

# Continuous Improvement Process Plan

## John Muir Elementary

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# 2015-16



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2015-16

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

John Muir Elementary (JME) is an outstanding community school where all students are provided a rich academic program in a safe, nurturing environment. The school, playground and playfields are important centers for both school-related and community-related activities. JME serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The PTSA is active in supporting the educational process and provides enriching pro-grams, which further enhance the positive school climate and culture for students, staff and community members.

Our focus at JME is to provide an academically rigorous experience that allows each student to achieve their personal best. The professional educators spend considerable time in staff development to insure the continual improvement of their capacity to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of their students to insure they are making the greatest growth possible and to alter instruction where necessary. In addition to our primary focus on developing strong academic skills, resources are dedicated to providing a well-rounded education through a well-respected music and physical education program.

**SCHOOL PERFORMANCE OVER TIME**

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98%						
		1 <sup>st</sup>	83%						
		2 <sup>nd</sup>	82%						
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	73%							
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	73%							
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy	83%							
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math	53%							
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	83%							
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	75%							
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	51%							

**CIP REFLECTION: EVALUATE OUTCOMES**

**2014-15 CIP Goals and 2015 Outcomes:**

*Data*

	<b>Goal</b>	<b>Achievement</b> (Achievement Level Descriptor)
<b>3<sup>rd</sup> Grade ELA</b>	62% meet or exceed standard	73% met or exceeded standard
<b>3<sup>rd</sup> Grade Math</b>	55% meet or exceed standard	73% met or exceeded standard
<b>4<sup>th</sup> Grade ELA</b>	84% meet or exceed standard	83% met or exceeded standard
<b>4<sup>th</sup> Grade Math</b>	71% meet or exceed standard	53% met or exceeded standard
<b>5<sup>th</sup> Grade ELA</b>	84% meet or exceed standard	83% met or exceeded standard
<b>5<sup>th</sup> Grade Math</b>	60% meet or exceed standard	51% met or exceeded standard
<b>5<sup>th</sup> Grade Science</b>	75% meet or exceed standard	75% met or exceeded standard
<b>Sub-Group</b>	64% meet or exceed standard	75% met or exceeded standard
<b>Challenge:</b>	16 to 18% exceed standard	37.5% exceeded standard
<b>Perception: G1 *</b>	85% will agree/mostly agree	96% agreed mostly/completely
<b>Perception: G2 **</b>	80% will agree/mostly agree	84% agreed mostly/completely

\* Teachers receive feedback to help improve instructional practices.

\*\* Teachers provide feedback to each other to help improve instructional practices.

<b>Narrative Reflection</b>	
<b>ELA</b>	<p>(K-2)</p> <p>We have learned that monitoring and adjusting according to student performance has helped us systematically improve student learning. We found our team collaboration was a significant part of the success of our learners. In our data team process, we will be mindful of the weight changes throughout the year (when calculating the DIBELS composite score) while we discuss data and make sure we change our focus/emphasis as needed to address all the aspects of reading measured by the DIBELS.</p> <p>We are most proud of our students' PROGRESS, growth, confidence, and their desire to extend their learning. Over the course of the year, we saw significant progress.</p> <p>Moving forward we plan to be consistent across the grade level with the same tools, we can create more grade level success to allow us to implement the transfer to phonics and encoding sooner. We will also continue to systematically track student growth and provide specific instruction- and we will use our volunteers strategically.</p> <p>(3-5)</p> <p>Using data team process to improve student outcomes has helped us be more laser-focused on our goals and documenting progress (or lack of) and using that data to guide our instruction. We know we need to be strategic in choosing an appropriate goal (biggest bang for our buck). We need to focus on goals that would promote higher level thinking skills.</p> <p>We are most proud of surpassing our achievement goals and that our students at level 4 continue to increase.</p>

