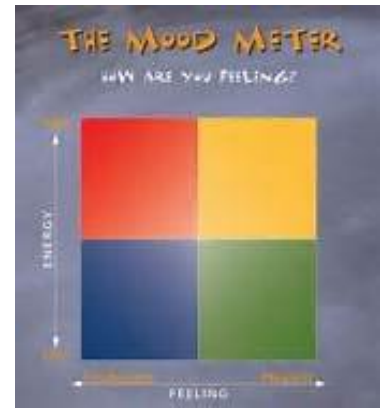




Continuous School Improvement Plan (CSIP)

John Muir Elementary
2016 - 2018

Brenda Cuthbertson, Principal



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 Muir BLT reviewed and approved the 2016-2017 CSIP in November 2016.

Mission and Vision

Mission

John Muir is a culturally diverse setting where students are nurtured and learning is celebrated. John Muir provides a caring, learning environment that promotes maximum academic, social, and emotional growth for all students.

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.

School-Wide Programs/Multi-Tiered System of Support

1. 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 launched the 2016 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 accelerating growth for all. This change in practice was needed as we found that while most John students have been making growth at a similar rate to other schools, some of our students were falling behind. Advanced learners at John Muir typically perform above grade level so we will continue the instructional practices that produce strong results for this subgroup while we increase supports for students on and below level.

On the 2016 SBAC Grade 3 showed moderate growth in math and reading (4% increase the percentage of students proficient from the prior year); Grade 4 showed a decline in both areas whether looking at year to year or cohort data; and Grade 5 showed significant growth for their cohort reading data (increase of 10%) but a slight decline in math performance (3% decrease in percentage of students proficient due to a misalignment between the Math-in-focus curriculum and the Common Core standards. (Grade 5 has adjusted their instructional plan to address this issue.)

Percent Proficient on SBAC by Grade

	Math 2015	Math 2016
Grade 3	44	48
Grade 4	42	28
Grade 5	49	39

Percent Proficient in Reading by Grade

	Reading 2015	Reading 2016
Grade 3	39	43
Grade 4	40	24
Grade 5	59	50

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 changes were adopted by our Kindergarten and Grade One teams, we saw significant growth in the targeted areas. For example, by implementing the changes above, Kindergarten significantly grew the percentage of students on track for proficiency in the essential early literacy skills of high frequency word reading (63% proficient to 87% proficient) and in phonemic awareness (50% proficient to 80% proficient). We expect to see similar results as other grade levels adopt these changes.

2. 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; and
- established grade level team meeting schedules where teachers can collaboratively build best instructional practices.

	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Progress monitoring of student learning occurs within lessons, through informal assessments, exit slips and benchmarking assessments that occur quarterly.</p> <p>In addition to receiving instruction in foundational math and reading skills, students receive many opportunities for enriched project based instruction, including instruction in</p> <ul style="list-style-type: none"> • Integrated arts projects and artist residencies (See below) • Social emotional learning – RULER and PBIS instruction (“The John Muir Way”) • Nature conservation/ community building – Islandwood, Camp Long, City Conservation Program, Muir’s Community Gardens • Service Learning and Leadership development – Muir Mediators, Crossing Guard, Food Drive, etc. • Advanced learning opportunities open to all students– UW partnership for Philosophy in schools, the Global Reading Challenge, The Math Olympiad and project based learning activities including creating public service announcements, building robots and participation in playground design. <p>Arts integration is a core value at Muir. Students and each grade level participate in numerous opportunities throughout the year. A sampling by grade level follows:</p> <ul style="list-style-type: none"> • 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 <i>Science of Sound</i> unit; • As grade 4 studies the Storypath unit on Northwest Coastal Natives, they create their own totems integrating Northwest Indigenous art with use of ovoids and u-shapes; and • 5th graders participate in a spoken work residency that builds identity and confidence as we prepare to send our students onto middle school. <p>Afterschool Opportunities are available through the Huchoosedah Homework Club, YMCA/Powerful Schools academic and enrichment classes, and through extended music opportunities including Choir, Recorders, and Ukulele Clubs.</p>
<p>3. Our school offers professional development that is high</p>	<p>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.)</p> <p>Over 80% of staff members stated they wanted a reading coach in 2015. In 2016 Muir created a new position (.3 reading coach .7 reading intervention) through levy funds to support this professional</p>

