



2023-26 Continuous School Improvement Plan (C-SIP)

John Muir Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: John Muir Elementary School

Principal: Quinta Thomas

Members of the Building Leadership Team and Parent/Guardian Partners: Sydney Arellano, Julie Cella (Parent), Treneicia Gardner, Mari Hayashi, Sage McCotter, Karen McHegg, Michael Tamayo, Quinta Thomas, Jacquelyn Van Patten

Community Partners (Community Based Organizations): WABLOC ARC Childcare, Asian Counseling & Referral Services, Jack Straw Productions, Learning Equity Network, Mercy Housing, Page Ahead, Seattle Art Museum, Seattle Children's Theatre, Seattle Housing Authority, Seattle Parks & Rec, Seattle Public Library, Seattle Teachers Residency, Southeast Youth & Family Services, St. Mary's Food Bank, STEM Path Innovations Network, Team Read, Therapeutic Health Services, University Tutors for Seattle Schools, UW Philosophers in the Schools



[John Muir Elementary School Report](#)

[John Muir Elementary School Climate Survey](#)

School Overview

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 receive the support they need 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, and environmental and technology studies.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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.

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 2023-24.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

- By the end of three years, our goal is to establish a highly effective restorative/ de-escalation space and communication system that significantly enhances student well-being and fosters a positive school climate.
- Within one year, our goal is to establish a strong foundation for the restorative space and communication system, laying the groundwork for future improvements and positive outcomes.
- Guardrail 5 supports our vision to provide the whole child with a safe and welcoming environment.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

Objective 1: Designing a Restorative/ de-escalation Space

- Create a physically inviting and calming environment that promotes relaxation and emotional healing.
- Incorporate comfortable seating, warm lighting, soothing colors (not bright and visually overwhelming), and plants to enhance the regulating experience.
- Equip the space with tools and resources for self-regulation, such as sensory items, mindfulness exercises, and relaxation techniques (can provide specifics).
- Ensure accessibility and inclusivity, accommodating diverse needs and preferences.

Objective 2: Developing a Clear System for People

- Identify and train a team of staff members dedicated to supporting students in the restorative/de-escalation space.
- Establish clear roles and responsibilities for each team member/ consistent approaches between everyone monitoring the space to ensure a coordinated and effective approach.
- Foster a culture of empathy and understanding among staff, emphasizing the importance of non-judgmental support and active listening.
- Continuously provide professional development opportunities for staff to enhance their skills in de-escalation, conflict resolution, and restorative practices.
- Have visuals for staff supporting the room the outline all systems. Include flowcharts and checklists when possible.
- Establish a system for leadership and peer mediation.

Objective 3: Establishing Language and Expectations

- Develop a common language that promotes empathy, emotional expression (mood meter), and conflict resolution within the restorative space.
- Create a set of clear and concise expectations for student behavior in the restorative space, emphasizing safety, respect, active participation, and self-reflection.
- Communicate the established language and expectations consistently to students, staff, and parents through various channels (e.g., meetings, handouts, newsletters).

Objective 4: Enhancing Communication with Parents

- Establish a system for collection data on frequency and duration each student spends in the restorative pod.
- Establish effective channels of communication with parents to keep them informed about the restorative space and its benefits.
- Provide regular updates on the restorative practices implemented and their impact on students' emotional well-being.
- Offer opportunities for parents to engage in workshops or training sessions to learn about restorative practices and how they can support their children at home.
- Encourage an open dialogue with parents, actively seeking their feedback and suggestions to improve the restorative space and communication efforts.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Our professional learning plan centers around Restorative Justice practices to create culturally responsive learning environments and disrupt systemic inequities in our schools. At WA-BLOC, we believe in building powerful spaces of healing and joy for Black and brown youth while transforming policies and systems that perpetuate trauma and harm.

To begin, we will introduce educators to Restorative Justice principles and their intersection with culturally responsive education. Through workshops and training sessions, we will explore the historical context and systemic inequities faced by marginalized student populations, including African American males, students furthest from educational justice, multilingual students, students receiving special education services, and students in Advanced Learning programs. We will examine how Restorative Justice can disrupt the perpetuation of trauma and create spaces that foster healing and joy.