<b>Narrative Reflection</b>	
<b>Math</b>	<p>Data teams were highly effective in increasing our students' math fact fluency. However, math fact fluency for some students continues to need improvement. We will continue to provide instruction to increase these foundational math skills.</p> <p style="text-align: right;">Our highly capable students performed above standard in many areas including the SBA. Moving forward we know we need to allocate additional time to practicing multiple step math problems.</p>
<b>Science</b>	<p>In the 2014-15 CIP Pt. 2 we said we would:</p> <ul style="list-style-type: none"> <li>• Place focus upon teaching the inquiry process, with an emphasis on procedure and conclusions.</li> <li>• Choose Camp Orkila sessions to support current science content</li> </ul> <p>The only challenge we experienced was getting parents to support the extension science homework. Many parents weren't able to understand the importance or process and therefore couldn't support as fully at home.</p> <p>We are most proud that a large percentage of students scored 4's on the assessment. That we continue to help a disproportionate amount of student achieve above standard.</p> <p>We will continue to use the science homework practice and carefully select courses for outdoor education.</p>
<b>Sub-Group</b>	<p>In the 2014-15 CIP Pt. 2 we said we would:</p> <ul style="list-style-type: none"> <li>• Use the Data Team process to refine high impact instructional strategies and define student success criteria to move ALL students toward (or beyond) proficiency.</li> <li>• Place focus on the foundational CCSS clusters in math to ensure there are no "gaps" in the basics of math.</li> </ul> <p>Keeping the focus on foundation math standards allowed us to explicitly teach strategies for math fact fluency (strategies such as "taking-apart"). These strategies were taught whole class, and then re-teaching happened in small groups, as needed to help all students improve their ability to quickly and correctly solve math facts without spending a lot of time on rote memorization. We had better than expected success with the chosen sub-group.</p>
<b>Challenge:</b>	<p>In the 2014-15 CIP Pt. 2 we said we would:</p> <ul style="list-style-type: none"> <li>• Place focus upon teaching the inquiry process, with an emphasis on procedure and conclusions.</li> <li>• Choose Camp Orkila sessions to support current science content</li> </ul> <p>Students clearly internalized the science inquiry process and were able to demonstrate that on the MSP. The outdoor education classes had a direct impact on students' performance on the MSP.</p>
<b>Perception: Goal 1</b>	<p><b><i>Teachers receive feedback to help improve instructional practices.</i></b></p> <p>We had two effective practices we feel are responsible for exceeding our goal in this area. The first and most significant factor to this increase is our continued relationship with our outside CORE consultant. Her effective consulting and coaching provided ongoing feedback for teachers that resulted in improved instructional practices by staff. A specific example of feedback provided that resulted in improved instruction was in how to effectively teach phonics skills in the upper intermediate grades. Another key factor is the addition of the on-site Title 1 Facilitator (T1F) role. The value of having an onsite staff member to support teaching and learning in a daily, committed fashion cannot be overstated. The Title 1 Facilitator was able to provide explicit feedback to teachers at all grade levels on effective implementation of Wonders Literacy that resulted in increased efficacy of instructional practices.</p>

**Narrative Reflection**

**Perception:  
Goal 2**

***Teachers provide feedback to each other to help improve instructional practices.***

Again, the continued work with our CORE consultant and our on-site T1F have allowed for structured learning walks where teachers can observe each other teaching. Additionally, collaborative team conversations facilitated by the CORE consultant, the T1f, and/or the principal have allowed for teacher-to-teacher feedback on their practice. The implementation of data teams, and continued data team support by the principal and the T1F, has allowed teachers to help each other use student achievement as the strongest form of feedback to show which instructional strategies are working.

**ANNUAL SCHOOL GOALS**

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**2015-16 Annual School Goals:**

