

Title I, Part A Schoolwide	
Building Data	
Building: John Muir Elementary	F/R Percentage: 29.1%
Principal: Ashley Boughton	Grade Span: K-5
District: Lake Washington School District	Building Enrollment: 358
Plan Date: January 2, 2024	Board Approval Date: Click or tap here to enter text.

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Ashley Boughton	Principal	aboughton@lwsd.org
Bridget Ballard	Associate Principal	bballard@lwsd.org
Margot Schroeder	Counselor	mschroeder@lwsd.org
Elise Hansen	Title I Program Specialist	ehansen@lwsd.org

Vision Statement
School 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 *JME's shared definition of equity: Equity means each student—regardless of race, ethnicity, socioeconomic status, disability, language, immigration status, religion, gender identity, and sexual orientation—will have access to the opportunities, resources, and support they need. District Mission: Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. District Vision- Every Student Future Ready: • Prepared for College

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Vision Statement
• Prepared for the Global Workplace Prepared for Personal Success

ESSA Supports: WA Framework Identification
☐ <u>Foundational:</u> Click or tap here to enter text. ☐ <u>Tier I: Targeted Supports: Targeted with 1-2 Student Groups:</u> Click or tap here to enter text. ☐ <u>Tier II: Targeted 3+ Targeted EL Progress:</u> Click or tap here to enter text. ☐ <u>Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):</u> Click or tap here to enter text.

Partners in Consolidated Plan Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)
<u>Title I, Part A : Schoolwide Program Model</u> <u>Four Required Components:</u> ☒ 1. Comprehensive Needs Assessment ☒ 2. Schoolwide Reform Strategies ☒ 3. Activities for Mastery ☒ 4. Coordination and Integration

COMPONENT #1: NEEDS ASSESSMENT**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan	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. We believe in shared leadership at Muir and have a variety of opportunities for staff to take part in leadership opportunities. The Muir Advisory Committee (MAC) is composed of one representative from each grade level, specialist, special education/intervention, preschool, and administration. This group will meet monthly to focus on the building issues and school goals/initiatives. The MAC is also responsible for assisting with the development of the School Improvement Plan (SIP), giving input to the principal regarding LEAP days and professional development, and working with the principal to make recommendations to staff. Members of this advisory group are responsible for gathering input, communicating information to teammates, and fairly representing grade level team's opinions. Additionally, the MTSS Leadership Team (MTSS) focuses on implementing best practices for instruction and student support. The purpose of this team is to guide the on-going performance of all students and the quality of academic and behavior instruction. This team facilitates data-driven reflection and planning across the building. Finally, the Equity Leadership Team (Equity) works to ensure that systems and supports are analyzed for equity, inclusion,
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cultural responsiveness, and access for all students. All teams support the ongoing work of the overall mission and vision of JME.

We understand the importance of identifying areas of improvement to continue our work in aligning with district levels of proficiency. In order to capture an accurate picture of our students, we have examined beginning-of-year FastBridge data from Fall 2023 (BOY) and spring SBA data for grades 3-5. We will continue gathering additional sources of assessment information to determine areas of focus for each grade level and each student. In addition, training will continue in areas of instructional intervention and differentiation, strategies for supporting multilingual learners in content areas, and technology integration. We will continue to provide intensive support to those students who demonstrate a need for that support. We will offer appropriate academic challenge for all students through continuous review of student performance data and collaborative intervention at every grade level.

Demographics¹

		2021-22	2022-23	2023-24
Student Enrollment (Count)		355	393	358
Racial Diversity (%)	American Indian/ Alaskan Native	0.6%	0.3%	0.3%
	Asian	26.3%	28.0%	28.5%
	Black/ African American	5.3%	4.0%	5.5%
	Hispanic/ Latino of any race(s)	17.9%	16.2%	15.2%
	Native Hawaiian/ Other Pacific Islander	-	-	-
	Two or more races	11.2%	11.6%	11.4%
	White	38.8%	39.9%	39.1%
Students Eligible for Free/Reduced Price Meals (%)		29.9%	32.6%	29.1%
Students Receiving Special Education Services (%)		7.5%	9.3%	8.3%
Multilingual Learners (%)		28.9%	29.8%	27.1%