A key aspect of our plan is to engage school administrators and staff in professional development. Together, we will learn and practice Restorative Justice approaches, with a focus on creating a school-wide framework that addresses discipline policies, school climate, and student support systems. By collaborating with administrators, we will integrate Restorative Justice practices into existing policies and procedures, fostering a culture of belonging and shared responsibility.

Empowering student leadership is another crucial component. Through weekly sessions, we will train and activate students as leaders in Restorative Practices and Circle Keeping. Our aim is to equip them with skills in leading community-building spaces and peer-to-peer conflict resolution. By involving students in decision-making processes and amplifying their voices, we will foster their agency and ensure their perspectives shape the implementation of Restorative Justice practices.

Community engagement and partnerships are fundamental to our plan. We will collaborate with organizations such as Liberated Village to build relationships and leverage resources for Restorative Justice implementation. Together, we will facilitate workshops and events that engage families and community members in Restorative Justice practices and their connection to culturally responsive education. By involving the community in transforming systems and policies that perpetuate trauma and harm, we foster a sense of collective responsibility and strengthen our efforts.

To ensure accountability and measure the impact of our work, we will establish a data collection and analysis system. By collecting and analyzing data related to disciplinary actions, student outcomes, and school climate, we will identify disparities and inequities among student populations. This data-driven approach will allow us to monitor progress, assess the effectiveness of Restorative Justice practices in reducing suspensions/diversions, improving school climate, and promoting equitable outcomes.

By implementing this professional learning plan, we aim to empower educators, students, and the community to disrupt systemic inequities. Through Restorative Justice, we will create culturally responsive learning environments that foster healing, joy, and powerful student outcomes. Together, we can transform our schools, dismantle inequities, and ensure that all students have access to an education that recognizes and values their identities and experiences.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Daily learning objectives
- Cultural responsive materials check list
- Restorative circles and class meetings embedded in daily schedule.
- Tier 1 check list
- Classroom charter

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- SEL Second Step lessons embedded in the schedule.
- Restorative Space
- Restorative/ Community Circles happening at least twice a week.
- SEL themes throughout the school year.
- SEL Check-in protocol.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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.

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 fall 2024.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will use formative assessments such as F&P, DIBELS, and classroom-based assessments developed in PLC teams to improve instruction. We will monitor progress with our MTSS committee and regular school-wide data team meetings. Our BLT will oversee a PD schedule that allows time for grade level teams to collaborate on this important work.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

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.

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 2023-24.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Staff will implement a clear consistent plan for responding to students' emotional needs and restorative practices to increase student's ability to engage in general classroom instruction.
- All teaching staff will engage in regular PLC cycles to reflect on teaching practices, analyze student work and adjust instruction to meet school-wide goals.
- Regular MTSS committee meetings to monitor student progress.
- We will have student support days 3 times a year to discuss student progress, interventions, and data reflections.
- We will establish an instructional leadership team to plan learning walks, look at instructional trends, and plan instructional PD's.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Our ILT will design a PD plan each summer to take action on trends we observe when reflecting on data from classroom-based assessments and standardized assessments.
- Our PD plan will include an equitable balance focusing on social emotional learning and academic support systems.
- Our PD plan will emphasize a subset of students (e.g. ML students, students impacted by trauma) in an effort to ensure high quality instruction supports positive student outcomes.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Our MTSS will design a protocol to center students furthest from educational justice as a way to conclude each PD session. Did we consider the needs of our AA males, students FFEJ, ML students, and students receiving SPED services and students in AL programs.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Our data team meetings focus on subgroups of students and use data to drive instructional decisions and best practices.
- We have a referral system for classroom teachers to meet with an identified support staff in order to identify supports for individual students.
- MTTSS meets regularly to monitor student progress and set growth goals for student's academic outcomes.
- Our academic support team consolidates assessment data, used to determine areas of growth for subsets of students and to collaborate on next steps with teachers. This data also drives PLC cycles.

