



Continuous School Improvement Plan (C-SIP)
John Muir Elementary School
2016 - 2018
Principal: Brenda Ball Cuthbertson

**SEATTLE
PUBLIC
SCHOOLS**

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The CSIP was reviewed and approved by the BLT November 6, 2017.

Mission and Vision

Mission:

John Muir is a culturally diverse community where students are nurtured and learning is celebrated. John Muir provides a caring learning environment that promotes academic, social, and emotional growth for all students. Our team is committed to dismantling institutional bias so that all students in our community have the opportunity to succeed.

Vision:

All John Muir students will meet or exceed academic standards as we work in partnership with families and our community to close the opportunity gap in an enriched learning environment that includes arts integration, social emotional learning, environmental and technology studies.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

In order to ensure that each child at Muir is known by name, strength and need, we launch each school year with baseline assessments and universal screeners to inform the implementation of a Multi-tiered Systems of Support (MTSS) model. The results of screeners and baseline assessments help staff to differentiate instruction for students, ensuring that they get instruction at their just right level and accelerate growth for all. We also look at summative assessments to monitor our year-to-year progress.

When reflecting on our students' academic outcomes the staff identified several next steps for closing the gaps that currently exist. These include committing to common baseline and progress monitoring assessments in math and reading; collaboration with ELL and intervention staff; and participation in grade level action research professional learning communities where teachers meet weekly to discuss instructional practices and student outcomes in targeted areas. In addition, below level students will receive support in math and reading through levy funded interventionists and Title 1 funded tutors. Our reading interventionist also serves as an instructional coach who provides support to staff members on best practices for reading instruction.

Our internal assessment system shows that when we target an area and commit to implementing best practices, our students in all racial categories show strong growth. When these systems were adopted by our primary grade teams, we saw significant growth in the targeted areas. For example, by implementing the above, Kindergarten significantly grew the percentage of students on track for proficiency in the essential early literacy skills of high frequency word reading (from 63% proficient to 87% proficient) and in phonemic awareness (from 50% proficient to 80% proficient). In Grade 2 we saw tremendous growth in closing the achievement gap; our African American students were as likely as grade level peers to make typical growth on the MAP Reading Assessment *and* to be on grade level according to the Teacher College Reading Assessment. The entire staff is committed to this work. We expect to see continued growth as we go forward.

John Muir also serves a large number of on and above level students, including our Spectrum students. Historically, we have differentiated instruction for students through math and reading workshop. This year we have further developed our Multi-tiered systems of support model to include a special 30-40 minute instructional block for reading that groups students based on their instructional levels so that every child receives differentiated instruction that is at their just right level, including those students who are on or above level.

We will use research-based strategies that help targeted students.

In order to support the implementation of researched based strategies throughout the school, Muir has

- worked to align reading and math curriculum within each grade level;
- developed common assessments for teachers to monitor the growth of all students;
- established grade level team meetings where teachers can collaboratively build best instructional practices
- committed to continual ELL professional development opportunities
- been selected by the Department of Education and Early Learning Levy to receive additional support, training, and resources aimed at closing the opportunity gap

Common assessments allow for schoolwide identification of students who are achieving well below or well above grade level standards (including Advanced Learners). These students are targeted under MTSS for tier 2 interventions. These interventions include:

- flexible (and/or cluster) grouping
- curriculum compacting
- tiered instruction
- project-based learning
- small group instruction through workshop models in the classroom and pull out instruction with interventionist
- ELL support in class and in small group
- moderate acceleration
- ELL strategies will be used in general education classrooms to support ELL and low language students

Progress monitoring of student learning occurs within lessons, through informal assessments, exit slips and benchmarking assessments that occur quarterly.

