

**SCHOOL NAME**  
**School Improvement Plan**  
**Annual Update: 2024-25**

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

**SCHOOL OVERVIEW**

**Description:** John Muir Elementary is a vibrant learning community where all students receive a rich academic program in a safe and nurturing environment. We serve a socially, economically, and ethnically diverse population, which is a source of strength and pride for our school. Students from John Muir Elementary will attend Kamiakin Middle School and then progress to Juanita High School. We are honored to serve our students and are committed to providing an academically rigorous experience that allows each student to achieve their personal best. Our professional educators dedicate significant time to staff development to continuously improve their practices and meet the needs of all children. Ongoing assessments enable teachers to monitor student progress, ensure annual growth, and adjust instruction as needed. Each year, we analyze data, set goals, and collect data for our School Improvement Plan, focusing on improving student learning through effective teaching methods. In addition to academic success, we emphasize the development of our students' social-emotional intelligence. We believe that academic success is intertwined with social-emotional skills such as collaboration, empathy, self-control, and problem-solving. Our approach includes 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 the Second Step curriculum, and implementing Positive Behavior Interventions and 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

**2024-25 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1		Kindergarten	By Spring 2027, 90% of students from the 2037 kindergarten cohort will demonstrate proficiency in the progression of concepts outlined in the University of Florida Literacy Institute curriculum. Additionally, 100% of kindergarten students will exhibit a clear understanding and effective application of the concepts taught throughout the school year.
2		Third-Fifth Grade	By Spring 2025, 100% of students in grade 3 will demonstrate at least realistic growth as defined

<sup>1</sup> LWSD School Board Approval on <insert date>

			<p>by FastBridge in Phonics and Fluency/CBM Reading as measured by FastBridge.</p> <p>By Spring 2025, 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> <p>100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.</p>
<b>3</b>	Social Emotional Learning	Third-Fifth Grade	<p>By the Spring 2025 Panorama Survey, students in grades 3-5 will respond favorably to questions in the area of Sense of Belonging from 61% (Fall 2024) to 65% and in the area of Self-Efficacy from 48% (Fall 2024) to 52%.</p>

**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.

<b>Priority #1</b>	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	Reading Foundational Skills
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten
<b>Desired Outcome</b>	By Spring 2027, 90% of students from the 2037 kindergarten cohort will demonstrate proficiency in the progression of concepts outlined in the University of Florida Literacy Institute curriculum. Additionally, 100% of kindergarten students will exhibit a clear understanding and effective application of the concepts taught throughout the school year.
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Data and Rationale Supporting Focus Area</b>	To fully align with John Muir’s Mission and Vision Statement, growth goals are reflected in rigorous and high expectations for all students.
<b>Strategy to Address Priority</b>	<b>Action</b>
	<ul style="list-style-type: none"> <li>• <b>Measure of Fidelity of Implementation</b></li> </ul>
	Refine Tier 1 Literacy Instruction
	<p>Full implementation of UFLI grades K-3.</p> <ul style="list-style-type: none"> <li>• Professional Development for staff grades K-3, Multi-lingual, and Safety Net Teachers.</li> <li>• Dedicated time to plan and prepare for UFLI instruction in collaboration with push-in Safety Net Services.</li> <li>• TOSA feedback on fidelity of implementation of UFLI.</li> <li>• Master schedule reflected to show push-in Safety Net Services grades K-3, built in during Small Group Instruction (SGI).</li> </ul> <p>Implementation of evidence-based foundational literacy instruction.</p> <ul style="list-style-type: none"> <li>• Dedicated time in daily schedule (10-15 minutes) to Heggerty and/or phonics instruction; Safety Net services will support collaboration and planning through small group instruction, co-teaching, and classroom teacher consulting focused on UFLI Instruction K-3.</li> </ul> <p>New staff training for CORE Reading Fundamental</p> <ul style="list-style-type: none"> <li>• 100% of all new teachers attend CORE Training.</li> </ul> <p>FastBridge and UFLI progress monitoring to track progress and adjust flexible groupings</p>