¹ Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment

Fall 2023 FastBridge Data

READING	% on track to meet grade-level Benchmark		
Grade Level	Phonemic Awareness	Phonics/Fluency	General Reading
Kindergarten	69%	67%	73%
1 st	70%	66%	69%
2 nd	72%	69%	70%
3 rd	89%	72%	72%
4 th	93%	79%	77%
5 th	95%	86%	78%

2023 SBA Data

Grade Level	% with score of 1	% with score of 2	% with score of 3	% with score of 4
ELA				
3 rd	26%	15%	19%	40%

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4 th	27%	20%	17%	36%
5 th	26%	21%	19%	34%
Math				
3 rd	25%	10%	31%	33%
4 th	22%	12%	36%	30%
5 th	30%	21%	13%	36%

Students are assessed on social-emotional learning outcomes in the Panorama survey given twice a year. Based on JME's focus on the sense of belonging students feel at school, leadership teams focused on the Panorama questions in the Sense of Belonging section. For the whole section, 69% of students at JME responded favorably to feeling a sense of belonging within the school.

In addition to Panorama data, the school also tracks data for suspensions and expulsions. During the 21-22 school year, less than 1% of students received a short-term suspension, long-term suspension, emergency expulsion, or expulsion for a discipline related incident.

Finally, the state of Washington reports attendance rates on the school report card site (WOSPI, n.d.) for the 2021-2022 school year. According to that site, during that year, 68.4% had fewer than 2 absences per month.

Based on the results of our schoolwide universal screening assessments, the leadership teams determined the following priority areas for the 2023-2024 school year:

2023-24 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 2024, 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.
2	English Language Arts/Literacy	Second-Fifth Grade	By Spring 2024, 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. By Spring 2024, 100% of students in grades 4-5 will demonstrate at least realistic growth as defined by FastBridge in

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				Phonics and Fluency/AutoReading as measured by FastBridge.										
	3	Social Emotional Learning	Kindergarten - Fifth Grade	In the Spring 2024 Panorama Survey, students will respond favorably to questions in the area of Sense of Belonging from 69% (Fall 2023) to 75%.										
Do	Our target is that all students and student groups are improving, with all gaps closing, each year. The leadership team used data from a variety of sources, both quantitative and qualitative, to guide the development of the Schoolwide Plan. Academic achievement data for both Reading and Math from FastBridge Universal Screeners were analyzed to identify students indicating risk of not meeting the end-of-year grade-level standard in that subject area. Those students whose scores indicated risk were then given additional curriculum-based measures and diagnostic assessments to gain further information. The data was then evaluated to understand the overall needs of the students who are currently enrolled and which practices and strategies should be enacted schoolwide or at the grade level. Additionally, social-emotional data was gathered from the Panorama survey, given to both students and families, in the Fall and Spring of each school year. Sign-in sheets and Title I survey data are also used to track family engagement and family needs. In analyzing achievement data, staff first looked at last year’s data, and reflected on their performance and the achievement to identify practices that were successful. Then current data was evaluated to see what the needs of the students are enrolled this year, and which practices and strategies should be enacted schoolwide, or grade-level wide. The following are the focus areas and plans for the three priorities listed above: <table><tr><th colspan="2">Priority #1</th></tr><tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr><tr><td>Focus Area</td><td>Reading Foundational Skills</td></tr><tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>1st grade</td></tr><tr><td>Desired Outcome</td><td>By Spring 2024, 100% of students in grade one will demonstrate at least realistic growth as defined by FastBridge</td></tr></table>				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 2024, 100% of students in grade one will demonstrate at least realistic growth as defined by FastBridge
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		in Phonemic Awareness/Word Segmenting Fluency as measured by FastBridge. 100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.
	Alignment with District Strategic Initiatives	MTSS
	Data and Rationale Supporting Focus Area	To fully align with John Muir’s Mission and Vision Statement, growth goals are reflected in rigorous and high expectations for all students. Utilizing BOY FastBridge screening data all students will show realistic growth in the focus area of Phonemic Awareness. Realistic growth is determined by FastBridge BOY scores and approximately 30 weeks of classroom instruction.
	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	By Spring 2024, 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. By Spring 2024, 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.