<b>SMART Goals</b>	
<b>Literacy: K-2 Reading</b>	K-2 <sup>nd</sup> grade students will go from 78% to 90% at or above standard, as measured by DIBELS Next.
<b>Literacy: 3-5 ELA</b>	3 <sup>rd</sup> -5 <sup>th</sup> grade students will go from 70% to 73% at or above standard, as measured by the SBA.
<b>Math: 3-5 Math</b>	3 <sup>rd</sup> -5 <sup>th</sup> grade students will go from 64% to 65% at or above standard, as measured by the SBA.
<b>Science: 5<sup>th</sup> Science</b>	75% of 5 <sup>th</sup> grade student will be at or above standard, as measured by the MSP.
<b>Achievement Gap</b>	Current ELL students, or those exited from ELL within the last two years, will go from 42.5% to 55% at or above standard on retell fluency, as measured by DIBELS Next.
<b>School Effectiveness:</b>	Staff will go from 88% to 96% of staff agreeing/mostly agreeing that “ <i>Student discipline problems are managed well.</i> ”
<b>Attendance and Discipline:</b>	<u>Attendance:</u> Will decrease average monthly tardies to 30 or fewer. <u>Discipline:</u> Will implement the “Positive Behavior Intervention” system to reduce lost instructional time.

## Annual School Goals: Academic

### Process to determine goals:

The staff used multiple data points to determine the number students who were at beginning of year standard in literacy and math in September of the 2015-16 school year. For those students not at standard additional diagnostics assessments were given and staff did a more thorough review of previous year's data. This year's academic goal development were impacted by a high number of new students to JME who are starting the year not at standard. Teachers evaluated which students were likely to make the end of benchmark with focused instruction. Then each team calculated their SMART goals based upon this composite set of data.

### Process to ensure all students are receiving challenge and intervention:

We are ensuring students receive necessary intervention or challenge by providing small group instruction in the classroom as well through safety net intervention groups during the day and before school. In addition, we are providing additional productive practice through class work, Lexia, and one-on-one work with students. Additionally, students will be taught to evaluate and track their own growth, toward their individual learning targets.

### Process to monitor progress of Academic School Goals:

Regular progress monitoring using DIBELS Next and enVision Quick Checks. DIBELS Next progress monitoring will be administered every 2-6 weeks to students not yet at standard. All classrooms will use the envision Quick Checks to regularly track performance in math. District math and ELA assessments will be used to predict performance on the SBA.

## Annual School Goals: Achievement Gap

### Process to determine goals:

Through analysis of beginning of the year assessments in September 2015 teachers determined that English Language Learner (ELL) students, and those recently exited from ELL, were not proficient in their ability to retell and summarize text they have read. Specifically, analysis of the DIBELS Next retell scores shows that these students are significantly lower in the area of retell as compared to non-ELL students.

Staff will work with the CORE consultant and curriculum based materials in Wonders to use consistent methods and instructional routines across settings. Students will experience connected instruction regardless of the setting; ELL, safety net, SPED, general education classroom.

### Process to monitor progress Sub Groups goals:

Students not yet at standard in retell fluency will be regularly progress monitored using DIBELS Next.

## Annual School Goals: School Effectiveness

### Process to determine goal(s) and monitor progress:

The staff chose to focus on "*Student discipline problems are managed well*" because ideally 100% of staff would agree with this statement. The staff has already expressed interest in improving the school-wide systems for managing student behaviors and many have volunteered to work with the Associate Principal to implement the strategies listed

below. The Associate Principal and the staff PBIS team will monitor the implementation and its impact on lost instructional time.

### Annual School Goals: Attendance and Discipline

**Process to determine goals and monitor progress:**

Analysis of our attendance data, suggests that tardies are the most significant attendance issues at JME. The average daily attendance rate as a percentage is consistently between 88% and 95%. However, the number of students arriving to school tardy, and the resulting disruption to learning for the individual student and the class needs to be reduced. The goal will be to reduce to 2% or less the number of students each day recorded as tardy for any reason. Also, results from the spring 2015 Nine Characteristics survey, and staff discussions, suggest that improvement in student behavior during lunch and recess times can reduce the amount of instructional time that is lost in responding to behavior issues. Through the implementation of a School Wide Positive Behavioral Support program students will be provided clear expectations for appropriate behaviors at lunch and recess that are clearly articulated, modeled, equitably applied, and reinforced as necessary to reduce the occurrence of students missing instructional time as a result of being referred to the office for inappropriate behavior. These goals will be monitored by the Associate Principal, in cooperation with the school registrar, to track office referrals for behavior as well as the numbers of tardies.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	The JME staff will implement the Wonders curriculum with fidelity. Staff will use consistent instructional routines and cuing in all classroom settings. Small group instruction will be differentiated to meet the needs of all students. Support staff (ELL, SPED, Safety Net) will also align with classroom instruction and cuing.
<i>Professional Learning needed</i>	Continued support and work with CORE consultant.
<i>Resources needed</i>	None at this time.
<i>Responsible individual or team</i>	JME's BLT (Building Leadership Team will monitor the data to ensure achievement of the goal.
Goal Area	Math
<i>Strategy to support goals</i>	The JME staff teach the enVision topics with fidelity, using enVision quick-checks and topic assessments to ensure students have learned the critical content. Safety net groups and extended day opportunities will be offered to ensure all students have a firm foundation in the critical math concepts.
<i>Professional Learning needed</i>	None at this time
<i>Resources needed</i>	None at this time.