In addition to receiving instruction in foundational math and reading skills, students receive many opportunities for enriched project based instruction. Project based learning is recommended for advanced learners and is provided for all students attending Muir. This includes instruction in:

- Integrated arts projects and artist residencies (See below);
- Social emotional learning – RULER and PBIS instruction (“The John Muir Way”)
- Natural conservation/ community building – Islandwood, Camp Long, Conservation, Muir’s Gardens
- Service Learning and Leadership development – Muir Mediators, Crossing Guard
- Advanced learning through – UW partnership for Philosophy in schools, the Global Reading Challenge, The Math Olympiad and project based learning activities including creating public service announcements,

Arts integration is a core value at Muir and all students attending Muir have access to arts opportunities. Students at each grade level participate in numerous opportunities throughout the year. A sampling by grade level follows:

- 1st graders study weather in science and create different types of clouds in boat scenes inspired by Vincent Van Gogh. They also create cloud creatures- based on Chinese mythical creatures (Chi-lin) that live in different kinds of clouds;
- 3rd graders build instruments as they study the science of sound unit;
- Kindergarteners collaborate with Franklin High School students on clay projects; and

- 5th graders participate in a spoken work residency that builds identity and confidence as we prepare to send our students on to middle school.

Afterschool Opportunities are available through the ReWa Homework Club and the YMCA/Powerful Schools academic and enrichment classes.

Our school offers professional development that is high quality and ongoing.

We believe in teaching the whole child so our professional development plan is multifaceted. It includes trainings on social emotional learning (RULER and PBIS), Racial Equity, MTSS and Professional Learning Communities (PLC) structures. Grade level teams adopting the DuFour PLC cycle have seen tremendous growth in focus areas. (Kindergarten's PLC work noted above resulted in significantly more students meeting grade level expectations.)

Over 80% of staff members stated they wanted a reading coach in 2015. Starting in 2016, Muir created a .3 professional coach and .7 reading intervention position through DEEL levy funds. Coaching was expanded in 2017-18 so we now have .7 of coaching time (that is we now have a .5 reading coach and a .2 ELL coach on staff). In addition, we formed a collaborative partnership with the University of Washington to provide professional development for supporting language demands of all lessons with a focus on ELL students. While staying focused on closing the opportunity gap, we will continue to utilize the career ladder program, our ELL teachers, and district staff to build teachers' content knowledge and increase the efficacy of grade level Professional Learning Communities.

Our school will increase parent/family engagement.

We start each September with a PTA hosted family dinner and a school sponsored open house. Throughout the year we will sponsor a variety of events that bring families together including:

- Monthly PTA Board meetings including three Community PTA Meetings with dinner, interpreters and childcare provided;
- Monthly Principal Coffee Chats with interpreters present that inform parents/guardians about initiatives at the school and allow time for questions;
- Bilingual Family Morning Meetings where parents will be given information in their native language and have the opportunity to ask questions or voice concerns;
- Quarterly African American Family Nights that provide families the opportunity to discuss school events, the achievement gap and share questions or concerns;
- Monthly social/educational events for families including a school dance, Race and Social Justice, Ice Cream Social, a Celebration of Learning evening, RULER family charter night and much more;
- One of the highlights of the year is our Multicultural Family Night where families bring food from their native cultures to share and there is music, dance performances, and other cultural traditions.

In order to make our communications accessible to all families:

- We have bilingual instructional assistants on staff to provide translation support for families;
- We use SchoolMessenger calls and emails (translated into 4 primary languages) to notify/remind families of upcoming events, school closures and changes in schedule;
- We regularly communicate with families through a monthly school newsletter as well as classroom-specific communication to inform families about evening events and class activities, curriculum and field trips; and
- The PTA translates their documents into these four languages as much as possible.

We encourage parent volunteers to help in classrooms, in the office and on field trips.

We believe that a nightly homework and/or reading connects families to what their student is working on and learning in school. Our homework policy includes classrooms assigning reading as a nightly routine. In addition, homework may be assigned from other content areas. The schoolwide guidelines are to assign no more than 10 minutes per grade so that Kindergarten would have 10 minutes, first grade would have 20, etc.

Our staff is involved in decision-making.

Staff representatives participate in our decision-making in a variety of ways. Our BLT has decision-making authority in numerous areas of school leadership, including drafting the CSIP, setting the professional development plan for the year and facilitating the budget process. The BLT meets at least once per month, and our representatives report back to their grade level/department teams. They also bring input to BLT meetings from their team members. A variety of school-based committees also provide input to the BLT on the professional development plan (Racial Equity, Safety, Instructional leadership, Technology, RULER/PBIS, MTSS/Levy).

The BLT established a decision-making matrix in 2016. When teacher input is required or desired, the BLT will frame the issue and then representatives meet with their grade band teams to discuss and gather feedback that is brought back to the BLT for consideration.

We will assist our students to meet standard.

