

Seattle Excellence Continuous School Improvement Plan (CSIP)

John Muir Elementary

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

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.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 48% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Target Goal #1:

Our goal for African American Boys and ELL students is to increase the percentage of students reading on grade level by 10% on or before June 2021 as compared with the prior year.

Safe and Welcoming Environment Goal

Priority Goal:

95% of students will access learning platforms including Teams, Schoology, and/or Seesaw daily.

Target Goal:

The average regularity with which students of color furthest from educational justice access Teams, Schoology, and/or Seesaw will be commensurate with the average regularity of all John Muir students accessing those platforms.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

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School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

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, accelerating growth for all. In order to provide a consistent, effective instructional plan across classrooms, we started engaging in schoolwide professional development cycles in 2018. During the 2020-21 school year, we will revisit our prior work in Being a Reader, Vocabulary and complete our Being a Writer lesson studies. Our Tier 2 programming will continue with a schoolwide differentiated learning block, where all students participate in 30-minute evidence-based intervention or enrichment/extension lessons for 4 days a week.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

ELA:

- All students receive intervention/enrichment block 30 minutes a day for 4 days/week at their instructional level.
- Professional development opportunities will be focused on best practices in ELA.

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- Out-of-school learning opportunities, including Team Read, will be prioritized for students identified through MTSS.
- Regular data analysis and monitoring will continue.

Math:

- Targeted small group instruction will occur for students identified on a universal screener.
- Professional development opportunities focused on best practices in math will be offered.
- Data analysis and monitoring will continue.
- Out of school learning opportunities, like robotics team, will be offered.

ELA and Math opportunities for African American and ELL students and focus on Tier 1 strategies proven to increase learning for African American and ELL students.

- Professional development opportunities to expand culturally relevant teaching practice with a focus on ELL and African American students
- Work with CBOs focused on communication with families of African American and ELL students knowing that family partnership is a strong indicator of success.
- Continue to monitor all ELL and African American students by disaggregating data
- Assign each third-grade African American student a mentor within the school who will check in with the student throughout the week to monitor academic and non-academic progress.

Research based strategies to support historically ELL Students:

- Classroom teachers completed a 2-year professional development series focusing on strategies for ELL students in the mainstream classroom.
- Classroom strategies include identifying and supporting the language demands of lessons, explicit teaching of constructive conversations, engaging students in solving numberless word problems, using ELL scaffolds like graphic organizers to assist students in language advancement according to the Achievement Level Indicators. We will be conducting an instructional inventory to assess our current level of implementation before identifying our next steps.

Research based strategies to support Special Education Students:

- John Muir has two Special Education programs, Resource and Access.
- In both programs, students spend most of their day in the general education classroom and participate in the general education programs and systems mentioned above.
- If they have IEP goals in math, reading or writing, students will be pulled out during that time to receive instruction in a smaller group with research-based curriculum: Wired for Reading, SIPPS, and LLI.
- Some student also have social skills goals and receive small group instruction from curriculum like Social Thinking, Zone of Regulation, Superflex, and/or Draw It Out.

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Research based strategies that support Advanced Learners:

At Muir we believe that all students should have access to strategies and enrichment activities that support advanced learners. We also provide structures to ensure that advanced learners receive instruction at appropriate levels.

- *Advanced Learner Support available to all students:* Service Learning and Leadership Development (Muir Mediators, Crossing Guard), UW partnership for Philosophy in Schools, the Global Reading Challenge, project based learning activities through Artist Residencies and arts integration (e.g. grade 3 builds instruments as they study the science of sound; grade 4 creates public service announcements, grade 1 studies weather in science and in art create different kinds of clouds in Van Gogh like boat scenes and create cloud creatures based on Chinese mythical creatures, Chi-lin, that live in different kinds of clouds.)
- *Differentiation of instruction for advanced learners:* Baseline assessments identify who is ready for advanced math content and ensure placement in appropriate reading groups; Workshop models, and walk-to-math, and differentiated Lion Block reading instruction allows staff to match instruction to student readiness and student reading levels.

