2024 CSIP Review and Updates
John Muir Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: John Muir Elementary

Principal: Quinta Thomas

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Micheal Wheatley, Micheal Tamayo, Sage McCotter, Karen McHegg, Sydney Arellano, Sylvie Kovnat, and Julie Cella

[2023-26 CSIP John Muir](#)

[John Muir Elementary School Report](#)

[John Muir Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Learning Environments – Joyful, Safe, Anti-Racist: Establishment of the de-escalation and restorative space, Community/ restorative circles as tier 1, Restorative work with WABLOC

Classroom Instruction and Academic Success: Routine PLC's, establishment of an MTSS Committee and Instruction Leadership team, Academic professional development, all K-3 teachers did SIPPS Small groups in their classrooms.

Family and Community Engagement: 1. Family co-design for educational justice – providing authentic two-way engagement with school community and families. Provide feedback directly back to the family community updating the on implementation of feedback. 2. Parental Involvement in our Cultural Connections team 3. Multilingual theme resource hour every first Wednesday of the month. 4. Black Family Meeting twice a year.

Culturally Responsive Workforce: Racial equity training for the staff, various staff moral activities (potlucks, themed dress days,) Staff off site partnership with Seattle Arts Museum, Staff conflict resolution protocol**.**

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

Due to funding, we will not be continuing our work with TIPS tutors which provided extra support to teachers for interventions and enrichment.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Students: Our students of color furthest from educational justice will make expected growth in map and reading measured by the SBA and MAP. Students will feel safe and represented at school.

Families: Families of color will become more engaged at school and all families feel that their students are growing and feel safe at school.

Staff: Staff are growing as professionals in the workplace.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

- Our students made strong progress in math
- Accelerated learning for Black students and students of color furthest from educational justice
- Made progress in closing the opportunity gap
- Our students of color furthest from educational justice made more than the district average of expected growth in their foundational literacy skills.

Summary of student strengths supported by data:

Our students are growing in their math supported by MAP and SBA data. Our students are also growing in their foundational literacy skills.

Identify and prioritize student needs supported by data:

In collaboration with MTSS and community partnerships, John Muir will increase the percentage of students of color furthest from educational justice meeting their growth goal as measured by MAP Reading from 57% to 80% by fall 2024. Our current progress is 43 percent. Our students need support in reading to meet growth needs.

Summary of possible root causes of the priority student need:

Possible root causes are attendance, mental health issues, and limited interventions. We are currently working getting some of our students who need the most support to school on time so they can access their learning. We also lose funding for extra mental health resources, and we have seen a rise in mental health needs here at the building. Due to funding our tutors and intervention time is cut which result in less Tier 2 and 3 supports needed for some students.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

This data shows the increase in staff well-being due to a culture shift we had in the building!

Summary of data proving professional learning is effective in supporting student outcomes:

This data shows that we were united in a common vision and goals for the school. We used the instructional vison and CSIP to lead our work as professionals and develop ways to increase professional learning in the building. This resulted in growth for our students. We were able to have racial equity professional developments and professional learning through our early literacy department.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

We will not be using Success maker professional learning around math this year. We will use iReady instead. Success Maker did not coincide with the curriculum we were using, and the professional development sessions did not meet the needs of our staff.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

This year our parent participation was up 30 % in events and volunteering at the school. We had parents give feedback at our Leadership coffee, Black family meeting and PTA Meetings. We developed a community communications team to help streamline communication from school to families in family friendly language.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

This year we worked with" Reading Partners" as an after-school literacy enrichment CBO aligned to our instruction goals in the CSIP. Reading partners helped strengthen the independent and early literacy skills for 20 of our 2nd grade students who were not showing as much growth on their DIBLES and SIPPS mastery tests. All students, after working with reading partners, grew within their SIPPS and DIBLES Levels.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade African American Male Students proficient or above in ELA on the SBA will increase from a baseline of 30.3% to a target goal of 60.3% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade African American Male Students projected proficient or above in ELA based on MAP will increase from a baseline of 22.2% to a target goal of 32.2% by 2024-25.

Evidence-based Practice 1:

AIS

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

- Every 6 weeks
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- CBO collected data in Unified Insights
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Every 6 weeks
- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Grade-level Teams
- AIS
- Attendance Secretary

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice are intervention curriculum and materials and extended time for PLC and data analysis.

Evidence-based Practice 2:

Professional development

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Monthly

Process Data Measures:

- CBO collected data in Unified Insights
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Every 6 weeks
- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Grade-level Teams
- AIS
- Attendance Secretary

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice are intervention curriculum and materials, and extended time for PLC and data analysis.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

54 percent of 3rd Grade Students of Color FFEJ will be Proficient or Higher on the SBA in ELA by 2025-26.

2024-25 One-Year Goal:

In collaboration with MTSS and community partnerships, John Muir will increase the percentage of students of color furthest from educational justice meeting their growth goal as measured by Map Reading from 57% to 80% by Spring 2025.