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	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 2024 Panorama Survey, students will respond favorably to questions in the area of Sense of Belonging from 69% (Fall 2023) to 75%.
	Alignment with District Strategic Initiatives	MTSS
	Data and Rationale Supporting Focus Area	In the Spring of 2023 Panorama Survey Data, 69% 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.

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		This goal will be carried over from the 2022-2023 school year, as there was a decrease in favorable responses from 75% in the Fall to 69% in the Spring.									
Study	The following strategies have been identified to help us achieve our goals: Student Success – We believe that every student can learn and achieve at high levels, and it is our responsibility to help each student learn, grow, and be challenged. Our commitment to success for every student is rooted in the ideals of opportunity of opportunity, equity, and inclusion. Priority 1: English Language Arts K-1 <table><tr><td rowspan="6">Strategy to Address Priority</td><td>Action</td></tr><tr><td> Measure of Fidelity of Implementation </td></tr><tr><td>Refine Tier 1 Literacy Instruction:</td></tr><tr><td>Implementation of evidence-based foundational literacy instruction. - 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 Heggerty instruction. </td></tr><tr><td>Staff will calibrate literacy instruction practices including; CORE Reading Fundamental, Wonders Instructional Routines and Haggerty. - Participation in optional training sessions offered by Title 1 Program Specialist 100% of all new teachers attend CORE Training. </td></tr><tr><td>FastBridge progress monitoring to track progress and adjust flexible groupings - FastBridge data reviewed with defined data teams including classroom teachers, multilingual teachers, safety net reading intervention teachers and administrators. Special education teachers participate as invited. </td></tr><tr><td colspan="2">Visible Learning Professional Development</td></tr></table>		Strategy to Address Priority	Action	Measure of Fidelity of Implementation	Refine Tier 1 Literacy Instruction:	Implementation of evidence-based foundational literacy instruction. 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 Heggerty instruction.	Staff will calibrate literacy instruction practices including; CORE Reading Fundamental, Wonders Instructional Routines and Haggerty. - Participation in optional training sessions offered by Title 1 Program Specialist 100% of all new teachers attend CORE Training.	FastBridge progress monitoring to track progress and adjust flexible groupings FastBridge data reviewed with defined data teams including classroom teachers, multilingual teachers, safety net reading intervention teachers and administrators. Special education teachers participate as invited.	Visible Learning Professional Development	
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Priority #2: English Language Arts 2-5											
Strategy to Address Priority	Action										
	Measure of Fidelity of Implementation										
	Refine Tier 1 Literacy Instruction										

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		Implementation of evidence-based foundational literacy instruction. - 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 Heggerty instruction. Staff will calibrate literacy instruction practices including; CORE Reading Fundamental, Wonders Instructional Routines and Haggerty. - Participation in optional training sessions offered by Title 1 Program Specialist 100% of all new teachers attend CORE Training. FastBridge progress monitoring to track progress and adjust flexible groupings - FastBridge data reviewed with defined data teams including classroom teachers, multilingual teachers, safety net reading intervention teachers and administrators. Special education teachers participate as invited. Visible Learning Professional Development 100% attendance of teachers professional development in at least one of the following: - Teacher Clarity presented by Corwin - Learning Intentions and Success Criteria presented by Corwin and LWSD staff - Feedback presented by Corwin - Evidence Into Action 1 and 2 presented by Corwin - Visible Learning Institute presented by Corwin - Ongoing collection of evidence of implementation of practices from professional learning and analysis of data, including effect size, between school years and assessment periods. Refine Tier 2 Literacy Instruction:
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		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. • FastBridge data reviewed regularly Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness. • Master schedule with dedicated small group instruction for all student in their general education classroom. • Safety Net services provided during WINN time for identified students. • Multi-lingual services provided during WINN time for identified students. • Professional Learning of resources available to support tier 2 targeted instruction.
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Priority #3: Social-Emotional Learning		
Strategy to Address Priority	Action • Measure of Fidelity of Implementation	
	Refine Tier 1 Social-Emotional Learning Instruction:	
	Professional Learning and Implementation of student-centered approaches: • Refresher Professional learning on community building circles as measured by dedicated time on the LEAP calendar. • Calm down spaces maintained in all classrooms with professional learning on usage and calibration as	