<p>quality and ongoing.</p>	<p>development need for teachers. We are also utilizing the career ladder program, our ELL teachers and district staff to build teacher’s content knowledge and to develop stronger grade-level PLC’s focused on closing the opportunity gap while providing growth opportunities for all students.</p>
<p>4. Our school will increase parent/family engagement.</p>	<p>We will continue to 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:</p> <p>Monthly PTA meetings; Monthly Principal Coffee Chats that inform parents about initiatives at the school and allow time for questions; Monthly social/educational events for families including Bilingual Family Night, a school dance, Race and Social Justice events, Market Night, evening Book Fair, Ice Cream Social, A Celebration of Learning evening, and much more;</p> <p>One of the highlights of the year is our multi-cultural family night where families bring food from their native cultures to share and also share music and dance from their cultures in onstage performances;</p> <p>We will implement robocalls (translated into 4 primary languages) to notify/remind families of upcoming events; and</p> <p>We will continue regular communication with families through a monthly school newsletter as well as regular classroom communication that informs families about evening events and class activities.</p>
<p>5. Our staff is involved in decision-making.</p>	<p>Staff representatives and parents 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. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members. A variety of school-based committees also provide input to the BLT (Racial Equity, Safety, Instructional leadership, Technology, RULER/PBIS, MTSS/Levy).</p> <p>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.</p>
<p>6. We will assist our students to meet standard.</p>	<p>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 using a workshop model.</p> <p>During the fall and winter universal screeners are administered in math and reading to identify students for intervention services through our levy funded interventionists.</p>
<p>7. Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.</p>
<p>8. How do we support the transitions of new students and families into our school?</p>	<p>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.</p> <p>Pre-K transition: During the Spring we invite neighborhood and pre-k families to tour the school and register for enrollment. Enrolled families are invited to participate in Jump Start – a week-long orientation to Kindergarten provided before school begins. During the Jump Start week we hold two parent information sessions and invite new families to participate in a K-1, new family picnic where they can meet other families from Muir and find out who their Kindergarten teacher will be. Parent</p>

	<p>conferences held prior to the start of kindergarten provide our teachers and families the opportunity to get to know each other before students begin their school year.</p> <p>Middle School Transition: In order to aid in a smooth transition to middle school, we invite the middle school representatives to come and talk to our grade five students. These middle school visits provide important information to students and give students an opportunity to ask questions. Additionally, they allow for early connections to be made between students and middle school counselors/administration.</p> <p>We also hold an event every spring called “Fifth Grade Family Night.” This evening is an opportunity for fifth graders to invite an adult family member to share in a special celebration to honor the many changes that are unique to this time of their life as they move from elementary school on to middle school.</p>
<p>9. Our system of support assures our highly qualified staff are supporting students.</p>	<p>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.</p>

