skills during small group instruction	Instruction present during admin formal and informal observations.
	FB progress monitoring to track progress and adjust flexible groupings	FastBridge data reviewed regularly
Timeline for Focus	Fall, 2022 – Spring, 2023	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • 2nd grade is using the CBM reading from FastBridge to progress monitor. Progress monitor the some/high risk students bi-weekly and low risk/on track students once a month at the end of the month. • 3rd grade will PM CBM on our Week 6 of Wonders during our End-of-Unit Assessment week. • 4th grade will administer the progress monitoring encoding Fastbridge monthly for all students. • 5th Grade is progress monitoring using Fastbridge Phonics/Fluency and Foundational Skills quarterly between BOY and MOY Fastbridge testing and MOY and EOY Fastbridge testing. • FastBridge universal screener benchmarks (Fall, Winter, Spring). • Wonders Mini-assessments administered 3x per year 	

Priority #3

Priority Area	Social and Emotional																			
Focus Area	Social-Emotional Learning																			
Focus Grade Level(s) and/or Student Group(s)	K-5																			
Desired Outcome	In the Spring 2023 Panorama Survey, 82% of students will respond favorably to questions in the area of Sense of Belonging.																			
Alignment with District Strategic Initiatives	MTSS																			
Data and Rationale Supporting Focus Area	<p>In the Fall of 2022 Panorama survey data, 75% of students responded favorably to questions in the area of Sense of Belonging. To fully align with John Muir’s Mission and Vision Statement, growth goals are reflected in creating a sense of belonging for all students.</p> <p>The area with greatest decrease from Fall 2021 to Spring 2022 was student Sense of Belonging from 78% favorable to 71% favorable.</p>																			
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Calm down spaces designated in all classrooms</td> <td>Evidence collected during formal and informal walkthroughs by admin</td> </tr> <tr> <td>Professional learning on community building circles</td> <td>Dedicated time on the LEAP calendar</td> </tr> <tr> <td>Tier 2 intervention professional learning</td> <td>Dedicated time on the LEAP calendar</td> </tr> <tr> <td>MTSS- Intervention Team training delivered in September 2022</td> <td>Dedicated time on the LEAP calendar</td> </tr> <tr> <td>Counselor led Tier 1 SEL instruction (Second Step) weekly</td> <td>Designated time on the master schedule</td> </tr> <tr> <td>Family Connection meetings held with families prior to the beginning of the school year.</td> <td>Spreadsheet to track families that attended meetings.</td> </tr> <tr> <td>Students are greeted each morning by JME staff.</td> <td>Non-classroom staff greet students as they enter the building as observed during morning arrival walkthroughs</td> </tr> <tr> <td>Use of Purposefull People character traits curriculum resources</td> <td>Evidence collected during formal and informal walkthroughs by admin</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Calm down spaces designated in all classrooms	Evidence collected during formal and informal walkthroughs by admin	Professional learning on community building circles	Dedicated time on the LEAP calendar	Tier 2 intervention professional learning	Dedicated time on the LEAP calendar	MTSS- Intervention Team training delivered in September 2022	Dedicated time on the LEAP calendar	Counselor led Tier 1 SEL instruction (Second Step) weekly	Designated time on the master schedule	Family Connection meetings held with families prior to the beginning of the school year.	Spreadsheet to track families that attended meetings.	Students are greeted each morning by JME staff.	Non-classroom staff greet students as they enter the building as observed during morning arrival walkthroughs	Use of Purposefull People character traits curriculum resources	Evidence collected during formal and informal walkthroughs by admin
Action	Measure of Fidelity of Implementation																			
Calm down spaces designated in all classrooms	Evidence collected during formal and informal walkthroughs by admin																			
Professional learning on community building circles	Dedicated time on the LEAP calendar																			
Tier 2 intervention professional learning	Dedicated time on the LEAP calendar																			
MTSS- Intervention Team training delivered in September 2022	Dedicated time on the LEAP calendar																			
Counselor led Tier 1 SEL instruction (Second Step) weekly	Designated time on the master schedule																			
Family Connection meetings held with families prior to the beginning of the school year.	Spreadsheet to track families that attended meetings.																			
Students are greeted each morning by JME staff.	Non-classroom staff greet students as they enter the building as observed during morning arrival walkthroughs																			
Use of Purposefull People character traits curriculum resources	Evidence collected during formal and informal walkthroughs by admin																			
Timeline for Focus	Fall, 2022 - Spring, 2023																			
Method(s) to Monitor Progress	FIA 4.2 Behavior/SE Instruction - By Spring 2023, evidence of Behavior/SE Instruction as measured by the FIA, item 4.2, will improve from a level 0 (Laying the foundation) to a level 1 (Installing).																			

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.

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.² 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.
	Qualitative and quantitative data collected from both “Coffee with Principals” parent input session and through parent/family member check-in meetings.	November 30 th , 2022
	School Sponsored family literacy night.	Spring
	Safety Net Parent Meeting.	Fall
	Work with community partners to coordinate parent programs that	Ongoing with support of family liaison.

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	build ties between parents and schools.	
	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