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		measured through LEAP calendar and walkthrough inventory. • School-wide agreements for SEL resources and strategies such as Zones of Regulation, Purposefull People and classroom buddies. • Review of SEL standards and progressions professional learning as measured by dedicated time on the LEAP calendar. • Students are greeted each morning by JME staff • 100% of classrooms will participate in counselor led Tier 1 SEL instruction (Second Step) delivered regularly • Family Connection meetings held with families at the beginning of the school year. • Student voice surveys are administered by all teachers at least three times per year. • 100% of classrooms will participate in Disability Acceptance learning Structural support and review: • Dedicated time for SEL instruction in the master schedule. Refine Tier 2 Social-Emotional Learning Instruction: Structural supports and professional learning: • MTSS- Intervention Team training delivered in September 2023 • Counselor-led Tier 2 social groups • Check-in/Check-out • Break Passes Refine Tier 3 Social-Emotional Learning Instruction: Professional Learning and Implementation of student-centered approaches: • 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.
Adjust	In the Fall, Winter, and Spring, the leadership teams will review data from the above sources and analyze how the adopted strategies are addressing the priority goals. Changes	

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in progress toward the goal will be noted for both positive and negative outcomes. Staff will collaboratively share practices that are showing the greatest positive effect, and administrative staff, the Title I Program Specialist, and the MTSS Coach will work to coach around continued best practices. Slow or no progress indicators will be evaluated to determine whether a practice needs adjustment or to be discontinued.	
Priority #1 Method(s) to Monitor Progress	• FastBridge universal screener benchmarks (Fall, Winter, Spring). • FastBridge nonsense word progress monitoring every week 6 of each Wonders unit. • Wonders mini-assessments administered 3x per year
Priority #2 Method(s) to Monitor Progress	• 3rd, 4th, and 5th grade classroom teachers will administer an SBA Interim Assessment at least three times. • All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring). • All students will participate in Wonders Mini-assessments administered 3x per year • 2nd grade will administer the CBM reading and nonsense words from FastBridge to progress monitor all students bi-weekly. • 3rd grade will Fastbridge progress monitoring every other week for all students (with the comprehension questions for students in our comprehension focus group), utilize Wonder's Fluency Assessments on week 6 of Wonders (just for students in our fluency focus group), the Phonics and Decoding screener BOY, MOY, EOY (just for students in our phonics focus group), Wonders Weekly Selection tests, and Wonders Unit Tests
Priority #3 Method(s) to Monitor Progress	FIA 4.2 Behavior/SE Instruction - By Spring 2024, 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). Panorama Survey data Fall 2023-Spring 2024