Evidence-based Practice 1:

AIS

Student Outcome Data Measures:

MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Every 6 weeks
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- CBO collected data in Unified Insights
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Every 6 weeks
- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Grade-level Teams
- AIS
- Intervention Support Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice are reading and math intervention staffing, intervention curriculum and materials, and extended time to co-plan and for professional development.

Evidence-based Practice 2:

Academic Tutoring

Student Outcome Data Measures:

MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Monthly

Process Data Measures:

- CBO collected data in Unified Insights
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Every 6 weeks
- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Grade-level Teams
- AIS
- Attendance Secretary

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice are tutor staffing, interventional curriculum and materials, and extended time for co-plan and data analysis.

Advanced Learning and Highly Capable Services:

Specifically in the context of School-based Highly Capable Services, classroom teachers will convene in weekly Professional Learning Communities (PLCs) to collaboratively determine the most effective ways to challenge all students, including those identified as highly capable, to reach their highest academic potential. These students will actively participate in targeted reading and math support groups, which will be meticulously planned and supported by the dedicated reading and math teams. Additionally, students will be afforded the opportunity to engage in student leadership roles, such as serving on the student council. Moreover, they will have the chance to pursue enrichment activities during exploration days that occur throughout the academic year.

Furthermore, students will be actively involved in creating and tracking progress towards individual learning goals designed to challenge them and foster a sense of responsibility for their own learning.

Expanded Learning

- We will commit to building out of school learning through after school stem clubs, summer learning programs, and community partners such as Rainer Vista community center.

- We will commit to communicating to families about clubs and getting students input on what clubs they would like to attend
- We will continue giving priority registration to students FFEJ for our diverse afterschool clubs and Elementary Summer Learning.

Homework Policy:

Homework plays a crucial role in enhancing the overall learning experience for students. It provides an opportunity for independent practice, reinforces classroom learning, and fosters the development of essential skills such as time management and responsibility. We believe that when used thoughtfully, homework can be a valuable tool in solidifying the knowledge acquired during class hours.

At our school, the assignment of homework is carefully considered and is given at the discretion of the teacher. This approach allows educators to tailor assignments to the specific needs and progress of their students. By personalizing homework assignments, we aim to make the learning process more effective and meaningful.

We encourage open communication between teachers, students, and parents regarding homework. If you ever have any concerns or questions about the homework assigned, please feel free to reach out to the respective teacher. Your feedback is valuable, and we are committed to ensuring that homework contributes positively to the educational journey of our students.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Increase capacity building activities for families to engage in school 80% of families return income form. 80% of families participate in fall conferences. 80% of families participate in 1 family capacity building activity.

2024-25 One-Year Goal:

Increase capacity building activities for families to engage in school: 70% of families return form income from 70% of families participate in fall conferences 70% of families participate in 1 family capacity building activity.

Evidence-based Practice 1:

Student and Family Advocate

Process Data Measures:

- Family Income Survey
- Family event attendance data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Every 6 weeks

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Student and Family Advocate
- School Counselor

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice are staffing of student and Family Advocate personnel, and extended time to plan.

Evidence-based Practice 2:

Professional Development

Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

Family Engagement Attendance

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Student and Family Advocate
- School Counselor

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice are coordination of events, PTA-staff liaison, and extended time for co-planning.

2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level-specific state standards, including differentiation and enrichment services as needed.

- **Dollar Amount:** $3,511,715

- **Activities Implemented to Meet Intent and Purpose:**

  o Tier 1 instruction provided by all classroom teachers
  o Library instruction provided by Librarian
  o Elementary counselor

Title 1

- **Intent and Purpose:** To provide all children significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

- **Dollar Amount:** $142,682

- **Activities Implemented to Meet Intent and Purpose:**

  o Student and Family Advocate
  o Assistant Principal
  o Math Academic Interventionist

Multilingual Learners (Title III)

- **Dollar Amount:** $415,837

- **Activities Implemented to Meet Intent and Purpose:**
    - ML teaching staff
    - ML support services (e.g., translation and interpretation services and textual materials)
    - GLAD Training for ML Team and 4th-grade teachers

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.

- **Dollar Amount:** $72,000

- **Activities Implemented to Meet Intent and Purpose:** Math Academic Interventionist

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.

- **Dollar Amount:** $85,282

- **Activities Implemented to Meet Intent and Purpose:**
    - Reading Academic Interventionist
    - Student and Family Advocate

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.

- **Dollar Amount:** $268,600

- **Activities Implemented to Meet Intent and Purpose:**
    - Assistant Principal
    - Student and Family Advocate
    - Reading Interventionists

PTA and SEF Mini Grants

- **Dollar Amount:** $35,000

- **Activities Implemented to Meet Intent and Purpose:**
    - Kindergarten Tutor
    - Academic Tutor

OSSI Grant

- **Dollar Amount:** $29,700

- **Activities Implemented to Meet Intent and Purpose:**
    - i-Ready Software for Tier 2 Benchmark Assessments
    - TIPS Tutoring contract