Teachers use a variety of measures to track student progress toward state standards throughout the year. These include informal checks for understanding during a lesson, exit slips at the end of a lesson, weekly/unit assessments and quarterly benchmarking assessments. Students not mastering key content receive additional instruction through small groups.

During the fall and winter universal screeners are administered in math and reading to identify students for intervention services through our levy funded interventionists. Students receive reading intervention from certificated staff, instructional assistants and classroom tutors. Math intervention focuses on students in primary grades. A Title funded teacher supports math instruction in grades 3-5.

Starting in 2017-18 we will receive additional training on supporting ELL students through a partnership with the Levy and the University of Washington.

Retain high quality, highly effective, and highly qualified staff.

Muir is committed to recruiting and retaining a highly-qualified staff from diverse backgrounds. New staff participate in an initial district and school-based orientation in August. They are supported during the school year through STAR Mentors provided by the district and through career ladder teachers at the school site. Participation in weekly grade level team meetings and supporting committee work also helps new staff members integrate into the John Muir community

How do we support the transitions of new students and families into our school?

Transitioning into a new school is an important event for both students and families. We do several things to ensure smooth transitions for children and parents/guardians.

During the spring we invite neighborhood and pre-K families to tour the school and register for enrollment. Sometimes these tours are led by a PTA parent. During the summer our PTA hosts playdates on our playground to give any incoming families with students in any grade an opportunity to meet and learn about the school from current parents. The PTA also plans to host grade-level potlucks which will connect new families with ones who have been at Muir.

Pre-K: Enrolled families are invited to participate in Jump Start – a week-long orientation to Kindergarten provided before school begins. During Jump Start week we hold parent information sessions and invite families to participate in a K-1 picnic where they can meet other families from Muir and find out who their Kindergarten teacher will be. Parent conferences held prior to the start of kinder provide our teachers and families the opportunity to get to know each other before students begin their school year.

Middle School Transition: In order to aid in a smooth transition to middle school, we invite the middle schools that we feed into to come and talk to our 5th grade students. These middle school visits provide important information to students as well as give students an opportunity to ask questions. Additionally, it allows for early connections to be made between students and middle school counselors/administration.

We also hold an event every spring called “Fifth Grade Family Night.” This is an opportunity for fifth graders to invite family members to share in a special celebration honoring the transition from elementary school on to middle school.

Additionally, throughout the year, support staff communicate with and visit the middle schools that our previous 5th graders currently attend. The communication/visits serve as an opportunity to connect with the school counselors as well as provide support to students who are having difficulty transitioning to their new school environment.

Our system of support assures our highly qualified staff are supporting students.