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

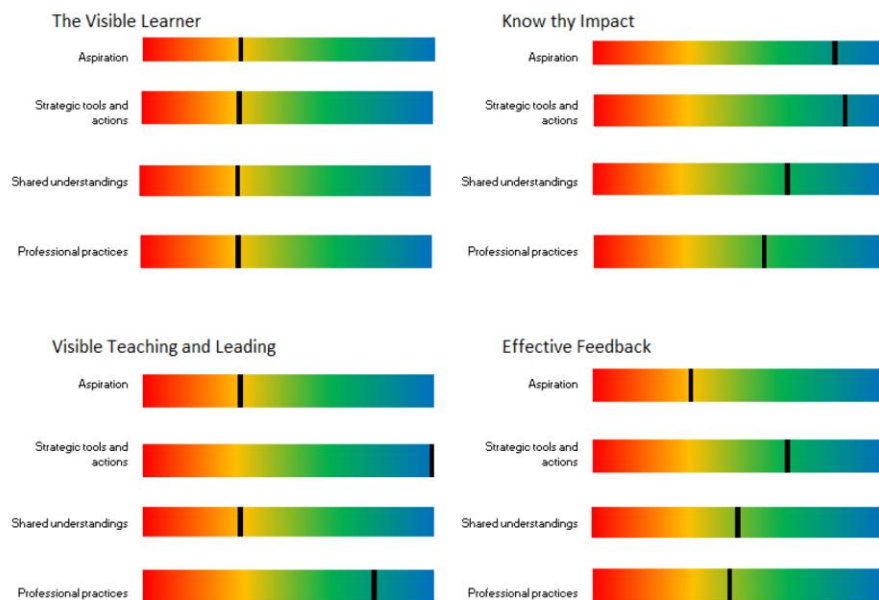
Plan

Tier I Instructional practices: Visible Learning

The Visible Learning framework focuses on aligning school systems and processes around five strands: The Visible Learner, Know Thy Impact, Visible Teaching and Leading, Effective Feedback, and The Visible Learning Classroom (2022). Each of these strands was developed by John Hattie, John Almarode, Douglas Fisher, and Nancy Frey (2022) based on what research shows about how effective learning takes place. Each of the practices and strategies within the five strands are backed by evidence of high success in research studies and in practical application (Almarode, Fisher, & Frey, 2022). When put into place with intentionality and accountability, the Visible Learning framework supports student growth of more than a school years' worth of expected growth as well as an increase in the overall effectiveness of an entire school staff. Based on this research and rationale, JME aims to show schoolwide reform by implementing Visible Learning practices into daily classroom instruction, thereby increasing overall effectiveness of Tier 1 instruction.

The Schoolwide Capability Assessment (SCA) was administered schoolwide in the Spring of 2023. The benchmark data gathered from this assessment shows a need for focus in each of the identified strands.

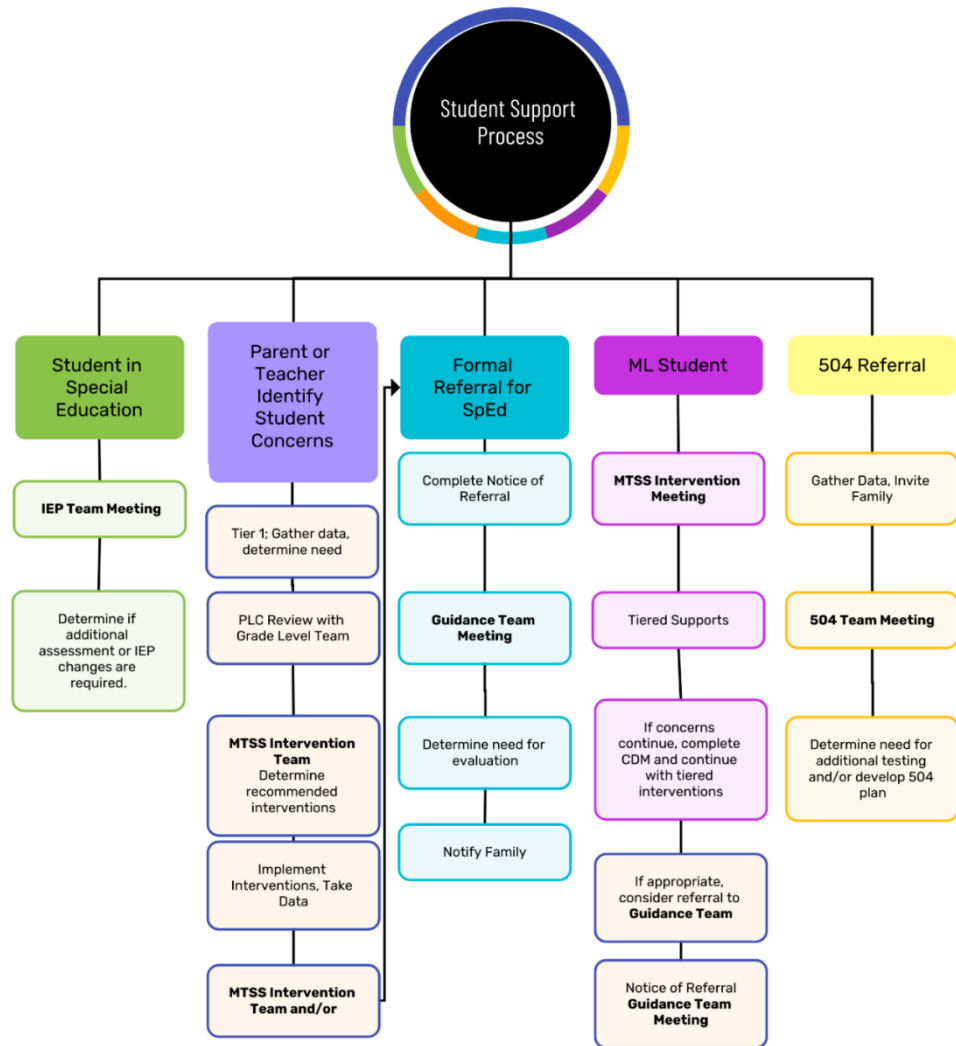
The SCA Aggregated Gradients Strand by Strand



