



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 in the fall and the CSIP was reviewed again on June 5th, 2017 with BLT approval. The BLT will review the CSIP again with updates and current data in August 2017.

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.

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 accelerating growth for all. This change in practice was needed as we found that while most students have been making growth at a similar rate to other schools, some of our students were falling behind.

On the 2016 SBAC Grade 3 showed moderate growth in math and reading (4% increase in 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 in 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
DATA TO BE UPDATED

48
Grade 4
42
28
Grade 5
49
39

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 I 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 (from 63% proficient to 87% proficient) and in phonemic awareness (from 50% proficient to 80% proficient). We expect to see similar results as other grade levels adopt these changes.

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 meeting schedules where teachers can collaboratively build best instructional practices

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

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. Including 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. Students and 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;
- As grade 4 studies Storypath- NW Coastal art, 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 on to middle school.

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 Ukelele Clubs.

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 new position .3 reading coach .7 reading intervention through levy funds to support professional development for teachers. Coaching will be expanded in 2017-18 through an additional .7 of coaching time and through a collaborative partnership with the University of Washington who will provide professional development for supporting language demands of all lessons with a focus on ELL students. We will continue to utilize the career ladder program, our ELL teachers and district staff to build teacher’s content knowledge and to develop high functioning grade level PLC’s focused on closing the opportunity gap while providing growth opportunities for all students.

Our school will increase parent/family engagement.

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:

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;

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;

We will implement schoolmessenger calls (translated into 4 primary languages) to notify/remind families of upcoming events; and

We will continue regular communication with families a monthly school newsletter as well as weekly classroom communication to inform families about evening events and class activities.

Our homework policy is one more way we connect with families. All classrooms assign 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 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).

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 using a workshop model.

During the fall and winter universal screeners are administered in math and reading to identify students for intervention services through our levy funded interventionists.

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. 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.

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.

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 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 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 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.

How do we support students identified as Highly capable?

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 meeting schedules where teachers can collaboratively build best instructional practices
- 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

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. Including 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. Students and 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;
- As grade 4 studies Storypath- NW Coastal art, 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 on to middle school.

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 Ukelele Clubs

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 recognise there is a race and language based achievement gap and are committed to closing this gap.</p> <p>Subsets of students are not meeting benchmarks in English language arts.</p> <p>From 2016-17:</p> <ul style="list-style-type: none"> • ___% of African American students Met/Exceeded • ___% of ELL Met/Exceeded Standarts. <p>This evidence is based on MAP, SBA, and TC Reading Tests.</p>	<p>___% of African American scholars will meet or exceed benchmarks in English language arts.</p> <p>___% of ELL students will meet or exceed benchmarks in English language arts.</p> <p>To Monitor: TC tests, MAP, SBA Interims, Observations, MTSS Progress Monitoring Meetings</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). ALSO, race and equity training as a staff and an examination of what it's like to be a student of color at Muir.</p>	Staff	June 2018

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.</p> <p>From 2016-17:</p> <ul style="list-style-type: none"> • ___% of First graders Met/Exceeded expectation in English Language Arts/ 	<p>___% of first grade students will meet or exceed benchmarks in English language arts.</p> <p>To Monitor: TC tests, SBA Interims, Observations, MTSS Progress Monitoring Meetings</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). ALSO, specific PLC work around reading instruction, ELL supports, formative assessment and instructional planning for first grade students.</p>	Staff	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ 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 the 2014-15 and 2016-17 School year, we met our schoolwide goal, while in 2015-16 only 52% of classrooms met the schoolwide Math Goal:</p> <p>70% of John Muir students will score 70% or higher on the end-of-year amplify or teacher created assessment of targeted Math standards.</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 May 10, 2018.</p> <p>Strategies: All grade levels will include 3 cycles of inquiry based on math instruction during their grade level planning time. Cycles of inquiry will be supported by our math interventionist who will provide strategies to support below level students while maintaining rigor for all students. We will also provide professional development focused on the language demands of math lessons.</p> <p>Progress monitoring: Quarterly assessments of key math standards, unit pre and post tests, lesson based exit slips.</p>	Staff	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ 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 the 2014-15 and 2016-17 School year, we met our schoolwide goal, while in 2015-16 only 52% of classrooms met the schoolwide Math Goal:</p> <p>70% of John Muir students will score 70% or higher on the end-of-year amplify or teacher created</p>	<p>Problem of Student Learning: (WON'T LOAD RIGHT) Many students report not feeling safe at school. Many students also report and demonstrate challenges with regulating emotions. DATE TO BE ADDED</p> <p>SMART GOAL: ___ %will demonstrate an increase of 20% (compared to 2016-17) of students responding favorably in the categories of School Safety and Social-Emotional Learning on the school climate survey.</p> <p>Strategies: Teaching RULER and emotional intelligence at all levels—individual, classroom, and whole school; continue implementation of PBIS schoolwide, continue to provide individual counseling; add social skills groups; increase connections to families through RULER workshops and parenting groups.</p>	Staff	June 2018

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
assessment of targeted Math standards.	Progress Monitoring: Additional Ruler surveys, interim climate surveys, focus groups.		