Muir is fortunate to have several sources of funding to support our work with students. We use our LAP, Title and DEEL Levy funds to provide differentiated reading and math support for students in grades K-5. Services are coordinated by our interventionists and provided by certificated teachers, instructional assistants, community partners or tutors. Resources used are research based (LLI Kits, Sound Partners, Think Through Math, Compass Learning, teacher designed lessons) and tutors and assistants receive training on the materials they use.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	143,597	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,575,204	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	107,358	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	70,446	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	227,133	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	452,112	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Although we continue to make growth school-wide, we recognize there is a race and language based achievement gap and are committed to closing this gap. Subsets of students are not meeting benchmarks in English language arts.</p> <p>All grade levels will be analyzing disaggregated data and setting goals. Below we are sharing a grade 2 example of this work:</p> <p>GRADE 2 In 2016-17 60% of All students made typical growth compared to 61% of African American students and only 40% of ELL students according to the MAP assessment.</p> <p>We want to close the gap between ELL students and non-ELL students and continue to demonstrate success with our African American subgroup. (In first grade only 30% of African American students made typical Growth).</p> <p>NOTE: In the “average” school, 50% of students would make typical growth. Considering variability in the assessment scores between 45% and 55% are considered average</p>	<p>Last year 42 % of the current Grade 2 ELL students made typical growth. This year 61% of ELL scholars will meet or exceed typical growth according to MAP in English language arts (at 10% increase.)</p> <p>Last year 30 % of the current Grade 2 African American scholars made typical growth. This year 61% of African American scholars will meet or exceed typical growth according to MAP in English language arts.</p> <p>Strategies: Focus on high quality CCSS classroom instruction, differentiation and strong interventions through MTSS system, relationship-building (both teacher/student and teacher/family), training and implementation of specific ELL strategies. In addition, we will continue to participate in race and equity trainings as a staff, considering our school structures and instructional practices through the lens of racial equity.</p> <p>Progress Monitoring: F&P assessments, MAP, Observations, MTSS Progress Monitoring Meetings</p>	<p>Grade 2, Intervention, and ELL teachers and Administrators</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Subsets of students are not meeting benchmarks in English language arts. We believe in early intervention so our focus will be grade 1 students. Approximately 80% of our scholars are students of color so improving outcomes for subgroups will result in measurable improvements overall.</p> <p>For example, in Grade 1, 46% of students met typical growth goals according to MAP. This is not far from 50% (which would be the expectation for an “average school”). Two of our largest subgroups had less than 46% make growth. The first-grade team will work collaboratively with our ELL team and our reading interventionist to increase the percentage of scholars making typical growth for these two subgroups and for our students overall.</p> <p>GRADE 1 In 2016-17, 46% of all students met typical growth expectations but only 42% of ELL students and 30% of African American met or exceeded typical growth according to the MAP assessment.</p>	<p>Last year 42% of Grade 1 ELL students made typical growth. This year 55% of ELL scholars in grade 1 will meet or exceed typical growth in reading language arts according to the MAP assessment.</p> <p>Last year 30% of Grade 1 African American scholars made typical growth. This year 55% of African American scholars will meet or exceed typical growth according to MAP in English language arts.</p> <p>Strategies: Focus on high quality CCSS classroom instruction, differentiation and strong interventions through MTSS system, training and implementation of specific ELL strategies, relationship-building (both teacher/student and teacher/family). ALSO, specific PLC work around reading instruction, ELL supports, formative assessment and instructional planning for first grade students.</p> <p>Progress Monitoring: F&P assessments, Observations, MTSS Progress Monitoring Meetings</p>	Grade 1 teachers, interventionist, ELL teachers and administrators.	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Schoolwide performance in math has fluctuated over the last three years. During two of the last three years we have met the schoolwide Math Goal but many students are still below level.</p> <p>Prior goal:</p>	<p>In 2017-18 we will increase our schoolwide math goal to: 75% of John Muir students will score 75% or higher on the end-of-year assessment of targeted Math standards by June 8, 2018.</p> <p>Strategies: All grade levels will include at least 2 cycles of inquiry based on math instruction during their grade level planning time. Cycles of inquiry will be supported by a math interventionist who will provide strategies to support below level students while maintaining rigor for all students. Below level primary students will receive additional support through our math interventionist. Students in grades 3 -5 will be supported through an</p>	All teachers and interventionist K-5.	June 2018

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
70% of John Muir students will score 70% or higher on the end-of-year assessment of Key Math Standards.	<p>additional math teacher who will allow for more flexible grouping and smaller group sizes. *We will also provide professional development focused on the language demands of math lessons to support ELL students.</p> <p>Progress Monitoring: Quarterly assessments of key math standards, unit pre- and post-tests, lesson based exit slips.</p>		

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>At John Muir Elementary, our areas of relative strength include Pedagogical Effectiveness (82%) and Student Motivation and Inclusion (79%) in 2016-17.</p> <p>Positive responses regarding Social Emotional Learning fell significantly below these areas (63%) for students in grades 3-5.</p> <p>Questions in this section include: <i>I am aware of my moods and feelings. I can calm myself down when I get frustrated or upset. I think before I act. I respect other points of view, even if I disagree. I make an effort to improve my relationships with other people. I feel bad when someone gets their feelings hurt.</i></p>	<p>School Culture Goal: By June 2018 the percentage of students providing positive responses under social emotional learning will increase by 10% as measured by the year end climate survey (73 % compared to 63% in 2016-2017).</p> <p>Strategies: Teaching RULER and emotional intelligence at all levels— individual, classroom, and whole school; implementing the Feeling Words Curriculum; continue implementation of PBIS schoolwide, continue to provide individual counseling and social skills groups; increase connections to families through RULER workshops and parenting groups.</p> <p>Progress Monitoring: Additional Ruler surveys and interim climate surveys.</p>	<p>Ruler Team</p> <p>PBIS Committee in collaboration with Administrators</p>	<p>June 2018</p>