

John Muir 2025-26 School Plan

School Context: John Muir Elementary School has 220 students from Kindergarten to Grade 5. The school's catchment includes students who live in rural areas such as Shirley and Jordan River. Student learning includes connecting with the land and sea through the local forest and Ella Beach, and our school garden. Our PAC consists of a dedicated group of parents who aid student success by providing resources, field trip opportunities, and extra-curricular activities. John Muir staff works collaboratively to foster an inclusive and supportive environment where every student feels welcomed, valued, and seen. Through shared planning, open communication, and a collective commitment to equity and belonging, we create a school community where all learners can thrive and see themselves reflected in the people and practices around them.

Goal #1: Students will develop a strong foundation in writing by learning to express their ideas clearly through appropriate use of print concepts, sentence structure, spelling, punctuation, and grammar. They will build skills progressively, beginning with letter formation and simple sentences in the early grade, and advancing to well-structured paragraphs with a clear beginning, middle, and end in the upper grades. Throughout, students will engage in the writing process – planning, drafting, revising and editing – to produce writing that communicates meaning effectively for different purposes and audiences.

Actions/Strategies:

- Align writing instruction from K-5 to ensure a consistent progression of skills (i.e., from letter formation to paragraph structure) through the creation of a John Muir writing continuum
- Implement school-wide rubrics to assess writing across genres
- Encourage writing in science, social studies, and math to reinforce writing for various purposes and audiences
- Display models of quality writing in classrooms and throughout the school and use exemplars to guide students (writing continuum)
- Teacher book club to discuss and implement writing/reading strategies across the grades

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

Data Source

- School-based writing assessments (e.g., writing prompts scored using a common rubrics)
- Running records/Fountas & Pinnell
- Student work samples/portfolios

- Report card data
- FSA results

Evidence of Impact

Through school-based writing assessments our staff can determine improved writing quality based on traits like organization, grammar, and voice. Running records will monitor growth in reading fluency, decoding, and comprehension. Student work samples and report card data show evidence of writing progression over time.

How we know

- Year-over-year comparison shows growth across grades
- Rubric scores increase across terms; more students moving from developing to proficient
- More students moving up reading levels or achieving grade-level benchmarks
- Clear improvement in student writing samples between September and June
- Shift from developing to proficient on report cards

Goal #2: To foster a culture of literacy by encouraging active parent engagement in their children's reading and writing activities at home, thereby strengthening the connection between home and school learning.

Actions/Strategies:

- Host sessions throughout the year where families learn how to support reading/writing at home
- Provide take-home resources with books, writing prompts, and tips for parents (Literacy newsletter)
- Offer incentives for family participation in reading challenges (e.g., read 100 books as a family)
- Offer literacy events where families can participate in fun activities that promote reading and writing (e.g., literacy game night)
- Offer book exchanges where families can donate and receive books new to their family

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

Data Source

- Parent and student surveys
- Attendance and engagement in literacy events

Evidence of Impact

Parent and student surveys, and literacy events will increase engagement in home literacy practices.

How we know

- Surveys indicate higher levels of at-home reading/writing activity and support
- Sign-in sheets, feedback forms show strong turnout and satisfaction

Goal #3: Students will build a strong foundation in mathematics by developing fluency with number sense, place value, and basic operations. They will learn to apply basic operations with accuracy and fluency. Across all grades, students will strengthen their problem-solving skills, mathematical reasoning, and ability to communicate their thinking clearly and accurately.

Actions/Strategies: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

- Number talks and Math Routine – to develop fluency and reasoning
- Math Journals – to encourage students to explain their thinking in writing, reinforcing communication skills
- Hands-on learning and manipulatives
- Math centers and games
- Problem solving Fridays – dedicate time weekly to collaborate problem-solving tasks across grade levels

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

Data Source

Math Assessments

In-Class Formative Assessments (e.g., math fluency, checks, number talks, exit tickets)

Student Math Journals

Report Card Data

Math Attitude Surveys

Evidence of Impact

- More students achieving proficiency in Math
- Improved fluency and problem-solving over time
- Greater accuracy and clarity in student math reasoning
- Evidence of deeper thinking and math communication
- Higher achievement in math-related criteria
- Increased student confidence and enjoyment of math

How we know

- Scores trend upward over multiple years
- Student responses show improved strategy use and written explanations
- Journal entries reflect use of mathematical language and reasoning
- More students consistently meeting math expectations
- Students report more positive experiences and less math anxiety