

John Muir Elementary School

School Improvement Plan

Annual Update: 2025-26

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 dynamic and inclusive learning community where students receive a strong academic foundation in a safe and supportive environment. We proudly serve a diverse population—socially, economically, and culturally—which enriches our school and strengthens our community. Students from John Muir Elementary go on to attend Kamiakin Middle School and later Juanita High School. We are honored to educate our students and are deeply committed to delivering a rigorous academic experience that empowers each child to achieve their personal best. Our dedicated educators invest significant time in professional development to continually enhance their teaching practices and respond effectively to the needs of every student. Ongoing assessments help us monitor progress, guide instruction, and ensure meaningful academic growth for all learners. Each year, we analyze data, set goals, and evaluate outcomes as part of our School Improvement Plan, with a consistent focus on improving student learning through high-quality instruction. In addition to academic excellence, we place a strong emphasis on developing our students' social and emotional growth. We believe that successful learners embody key learning dispositions: they are **reflective, courageous, curious, engaged,** and **persevering**. These traits are woven into daily instruction and school culture, helping students build confidence, resilience, and a lifelong love of learning. To support this, we embed social-emotional learning into our daily schedule, incorporate counselor-led lessons using the Second Step curriculum, and implement Positive Behavior Interventions and Supports (PBIS) across the school. These efforts create a positive, inclusive environment where every student can thrive—academically, socially, and emotionally.

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

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	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.

¹ LWSD School Board Approval on <insert date>

100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.

2	Mathematics	Kindergarten- Fifth Grade	By Spring 2026, students in grades K-5, will improve by at least one proficiency level or maintain grade-level proficiency in Numbers and Operations, measured by grade-level Common District Summative Assessments.
3	Social Emotional Learning	Third-Fifth Grade	In the Spring of 2025 Panorama Survey Data, 46% of students responded favorably to questions in the area of Emotional Regulation. This is below the Lake Washington School District average of 50%.

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	Literacy				
Focus Grade Level(s) and/or Student Group(s)	Kindergarten				
Focus Area	Reading Foundational Skills				
Desired Outcome	<p>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.</p> <p>100% of students is representative of all students enrolled at Muir, including students who receive multilingual and special education services.</p>				
Current Data Supporting Focus Area	Data for cohort 2037				
		Beginning of Year	On Track Lesson	End of Year	On Track Lesson
	Kindergarten	53/53 on track (100%)	L. 1	34/55 on track (62%)	L. 34
	First Grade	34/57 on track (60%)	L. 35		L. 62
	Second Grade				
Strategy to Address Priority	Action				
	<p>Professional Learning: Provide new staff training on <i>CORE Reading Fundamentals</i> and ongoing professional learning focused on phonemic awareness, phonics, and foundational reading practices. Provide ongoing professional learning focused on <i>Visible Learning</i> practices, professional learning communities, equity, and curriculum integration to ensure coherence across instructional areas and strengthen collective efficacy.</p> <p>Instructional Design & Implementation: Ensure daily 10–15 minute blocks for Heggerty and/or phonics instruction in all K–3 classrooms. Use Safety Net staff to support UFLI implementation through small-group instruction, co-teaching, and planning collaboration.</p>				

Tiered Systems of Support:

Develop and implement consistent Tier 1 reading practices across grade levels, ensuring early literacy instruction is systematic and explicit for all learners.

Fidelity & Alignment:

Conduct fidelity checks of Tier 1 practices to monitor implementation quality and maintain alignment with schoolwide reading goals.

**Strategy to Engage Students,
Families, Parents and
Community Members**

Literacy Night
 Literacy Parent Information Meeting
 Newsletters
 Student Growth Goal Cycle of Inquires
 Opportunities for students and families to engage in before and after school enrichment.
 Translated Materials
 Title 1 Informational Meeting

Timeline for Focus

Fall, 2024 - Spring, 2027

**Method(s) to Monitor
Progress**

- All students will participate in the FastBridge universal screener benchmarks (Fall, Winter, Spring).
- Teachers will administer UFLI Placement Test A and B
- 2nd grade will administer the CBM reading and nonsense words from FastBridge to progress monitor all students bi-weekly.

- K-2 FastBridge and UFLI progress monitoring to track progress and adjust flexible groupings

Priority #2

Priority Area Mathematics

Focus Grade Level(s) and/or Student Group(s) K-5

Focus Area Place Value – Numbers and Operations

Desired Outcome By Spring 2026, students in grades K-5, will improve by at least one proficiency level or maintain grade-level proficiency in Numbers and Operations, measured by grade-level Common District Summative Assessments.