College and Career Programming: *(These activities will be offered -when possible- in the virtual learning environment. Some of the activities are dependent on outside agencies hosting them, which is to be determined at this point in the COVID year.)*

- Clubs focused on science, technology, engineering, arts, and mathematics (STEAM) to introduce and provide hands-on experience in areas such as fashion design, coding, and the creative arts will be offered.
- Engineering opportunities: FIRST Robotics clubs and participation in the University of Washington's Engineering Discovery Days.
- Student Family Advocate (SFA) will arrange visits to community colleges and universities so our students can begin to envision their college life.
- Artist in Residency program will allow students to connect with artists who work and live in our community.
- Extended day summer program including the STEM Paths Innovation Network (SPIN), a CBO providing STEAM enrichment.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means

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that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

- Lesson Studies
- PLCs
- Culturally Responsive Teaching: Professional development, Black Lives Matter at School teaching materials
- Social Emotional Lessons: Embedded in district-adopted ELA curriculum, RULER
- Community Based Organization Partnerships: Counseling for students and families, essential needs for families
- Student Family Advocate
- Arts Integration
- Data Teams: Math, Reading, Attendance: track and monitor student growth and responsiveness to interventions
- MTSS Team: Monitor and track school-wide systems of support for students and families

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Safe and Welcoming Environment for Students:

- Intentional hiring of teachers of color and/or teachers with experience working in diverse environments
- Positive teacher-student relationships
- Relationship-driven instruction
- School-wide behavioral expectations modeled and taught
- Social Emotional learning through RULER

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- Professional development and coaching from outside agency to build staff's capacity for culturally responsive teaching practices
- Student leadership opportunities include Safety Patrol (when on site) and Classroom Monitor (in virtual learning environment)
- Morning greeters including bilingual staff available for families
- After-school learning opportunities including arts, language, sports, coding and robotics classes and clubs (modified for virtual learning)
- Student artwork displayed throughout the school (when on site)
- Multiple languages prominent in hallways and classrooms (when on site) and in virtual learning classrooms
- Progress monitored through student and family climate survey and attendance and discipline data

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

95% of parents or family members will engage in meaningful ways with their child's teacher on a monthly basis.

Target Goal:

Teachers will develop an individualized communication plan with all families of students furthest from educational justice.

Plans for Family Engagement

- Back to School Night: Open House format includes student and family voice.
- Bilingual Family Open House provides bilingual families the opportunity to meet our ELL staff, meet other bilingual families, provide feedback/input about their most pressing concerns and questions
- Families will be invited to connect with their child's teacher(s) on Seesaw.

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- National African American Parent Involvement Day (NAAPID)- Career fair, visiting artists, classroom visits
- UJIMA - A year-long event designed to motivate, inspire, and unite our community by inviting community members, parents, and students to share their passions, expertise, teach a lesson, and/or share/read a story to a class.
- Coaching from outside agency to build staff's capacity for culturally responsive family engagement practices
- Bilingual Instructional Assistants (IA's) representing our most common languages: Somali, Amharic, Oromo, Spanish and Vietnamese. Our IA's support students within the classroom but also have dedicated time in their schedules for translation, interpretation and family engagement.
- Student and Family Advocate (SFA). Our SFA hosts meetings and events and provides family outreach with an emphasis on our African American families.
- PTA meetings, including three Community PTA Meetings
- Monthly Family Forums with interpreters on hand that inform parents/guardians about initiatives at the school and allow time for questions
- Bilingual Family Morning Meetings where parents will be given information in their native language and have an opportunity to ask questions or voice concerns
- Progress will be monitored through Family Climate Survey

20-21 COVID-19 CSIP Addendum

School Name: John Muir Elementary

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
Monthly Family Forums, hosted by the principal and staff members, will allow families to ask questions, voice concerns, and hear how others are successfully navigating the virtual learning environment.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
The John Muir staff will deliver the SEL lessons provided by SPS to all students throughout the year and will work in collaboration with the Coordinated School Health Dept. and the District Race and Equity Team.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.

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5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

School staff will engage in an ongoing cycle of feedback and coaching with students through the use of Seesaw and/or Schoology activities aligned with District Priority Standards.