	Blue Green Orange Red This is common-place and systematically embedded in the school This exists in the school but couldn't yet be considered common-place or systematic This exists in the school in small pockets This is not established practice in the school																																		
Do	JME began to implement the Visible Learning framework in the 22-23 school year. The following is a timeline for implementation: <table> <tr> <th>Month</th><th>Description</th></tr> <tr> <td>March 2023</td><td>Initial professional learning with Corwin: "Visible Learning"</td></tr> <tr> <td>April 2023</td><td>Leadership Institute with leadership teams at Robert Frost Elementary</td></tr> <tr> <td>April/May 2023</td><td>Visible Learning School Capability Assessment</td></tr> <tr> <td>Spring 2023</td><td>Beginning implementation of Learning Targets and Success Criteria</td></tr> <tr> <td>July 2023</td><td>Attendance at national Visible Learning Institute for some teachers and district leadership</td></tr> <tr> <td>August 2023</td><td>Professional Learning with Robert Frost Elementary around Learning Targets and Success Criteria</td></tr> <tr> <td>Yearlong 23-24</td><td>Regular "Visible Learning Bite of the Week" newsletter inserts</td></tr> <tr> <td>Yearlong 23-24</td><td>Classroom Walkthroughs/Observations with feedback centered on Visible Learning strategy implementation</td></tr> <tr> <td>October 2023</td><td>Professional Learning with Robert Frost Elementary around Visible Teaching and Feedback (presented by Corwin)</td></tr> <tr> <td>November 2023</td><td>Professional Learning: Evidence into Action I (presented by Corwin)</td></tr> <tr> <td>December 2023</td><td>Building-wide learning walks</td></tr> <tr> <td>December 2023</td><td>Initial evidence for 5 strands of Visible Learning collected</td></tr> <tr> <td>January 2024</td><td>Attendance at Washington Visible Learning Institute in Tumwater, WA for some teacher leaders</td></tr> <tr> <td>February 2024</td><td>Professional Learning: Evidence into Action II (presented by Corwin)</td></tr> <tr> <td>March – June 2024</td><td>Implementation of Evidence into Action plan with additional building-wide learning walks</td></tr> <tr> <td>May 2024</td><td>Evaluation of Year 1 Implementation (leadership team Schoolwide Capability Assessment)</td></tr> </table>	Month	Description	March 2023	Initial professional learning with Corwin: "Visible Learning"	April 2023	Leadership Institute with leadership teams at Robert Frost Elementary	April/May 2023	Visible Learning School Capability Assessment	Spring 2023	Beginning implementation of Learning Targets and Success Criteria	July 2023	Attendance at national Visible Learning Institute for some teachers and district leadership	August 2023	Professional Learning with Robert Frost Elementary around Learning Targets and Success Criteria	Yearlong 23-24	Regular "Visible Learning Bite of the Week" newsletter inserts	Yearlong 23-24	Classroom Walkthroughs/Observations with feedback centered on Visible Learning strategy implementation	October 2023	Professional Learning with Robert Frost Elementary around Visible Teaching and Feedback (presented by Corwin)	November 2023	Professional Learning: Evidence into Action I (presented by Corwin)	December 2023	Building-wide learning walks	December 2023	Initial evidence for 5 strands of Visible Learning collected	January 2024	Attendance at Washington Visible Learning Institute in Tumwater, WA for some teacher leaders	February 2024	Professional Learning: Evidence into Action II (presented by Corwin)	March – June 2024	Implementation of Evidence into Action plan with additional building-wide learning walks	May 2024	Evaluation of Year 1 Implementation (leadership team Schoolwide Capability Assessment)
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Study	As part of our continued learning in Visible Learning, the JME staff has taken part in several large- and small-scale professional development opportunities. The large-scale opportunities included the national Visible Learning Institute in Orlando, FL as well as day-long conferences presented by Corwin consultants in March, October, November, and February. The SCA also included recommendations for next steps to take with the staff. After each professional learning opportunity, the leadership team is working to share the learnings with the entire school. At JME, shared leadership is valued. A leadership team of 15 individuals representing each grade level, specialty area, and program, are part of the Evidence into Action team. This team met together for an intensive professional learning where they discussed evidence of our current implementation and a second meeting in February for additional planning and goal setting. In addition, our Title I Program																																		