	<ul style="list-style-type: none"> <li>FastBridge and UFLI data reviewed with defined data teams including classroom teachers, multilingual teachers, safety net reading intervention teachers and administrators. Special education teachers participate as invited.</li> </ul> <p>Visible Learning Professional Development</p> <ul style="list-style-type: none"> <li>Selected Staff will participate in Visible Learning Professional Development: <ul style="list-style-type: none"> <li>Visible Learning Institute presented by Corwin</li> <li>Evidence into Action Part 3 with consultant</li> <li>Annual Visible Learning Conference presented by Corwin</li> </ul> </li> </ul> <p>Refine Tier 2 Literacy Instruction:</p> <p>Safety Net teachers will administer the FastBridge CBM for all students in grades 2-3. FastBridge data reviewed regularly</p> <p>Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness.</p> <ul style="list-style-type: none"> <li>Master schedule with dedicated small group instruction for all students in their general education classroom.</li> <li>Safety Net services provided during WINN and SGI time for identified students.</li> <li>Multi-lingual services provided during WINN and SGI time for identified students.</li> <li>Professional Learning of resources available to support tier 2 targeted instruction.</li> </ul> <p>Refine Tier 3 Literacy Instruction:</p> <p>Provided professional development</p> <ul style="list-style-type: none"> <li>Release time provided for special education staff to engage in planning for core content access points, utilization of para support of small groups, and collaboration with other staff.</li> <li>12 hours of dedicated professional learning time for paraeducator staff.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2027
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>Teachers will administer UFLI Placement Test A and B</li> <li>2nd grade will administer the CBM reading and nonsense words from FastBridge to progress monitor all students bi-weekly.</li> </ul>

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy				
<b>Focus Area</b>	Reading Foundational Skills				
<b>Focus Grade Level(s) and/or Student Group(s)</b>	3-5				
<b>Desired Outcome</b>	<p>By Spring 2025, 100% of students in grade 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 2025, 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> <p>100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.</p>				
<b>Alignment with District Strategic Initiatives</b>	MTSS				
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	<ul style="list-style-type: none"> <li>• Evidence into Action Part 3 with consultant</li> <li>• Annual Visible Learning Conference presented by Corwin</li> <li>• Ongoing collection of evidence of implementation of practices from professional learning and analysis of data, including effect size, between school years and assessment periods.</li> </ul> <p style="text-align: center;">Refine Tier 2 Literacy Instruction:</p> <p>Safety Net teachers will administer the FastBridge CBM for all students in grades 2-3, and for students who are flagged with risk indicators in grades 4-5.</p> <ul style="list-style-type: none"> <li>• FastBridge data reviewed regularly</li> </ul> <p>Implement tier 2, small group targeted, differentiated instruction for all students during WINN and SGI time.</p> <ul style="list-style-type: none"> <li>• Master schedule with dedicated small group instruction for all students in their general education classroom.</li> <li>• Safety Net services provided during WINN and SGI time for identified students.</li> <li>• Multi-lingual services provided during WINN time for identified students.</li> <li>• Professional Learning of resources available to support tier 2 targeted instruction.</li> </ul> <p style="text-align: center;">Refine Tier 3 Literacy Instruction:</p> <p>Provided professional development</p> <ul style="list-style-type: none"> <li>• Release time provided for special education staff to engage in planning for core content access points, utilization of para support of small groups, and collaboration with other staff.</li> <li>• 12 hours of dedicated professional learning time for paraeducator staff.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classroom teachers will administer an SBA Interim Assessment at least three times.</li> <li>• All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring).</li> <li>• 2<sup>nd</sup> and 3 grade students will participate in UFLI Progress Monitoring.</li> <li>• 3<sup>rd</sup> grade students who show risk indicators at BOY and continue with risk indicators after the MOY benchmark will participate in FastBridge CBM progress monitoring twice monthly.</li> <li>• Identified 4<sup>th</sup> grade students will participate in progress monitoring monthly using FastBridge CBM.</li> <li>• 5<sup>th</sup> grade students who are showing risk indicators at MOY will be progress monitored monthly using FastBridge CBM.</li> </ul>