<i>Responsible individual or team</i>	JME's BLT (Building Leadership Team will monitor the data to ensure achievement of the goal.
<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	The 5 <sup>th</sup> grade team will place their focus upon teaching the inquiry process, with an emphasis on procedure and conclusions. Camp Orkila sessions to support current science content will be chosen. Supporting science homework will be used to deepen student understanding of complex science topics.
<i>Professional Learning needed</i>	None at this time
<i>Resources needed</i>	None at this time.
<i>Responsible individual or team</i>	The 5 <sup>th</sup> grade team will plan and monitor this goal.
<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	JME will implement of a School-Wide Positive Behavior Support Program (SWPBS). The staff will form a committee that includes all stakeholders, develop "Looks Like/Sounds Like" charts for specific "trouble" areas, develop a lesson plan and video for classroom teachers to use with students, develop a reward system for students/classrooms demonstrating the taught behaviors, develop tier-2 interventions when students require more support, train IAs on recess/lunch expectations and reward systems, meet with IAs routinely to see how the program is working.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	None at this time.
<i>Responsible individual or team</i>	The associate Principal will monitor and evaluate progress toward this goal.

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Monthly reports will be run, identifying which students have had three or more tardies. Letters will be sent to those families by the Associate Principal. Parent meetings with the Principal or Associate Principal will be on an "as-Needed" basis to address students who are chronically tardy. Additionally, the registrar will post and monitor classroom attendance and recognition will be given to classes with the best attendance/tardy rates.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	None at this time.
<i>Responsible individual or team</i>	Associate Principal and school registrar.
<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	JME will implement of a School-Wide Positive Behavior Support Program (SWPBS). The staff will form a committee that includes all stakeholders, develop "Looks Like/Sounds Like" charts for specific "trouble" areas, develop a lesson plan and video for classroom teachers to use with students, develop a reward system for students/classrooms demonstrating the taught behaviors,

	develop tier-2 interventions when students require more support, train IAs on recess/
<i>Professional Learning needed</i>	Under the direction of our Associate Principal, JME will convene a team of staff members who will learn specifics attributes of successful SWPBS programs based on research and experience.
<i>Resources needed</i>	Use of LEAP time.
<i>Responsible individual or team</i>	Principal, Associate Principal, and PBIS teacher team.

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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### Strategies to involve parents, families, and the community in the Continuous Improvement Process

At JME strategies to involve parents, families, and the community in the Continuous Improvement Process will include:

- Building Leadership Team will develop an action plan for involving families as we seek to increase family and community participation in the plan development.
- Principal and PTA presidents will meet with the board to discuss meaningful strategies for involving families
- Principal and Title 1 Facilitator will convene a parent advisory group to seek input on how we can better meet the needs of all students, but especially those that are not achieving at standard.

### Strategies to inform parents, families, and the community about the Continuous Improvement Process

At JME strategies to inform parents, families, and the community about the Continuous Improvement Process will include:

- Grade Level Team Haiku pages
  - Updates on progress towards grade level goals during the year
  - Strategies teachers are utilizing to develop students understanding and progress towards the goals
- JME Friday Newsletter
  - Building procedures and structures for meeting and monitoring CIP goals
  - Grade level celebrations of academic progress