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 opportunities for students through afterschool or summer programs:

- 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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

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
- Family capacity building examples:
 - Back to school night
 - Math night
 - Multicultural festival
 - Family equity Action team
 - How to access SPS technology (i.e. source, schoology, students tools)
 - Parenting Classes
 - African and African American family meetings
 - Family Resource Hour
- Increase participation in Learning for Equity family focus group from 6 families to 12.

One-year Goal:

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

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Recognizing the unique challenges and barriers faced by students of color, we are dedicated to implementing initiatives that address these concerns and promote an environment where every student can thrive. Our goal is to ensure that educational opportunities are accessible to all, regardless of background or circumstance.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Develop a professional learning plan that supports:

- Staff increasing knowledge and understanding of culturally responsive practices and pedagogy.
- Staff increase their portfolio of ways to reach out and build respectful and trusting relationships with families.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families’ voices are various levels:

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.
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Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

John Muir's mission is to educate and empower all staff, students, and families to dismantle patterns of racism and systems of inequity in our school and community so that all can thrive socially, emotionally, and academically. We envision a culturally responsive and compassionate environment where all who enter our doors are honored and welcomed.

Guardrail 3 supports John Muir's vision, evidenced in our Mission & Vision's inclusive language and intentional focus on acceptance of all who enter through our doors. The Superintendent addresses and models intolerance for divisive behavior which mirrors the pervasive mindset of John Muir staff as we constantly strive toward fostering and supporting a culturally responsive and compassionate environment.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Multicultural Night
- Talent Show
- Potlucks ~ Community and Staff
- Ethnic Studies Curriculum ~ Pilot Program
- Staff PD at Seattle Asian American Art Museum
- Racial Equity Team
- Restorative Justice Circles
- SEL Lessons on Community Building
- Kindness Week
- Restorative Justice practices

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Racial Equity Team PD

- Tier 1 Team
- Family Co-Design Team for Education Justice (to identify area of focus needed for anti-racist work)
- Hiring of Diverse Staff
- Restorative Justice practices
- Tier 2 team (Pod Squad)

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Teacher Leadership Cadre
- Building Leadership Team
- Shared Leadership/Facilitation of Staff Meetings
- Seattle Teacher Residency (STR) program
- Clubs Leadership Opportunities
- Math and Reading Specialists positions
- Capacity Builders
- Tier 1 Staff Leadership Team
- Restorative Justice Leadership opportunities

What does the staff want to prioritize? (based on survey administered April 2023)

- Racial Equity Training for ALL staff
- Welcoming environment for families in the front office
- Staff conflict resolution protocol
- Culturally responsive hiring practices
- Fun, different ways to build community as a staff

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Combined Use

Funding Source: Levy, Title, LAP, SEF Mini Grant

Amount: \$104,940

How will funds improve student learning? This will fund our reading and math tutors for student learning

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: PTA

Amount: \$21,500

How will funds improve student learning? This will fund our kinder tutor for student success in the classroom.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy

Amount: \$268,600

How will funds improve student learning? Support staffing for student professional, SEL needs, and family advocacy

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$13,267

How will funds improve student learning? Supports Staffing for student success in the classroom.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Equity

Amount: \$43,513

How will funds improve student learning? Supports Staffing for student success in the classroom.

Academic Year: 2023-2024

Funding Source: (In Progress)

Funding Type: LAP

Amount: \$72,000

How will funds improve student learning? Supports Staffing for student success in the classroom.

Academic Year: 2023-2024

Funding Source: (In Progress)

Funding Type: HP LAP

Amount: \$85,282

How will funds improve student learning? Supports Staffing for student success in the classroom.

Academic Year: 2023-2024

Funding Source: (In Progress)

Funding Type: Title 1

Amount: \$142,682

How will funds improve student learning? Supports Staffing for student success in the classroom.

Academic Year: 2023-2024

Funding Source: (In Progress)

Funding Type: Title 1 PD

Amount: \$15,854

How will funds improve student learning? Supports Staffing for student success in the classroom.

Academic Year: 2023-2024

Funding Source: (In Progress)

Funding Type: Title 1 Parent

Amount: \$2,323

How will funds improve student learning? Support family and community engagement

Academic Year: 2023-2024

Funding Source: (In Progress)

Funding Type: Head Admin

Amount: \$6,000

How will funds improve student learning? Support family and community