**Priority #3**

<b>Priority Area</b>	Social and Emotional				
<b>Focus Area</b>	Social-Emotional Learning				
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5				
<b>Desired Outcome</b>	By the Spring 2025 Panorama Survey, students in grades 3-5 will respond favorably to questions in the area of Sense of Belonging from 61% (Fall 2024) to 65% and in the area of Self-Efficacy from 48% (Fall 2024) to 52%.				
<b>Alignment with District Strategic Initiatives</b>	MTSS				
<b>Data and Rationale Supporting Focus Area</b>	<p>In the Spring of 2024 Panorama Survey Data, 61% of students responded favorably to questions in the area of Sense of Belonging and 57% of students responded favorably to questions in the area of Self-Efficacy.</p> <p>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>This goal will be carried over from the 2023-2024 school year, as there was a decrease in favorable responses in the area of Sense of Belonging from 69% in the Fall to 61% in the Spring.</p> <p>A sense of belonging fosters self-efficacy by providing emotional support and recognition, which boosts an individual's confidence in their abilities. In turn, self-efficacy enhances the sense of belonging by encouraging individuals to take on challenges and contribute to the group, leading to greater acceptance and connection. These two factors create a positive feedback loop, where confidence and social support reinforce each other, improving both personal growth and group integration.</p>				
<b>Strategy to Address Priority</b>	<table border="1"> <tr> <td><b>Action</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li><b>Measure of Fidelity of Implementation</b></li> </ul> </td> </tr> <tr> <td>Refine Tier 1 Social-Emotional Learning Instruction:</td> </tr> <tr> <td>           Professional Learning and Implementation of student-centered approaches:           <ul style="list-style-type: none"> <li>Refresher Professional learning on community building circles as measured by dedicated time on the LEAP calendar.</li> <li>Implementation of Five-learning dispositions (Courageous, Curious, Engaged, Persevering, Reflective)</li> <li>Implementation of school-wide recognition of JME Learning Dispositions</li> <li>Students are greeted each morning by JME staff</li> <li>100% of classrooms will participate in counselor led Tier 1 SEL instruction (Second Step) delivered regularly</li> </ul> </td> </tr> </table>	<b>Action</b>	<ul style="list-style-type: none"> <li><b>Measure of Fidelity of Implementation</b></li> </ul>	Refine Tier 1 Social-Emotional Learning Instruction:	Professional Learning and Implementation of student-centered approaches: <ul style="list-style-type: none"> <li>Refresher Professional learning on community building circles as measured by dedicated time on the LEAP calendar.</li> <li>Implementation of Five-learning dispositions (Courageous, Curious, Engaged, Persevering, Reflective)</li> <li>Implementation of school-wide recognition of JME Learning Dispositions</li> <li>Students are greeted each morning by JME staff</li> <li>100% of classrooms will participate in counselor led Tier 1 SEL instruction (Second Step) delivered regularly</li> </ul>
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	<ul style="list-style-type: none"> <li>• Family Connection meetings held with families at the beginning of the school year.</li> <li>• Student voice surveys are administered by all teachers at least three times per year.</li> <li>• 100% of classrooms will participate in Disability Acceptance learning lessons.</li> </ul> <p>Structural support and review:</p> <ul style="list-style-type: none"> <li>• Dedicated time for SEL instruction in the master schedule.</li> </ul> <p style="text-align: center;">Refine Tier 2 Social-Emotional Learning Instruction:</p> <p>Structural supports and professional learning:</p> <ul style="list-style-type: none"> <li>• MTSS- Intervention Team training delivered in September 2024</li> <li>• Counselor-led Tier 2 social groups</li> <li>• Check-in/Check-out</li> <li>• Break Passes</li> </ul> <p style="text-align: center;">Refine Tier 3 Social-Emotional Learning Instruction:</p> <p>Professional Learning and Implementation of student-centered approaches:</p> <ul style="list-style-type: none"> <li>• Special education staff provide explicit SEL instruction to identified students, including opportunities to support skill building in unstructured environments as well as 12 hours of dedicated professional learning time for paraeducator staff.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025
<b>Method(s) to Monitor Progress</b>	<p>Panorama Survey data Fall 2024-Spring 2025 in the areas of Sense of Belonging and Self-efficacy</p> <p>JME's Equity team will review Student Voice Surveys after each administration (three times per year)</p>

## 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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	School Sponsored family events such as literacy night, STEAM Night, etc.	End of the 24-25 school year
	Safety Net Parent Meeting.	Fall
	Classroom newsletters communicated to families weekly to inform student progress and offer support to families.	Ongoing
	Work with community partners to coordinate parent programs that build ties between parents and schools.	Ongoing with support of school personnel.

<sup>2</sup> LWSD’s policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

	Intentional conversation regarding John Muir Student Family Compact.	Winter Conferences
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Finalized SIP posted on the website and translated to top three used languages.	Annually
	Principal Newsletters	Two times per year
	Share SIP at PTSA meeting	Annually
	Align parent engagement events such as conferences, literacy night, etc. to school goals.	Annually