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	2,490,485	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	188,034	These funds support .8 ELL teachers and extra time for interpreting services and additional instructional materials.
2016-2017	Combined Funds	Self Help	4,381	These donated monies fund classroom projects, art supplies and field trips.
2016-2017	Specific Use	ARTS for Central Arts	2,500	Pays for artist residencies for each grade level.
2016-2017	Combined Funds	Free & Reduced Lunch	71,021	Provides funding for a day and a half of our school nurse and .3 of our Student Support Specialist.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	77,750	Funds partnership with Powerful Readers reading intervention through LLI and Sound Partners intervention for grades 1-4. Also helps pay for Kindergarten Tutors and additional ELL Support.
2016-2017	Combined Funds	Title 1	134,400	Funds classroom tutors for K and grade 4, parent involvement, .3 of a reading coach and .3 of our student support specialist.
2016-2017	Specific Use Funds	Special Education	410, 233	Secures teachers and IAs; extra time for IEP writing; supply funds.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 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 77% of grade 1 students were on track to make a year's growth, only 52% of last year's first graders ended the year on grade level as measured by the teacher's college running record assessment. The gap was even wider for black and Hispanic students.</p>	<p>We believe that early intervention will close the gap in primary grades resulting in sustained success as students move through the grade levels. Muir's goal for closing the gap follows:</p> <p>At least 80% of our grade 1 students identified as not yet at grade level reading standards will be on track to make at least one year's growth in reading by May 10, 2017.</p> <p>Teachers' College reading assessment is used to monitor reading growth of all students in our general education program. Teachers will add systematic phonics instruction and small group guided reading to their regular weekly routine to support student growth in this area.</p>	<p>Grade 1 teachers, interventionist and ELL staff.</p>	<p>May 10, 2017</p> <p>With a June 10 follow-up.</p>
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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>With only 52% of our first graders on level at the end of last year, closing the gap in reading became a priority for this year's second grade teachers.</p>	<p>By May 10, 2017, at least 80% of grade 2 students who are on or below grade level will be on track to make at least a year's growth as measured by the Teacher's College Running Record assessment.</p> <p>Teachers will add systematic phonics instruction and small group guided reading to their regular weekly routine to support student growth in this area.</p>	<p>Grade 2 teachers, interventionist, ELL teachers and administrators.</p>	<p>May 10, 2017</p> <p>With a June 10 follow up.</p>

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>During the 2015-16 School Year, 52% of classrooms met the following schoolwide Math Goal: <i>70% of John Muir students will score 70% or higher on the end-of-year teacher created/identified assessment of targeted Math standards.</i></p>	<p>Although we are shifting our focus to reading this year, it is important that we continue to track progress in the area of mathematics.</p> <p>2016-17 Schoolwide Math Goal: [70%] of John Muir students will score 70% or higher on the end-of-year amplify or teacher created assessment of targeted Math standards by May 10, 2017.</p>	<p>All teachers and interventionist K-5.</p>	<p>May 10, 2017</p>
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School Culture Goal: By May 2017 the percentage of students reporting a positive climate in the area of classroom environment will increase by 25% as measured by the year end climate survey.

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 included Pedagogical Effectiveness (74%) and Student Motivation and Inclusion (73%) in 2016-17.</p> <p>Positive responses regarding Classroom Environment fell significantly below these areas (36%) for students in grades 3-5. Statements in this area included: Students in my class are friendly to each other; Students in my class help each other learn; Students in my class are respectful to adults; Students in my class are focused on learning. <i>These responses reflected teacher observations last year, so we had started on a response plan last spring before the data was compiled.</i></p>	<p>By May 2017 the percentage of students reporting a positive climate in the area of classroom environment will increase by 24% as measured by the year end climate survey.</p> <p>Our plan to reach this goal follows a Multi-Tiered Systems of Support model. Specific components follow:</p> <p><i>Tier 1 Supports:</i></p> <p>A) Continue RULER implementation of class charters (Sept), mood meter review (Oct/Nov); Meta moment and Blueprint problem solving through perspective taking (Jan/Feb) ; and parent engagement opportunities Spring 2014.</p> <p>B) PBIS Implementation - During the summer we formed a Positive Behavior Intervention and Support Team to plan a school wide response that included</p> <ol style="list-style-type: none"> 1) Identifying core, self-defining principles to be taught that would result in building a culture where students respect and care for one another. (In August of 2016 we agreed upon the John Muir Way: <i>We take care of our selves. We take care of each other. We take care of our school.</i>) 2) Creating schoolwide expectations through a behavior matrix; communicating / teaching expectations to both teachers and students. During our pre-service days teachers reviewed expectations. Star Stations were used to teach students expectations during the first week of school. (Aug 2016) 3) Developing and implementing acknowledgements and celebrations of positive student behaviors. Gold stars given for student behavior, blue stars for classwide behavior, monthly assemblies honor classrooms consistently showing expected behaviors. (Sept 2016) 	<p>Ruler Team</p> <p>PBIS Committee in collaboration with Administrators</p>	<p>See left.</p> <p>August 2016</p> <p>August 2016</p> <p>September 2016</p>

