

John Muir
Ashland School District
School Improvement Plan (SIP) for 2018 - 2019

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavior data.

Ashland School District Goals for 2018-2023:

- 1.** Improve Student Achievement.
- 2.** Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.
- 3.** Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.

John Muir School Vision and Mission Statement: At John Muir School we believe in enriching students' lives through the arts, natural science and outdoor education, and community involvement. We get kids outside, educate through experiences, and nurture through nature.

John Muir School Improvement Plan for 2018 – 2019

GOAL 1: Improve Student Achievement

SMART GOAL: 93% Student Graduation by 2023

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
<p>SMART Goal for Reading: Increase in our Easy CBM data from Fall to Spring with more students scoring in the 70th percentile or above. Current data: Reading data: 51/129 students scored in the 70%tile or above in letter sounds, word reading, or passage reading fluency. SBA Data (grades 3-8) 2018: 84% of students met or exceeded (scored a 3 or 4) Goal: 70/129 in the 70% tile on Easycbm, remain or increase 84% of students meeting or exceeding on SBA Writing Data: K-5 population: 35 students at Benchmark 14 students at Strategic level 26 students at Intensive level</p>				
<p>Strategy 1: All teachers using learning targets, formative assessment and benchmarking systems in order to facilitate large and small group learning.</p>				
A1:K-5 classrooms using Daily 5 structure	Observations, increase in student performance on Easy CBM from fall to spring, maintain or increase our SBA score of 84%	Principal, teachers	June 2019	
A2:K-5 classrooms completing 3 times a year writing benchmark	Scores in database TBD (Data Agents?), maintain or increase our SBA score of 84%	Teachers	June 2019	
A3:K-5 teachers scoring writing together and using common rubric	PLC/PD notes, benchmark scores 3 times a year, increase in writing scores from fall to spring, maintain or increase our SBA score of 84%	Teachers	June 2019	
A4: Share K-8 ELA strategies monthly, share in PLC	Log strategies, maintain or increase our SBA score of 84%	Principal, teachers	June 2019	
A5: Training and support for Educational Assistants and teachers to learn how to support learning in the classroom and small group.	Observations, teacher feedback, increase in student performance on Easy CBM from fall to spring, maintain or increase our SBA score of 84%	SPED/Title Teacher/Principal	June 2019	

A6: Conduct Data Team 3 times a year with teachers, 5 times with specialists.	increase in student performance on Easy CBM from fall to spring, maintain or increase our SBA score of 84%	Principal and all teachers	June 2019	
SMART Goal for Math: Math Data: 50/129 students scored in the 70%tile or above in CCSS Math. SBA Data 2018: 74% of students met or exceeded (scored a 3 or 4) Goal: 70/129 in the 70% tile on EasyCBM, increase percentage of students scoring at level 3 or 4 on SBA to 78%				
Strategy 1: All teachers using learning targets and formative assessment in order to facilitate large and small group learning.				
A1: Training and support for Educational Assistants and Teachers to learn how to support learning in the classroom and small group.	Observations, increase in student performance on CCSS Math from fall to spring, increase student performance on SBA by 5% (75% to 79%)	SPED/Title Teacher, Teachers/Principal	June 2019	
A2: Observe use and implementation of materials that were purchased for more hands-on, small group learning	Observation of successful stations during math, students understanding learning targets	Principal	June 2019	
A3: Discuss and possible purchase materials for intervention and SPED students	Increase in Tier II and Tier III students' scores, determined by progress monitoring.	Principal	June 2019	
A4: Conduct Data Team 3 times a year with teachers, 5 times with specialists.	Increase in student performance on CCSS Math from fall to spring, increase student performance on SBA by 5% (75% to 79%)	All teachers/Principal	June 2019	
Science: OAKS Science Data 2018: 86% of students either met or exceeded, down by 2% from past year				
Strategy 1: Align our school wide units of study to NGSS and develop an Outdoor Education K-8 skills rubric.				
A1: Teachers will re-write our Unit of Study 3-year rotation to use student and parent friendly language to address NGSS.	Finalized document	Teachers/Principal	June 2019	
A2: Teachers will develop a rubric of essential Outdoor Education skills that students will learn and work towards mastery each year.	Finalized document	Teachers/Principal	June 2019	
A3: Teachers will take inventory of science curriculum and supplies and start to build a list of needed items.	Finalized list	Teachers	June 2019	
A4: Teachers will collaborate and share what projects their students are working on out in the field and how they align to NGSS in order to create a K-8 curriculum of field-based study	Draft document	Teachers	June 2019	

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GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff

SMART GOAL: All students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.

SMART GOAL: The number of referralable behaviors decreases from 239 to 136 from 2016-2017 school year to the 2017-2018 school year. We will either maintain or decrease this number of referrals for the 2018-2019 school year. Strengths and difficulties survey data: 25 students K-8 were identified as strategic or intensive with low pro-social skills Attendance up 7%	Key Indicator	Whom*	By When	Success Rating (G or Y)**
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Strategy 1: Continue work with Restorative Justice Committee and Site Council.

A1: Review behavioral data monthly, see a decrease in students who receive 3 or more referrals for same behavior	See trend line equal or reduced from last year	RJ Committee and Site Council	June 2019	
A2: Provide support to teachers in conducting proactive and restorative circles in their classroom	Decrease in referable behavior overall and specifically in the areas of defiance/disrespect	RJ Committee, staff	June 2019	
A3: Continue to conduct expectation stations 2 times a year (Sept and Jan)	Increase in common understanding of school wide expectations.	Staff	February 2019	
A4: Conduct climate survey to parents in spring of 2019, compare data form previous year.	Increase in parents reporting a "welcoming, supportive, and inclusive environment"	Principal, Site Council	February 2019	

Strategy 2: Use 3 times a year strengths and difficulties survey to get baseline data, target small group instruction, and show growth.

A1: Review results of strengths and difficulties survey 3 times a year at data team	See a decrease in students from high/some total difficulties to low (19 to 14), See a decrease in students with low pro-social skills from fall-spring, (25 to 20)	Data team	June 2019	
A2: Small group instruction in specific social, emotional, and behavioral skills	See a decrease in students from high/some total difficulties to low, see a decrease in students with low pro-social skills from fall-spring	CDS, SPED, and other support staff	June 2019	

Strategy 3: Continue EDI work with the Racial Equity Coalition of Southern Oregon and other resources.

A1: March 2019 "201" EDI training with whole staff	Exit survey from in-service day	Principal/teachers	June 2019	
A2: Evaluation of used curriculum and discussions with teachers at least 4 times a year	Meeting notes, exit tickets	Principal/teachers	June 2019	
A3: subscriptions to Teaching Tolerance for all 5 teachers for discussion and use of some of resources and curriculum in classrooms.	Meeting notes, exit tickets	Principal/teachers	June 2019	