Requirements retrieved from <https://ospi.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models> Title I, Part A Office at OSPI.

	Specialist, with the support of the admin team, is spearheading the Visible Learning implementation.
Adjust	Currently, the JME staff is working to ensure that the components of Visible Learning are clearly articulated in every classroom with the goal to have this part of the Visible Learning Framework fully implemented by June 2024. Ongoing professional learning, coaching, walkthroughs, and other staff learning opportunities help guide this implementation. The administration team does regular building and classroom walkthroughs where they observe the Visible Learning framework in action. Feedback from these walkthroughs is also a way that the team monitors and adjusts the implementation of best practices. Coaching provided by the MTSS Coach and Title I Program Specialist is available for all teachers to monitor and adjust their progress. In the Spring 2024, the leadership team will do another building-wide assessment using the criteria from the SCA to determine progress toward implementation goals. At that time, the leadership team will be able to analyze data, make adjustments to the plan, and determine next steps. This assessment will guide goal-setting for the following school year.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	Tier 2 and Tier 3 Support: MTSS-IT and Guidance Teams JME plans for continued implementation and leadership team support of Multi-Tiered Systems of Support of both Academics and Behavioral, Social and Emotional Support to improve our school program. The MTSS Framework helps the school identify students who may be struggling early, so they receive early interventions using evidence-based practices. It offers interventions and supports designed to concentrate on the behavioral and academic challenges of targeted students. This will ensure that all students are part of one proactive and responsive educational system that believes in: • Inclusion • Equity • Collaboration • Family/Community Engagement When students show a need for support beyond the Tier 1 setting, the student is referred to the MTSS Intervention Team (MTSS-IT) or Guidance Team (GT).
Do	The following graphic is used to support the MTSS-IT and GT referral process:



The following process is followed:

1. Ensure Tier 1 instruction is provided to all students.
2. If a student needs additional support, the referring teacher will schedule a meeting fill out the Student Referral form at least two weeks prior to the meeting date and return it to the MTSS coach to facilitate the meeting.
3. At the meeting, the team should come prepared with information about the student, including strengths, areas for growth, and interventions tried.
4. At the MTSS-IT meeting 1, the team will consider evidence-based interventions to support students. The outcome of the meeting is an action plan with Tier 2 interventions.
5. Tier 2 Interventions are implemented for a minimum of 6 weeks. Progress monitoring data is collected.