Current Data Supporting Focus Area

Row Labels	0	1	1.5	2	2.5	3	3.5	4	Grand Total			BOY % Meets or Exceeds
1		18	10	18	9		3		58		1st	5%
2			10	9	12	15	5	2	53		2nd	42%
3		5	42	11	20	2			80		3rd	0%
4		3	7	5	30	15	4	3	67		4th	10%
5		1	16	9	18	8	6	5	63		5th	17%
K		1	28	13	10	10	1	1	64		K	3%
Grand Total		10	111	58	105	56	26	17	2	385	Total	12%

Strategy to Address Priority

Action

Professional Learning:

Provide ongoing coaching and training on *Building Thinking Classrooms* strategies and Adaptation Packs to strengthen instructional practice. Offer DreamBox refreshers to reinforce conceptual understanding of place value. Provide ongoing professional learning focused on *Visible Learning* practices, professional learning communities, equity, and curriculum integration to ensure coherence across instructional areas and strengthen collective efficacy.

Instructional Design & Implementation:

Implement math small groups and *Illustrative Mathematics (IM) Centers* to promote student discourse, problem-solving, and differentiation. Ensure dedicated small-group math time is built into the master schedule.

Tiered Systems of Support:

Develop and implement consistent Tier 1 math practices across all classrooms, ensuring equitable access to high-quality instruction for all students.

Fidelity & Alignment:

Conduct fidelity checks of Tier 1 math practices and engage in cycles of inquiry focused on place value to support vertical alignment of standards across grade levels.

Strategy to Engage

STEAM Night
Outdoor Learning Lab

Students, Families, Parents and Community Members	Newsletters SGG Opportunities for students and families to engage in before and after school enrichment. Translated Materials Family Math Kits aligned to core curriculum
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	K-5 CDSA completion Fall and Spring K-5 alignment of progress monitoring through MTSS leadership team

Priority #3

Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	K-5th
Focus Area	Emotional Regulation
Desired Outcome	By June 2028, the percentage of students in grades 3–5 who demonstrate emotional regulation will increase from 46% to 54%, as measured by schoolwide SEL data from Panorama.
Current Data Supporting Focus Area	In the Spring of 2025 Panorama Survey Data, 46% of students responded favorably to questions in the area of Emotional Regulation. This is below the Lake Washington School District average of 50%.
Strategy to Address Priority	<div style="border: 1px solid black; padding: 10px;"><p>Action</p><p>Professional Learning: Provide staff training on the <i>Zones of Regulation</i> curriculum to build shared language, routines, and implementation expectations. Include instructional assistants and paraprofessionals to ensure consistent support practices across all settings. Provide ongoing professional learning focused on <i>Visible Learning</i> practices, professional learning communities and equity.</p><p>Instructional Design & Implementation: Pilot the <i>Zones of Regulation</i> with a small teacher team to refine strategies before full schoolwide rollout. Introduce common SEL routines, visuals, and vocabulary to establish consistency throughout the building.</p><p>Tiered Systems of Support: Implement Tier 2 social–emotional groups focused on emotional regulation, use Check-In/Check-Out systems for monitoring and connection, and apply the 10×10 system to proactively support student well-being.</p><p>Fidelity & Environment: Create Zones-aligned learning environments and conduct fidelity checks to ensure consistent, high-quality SEL implementation.</p></div>
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none">• Using “Bridge the Gap” newsletters to support families in learning Zones Curriculum• Weekly Newsletters communicating Lesson Target Taught around Zones• Translated Materials• In 2026-2027, the school year provides information during Curriculum night around our Zones Curriculum. (counselor, teachers)
Timeline for Focus	Fall, 2025 - Spring, 2028
Method(s) to Monitor Progress	Panorama Fall and Spring of 2025-2028 (Student data) Zones Climate Rubric (Classroom Teacher) Digital Curriculum Implementation and Fidelity Checklist (Classroom teacher)

By June 2027, JME will strengthen the implementation of Tier 1 SEL practices by ensuring that at least 80% of classrooms consistently use common SEL language and strategies from the Zones of Regulation curriculum, as measured by classroom walkthrough data, teacher self-assessments, and student feedback.

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.