	6. If the initial interventions are not successful, the team will reconvene to discuss options for Tier 3 interventions and a possibility of additional evaluations, including those to special education plans. In addition, a Critical Data Matrix should be completed for students who are Multilingual Learners (ML) and exited ML students. The Critical Data Matrix takes years of education in primary language, literacy in primary language, years learning English, English proficiency, and parent interview, among other considerations, into account. The process: • Helps distinguish between a potential disability and language acquisition. • Provides systematic evidence-based guidance for making decisions regarding concerns about English Language Learners. • Requires teams to gather information and consider 16 factors when determining whether an ML student should be referred for special evaluation or should be given more interventions or supports (see below). • Multiple team members will be involved in the data collection process including general education teachers, ML teachers, psychologists, counselors, SLPs, and administrators.
Study	As the team works to support students and allocate intervention resources effectively, we will continue to learn about the best practices for MTSS and special education. Some of these professional learnings include: • LWSD District-led August District Leadership Team and LEAP teacher trainings • Release time for special education staff for planning and service coordination • 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. • Weekly MTSS coaches meetings • MTSS Training from OSPI https://ospi.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss
Adjust	One of the primary purposes of the structured MTSS meeting format is to accurately implement and track the progress of interventions. At each meeting, the effectiveness of applied interventions is discussed and analyzed so that all possible avenues of support are explored before students are referred to more formalized plans of support and allocation of resources. This process empowers the team to more effectively meet student needs in the classroom setting rather. As the MTSS meetings continue, the leadership team will analyze the student data, specifically looking at the number of students referred to formalized intervention and Special Education. Adjustments will be made to the structure and requirements of the meetings if the number of students receiving referrals increases or remains the same. A decrease in student referrals would indicate that the intervention process is effective.

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COMPONENT #4: COORDINATION AND INTEGRATION																														
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES																														
Plan	Funds will be leveraged to support the schoolwide plan. Students will be identified for additional support based on a rank order that accounts for the intents and purposes of each program. All students receiving additional support are expected to fully participate in core instruction. There is time set aside for students to receive their interventions and target necessary skills in addition to the core instruction with classroom teachers. During this intervention time, teachers will be providing Tier 2 instruction in their own classroom small groups and targeted students will receive necessary supports during these learning time blocks in pull out and push in small group models. Both achievement and growth data will be considered as student grouping decisions are made. Title 1 monies will support professional development for teachers to ensure the adults demonstrate the skills necessary to teach students who may be at-risk for academic failure. Through Title 1 professional development, staff will learn about best practices in meeting the needs of the variety of students served. Staff will apply appropriate instructional strategies to students served via combination of funding. Title 1 monies will also be utilized for the collaboration with our Family and Community Outreach Liaison, District Coordinator, MTSS Coach, Title 1 Facilitator, and other staff to better connect with families and the community.																													
Do	Insert 2023-2024 Staffing Expenditure Here MUIR STAFFING Basic Ed: <table><tr><td>01</td><td>Basic</td><td>Elem Ed</td><td>2,344,975</td><td>73.74%</td></tr><tr><td>0112 & 0115</td><td>Basic</td><td>Safety Net</td><td>251,038</td><td>7.89%</td></tr><tr><td>5100</td><td>Federal</td><td>TITLE I Part A</td><td>160,100</td><td>5.03%</td></tr><tr><td>5545</td><td>State</td><td>LAP</td><td>39,382</td><td>1.24%</td></tr><tr><td>6500/6504</td><td>Other</td><td>ELL</td><td>122,713</td><td>3.86%</td></tr></table>					01	Basic	Elem Ed	2,344,975	73.74%	0112 & 0115	Basic	Safety Net	251,038	7.89%	5100	Federal	TITLE I Part A	160,100	5.03%	5545	State	LAP	39,382	1.24%	6500/6504	Other	ELL	122,713	3.86%
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	2101	Other	Special Ed	161,478	5.08%
	9760	Other/Custodian	District Support	56,627	1.78%
	9800	Other	District Food	10,186	0.32%
	9900	Other	Crossing Guards	33,502	1.05%
				3,180,001	100.00%
Study	Title monies will be used to support professional development for staff to learn about best practices in meeting the needs of JME students. Please see explanations of professional development and training initiatives as listed in the sections above.				
Adjust	The leadership teams analyze the effectiveness of professional learning and staffing needs regularly to ensure that JME students are being offered the most appropriate and effective supports for their needs. The ongoing analysis of student growth via multiple assessment measures allows for regular adjustment of the plan. PLC groups report their progress in student achievement, and the leadership team regularly evaluates effectiveness of professional learning through student data, surveys, and walkthroughs.				
REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX					
Program	Amount Allowable		How the Intents & Purposes of the Program will be Met		
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