School Name: Madrona K-8 Year: 2018-2019

School Theory of Action/Target Area

WHEN teachers consistently and effectively incorporate *effective content area questioning and discourse that initiate and promote higher level thinking in a problem solving context*

AND WHEN teachers consistently share data of student progress in an identified problem solving area with families

AND WHEN students are empowered to share ownership of their learning and of communication of their learning,

THEN students will build understanding and persevere in problem solving contexts

AND will *demonstrate growth in an identified standard* as measured by formative and summative assessments

AND families will be engaged in their child's academic progress

Whole School Achievement Goal- As a result of this action:

Compared to 67% in 2017-2018, 72% will meet or exceed standard on Summative Math SBA: "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency in a problem solving context."

Opportunity/Achievement Gap:

Measurement/Assessment: Summative Math SBA Claim #1 Data: "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency in a problem solving context."

Student Group	Current Performance	Performance Goal
All Students	67%	72%
All 3 rd -8 th Grade Students taking the		
Summative Math SBA		
Comparison Group A	21% of Comparison Group A	17% of Comparison Group A
3 rd -8 th Grade Students Scoring	students scored at a Level 2	students will score at a level 2
a Level 2 on the Summative Math		
SBA		
Comparison Group B	8% of Comparison Group B students	4% of Comparison Group B students
3 rd -8 th Grade Students Scoring a	scored a level 2 and below standard	will score at a level 2 and below
Level 2 on the Summative Math	on Claim #1	standard on Claim #1
SBA and scoring BELOW STANDARD		
IN CLAIM #1		

Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

Effective Learning for All Students

 \boxtimes Equity of Opportunity

⊠P-3rd Grade Early Learning

☐ Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

KPI: Elementary and Middle School Students Meet Grade Level Standard in Mathematics

School Vision/Mission:

At Madrona, we develop the intellectual, emotional, physical and social skills of each student by providing an innovative, challenging and engaging curriculum. The multiage setting provides unique opportunities for continuous growth through the collaboration and development of relationships among the students, staff, and parents

School Demographics:

Enrollment Information	
Enrollment	633
Gender	
Female	52.4%
Male	47.6%
Race/Ethnicity	
American Indian/Alaskan Native	0.2%
Asian	9.2%
Black/African-American	5.5%
Hispanic/Latino of any race(s)	13.1%
Native Hawaiian/Other Pacific Islander	0.0%
White	60.3%
Two or More Races	11.7%
Special Programs	
ELL	3.8%
Low Income	12.3%
Special Education	18.5%

Parent, Family, and Community Involvement in this Plan:

Parents participated in a Family Engagement survey in June, 2016. Staff also completed the same survey. When studying the data, we observed that there was a perceptual gap between that of the staff and parent responders in regard to teacher communication of students' academic progress. Because of this opportunity gap, staff included the SIP statements, "WHEN teachers consistently share data of student progress in an identified problem solving area with families, and WHEN students are empowered to share ownership of their learning and of communicating their learning....THEN families will be engaged in their child's academic progress.

Review and Analysis of Data:

Check all data reviewed and analyze	d to determine your Commitment focus a	rea(s) and school target.
State Assessments	□SAT/ACT	☐ Discipline Data
ESSA Accountability Data	□AP/IB/CHS/Tech Prep	⊠Staff Perceptual Data
□ District Assessments	☐CTE Industry Certification	⊠Student Perceptual Data
⊠School Assessments	☐Graduation Rate	⊠Parent Perceptual Data
⊠Classroom Assessments	☐ Attendance Data	☐ Other:

Summary of strengths or greatest progress based on the data:

• When compared to demographically similar schools, Madrona students are meeting/exceeding standard on the Math SBA in greater percentages, with the exception of one school.

- Madrona's students consistently perform higher than the Edmonds School District average in grades 3-8 for both the Math and ELA Summative SBA.
- When looking at the data, boys and girls perform similarly with respect to meeting or exceeding standard on both the ELA and Math SBA summative assessments.
- Based on Family Engagement Survey data, both teachers and families perceive that teachers value and respect families and see them as important partners in supporting student learning.

Prioritized areas of opportunity or greatest challenge based on the data:

- When looking at claim and target data for Math SBA grades 3-8, Claim #1 is a relative area of weakness across all grade levels, specifically when applied to a problem-solving context.
- Based on data, the following demographic groups represent areas of opportunity: Hispanic students, 504 students, special education students, and FRM students
- When looking at Free and Reduced Meal (FRM) data from Math SBA grade 3-8 passage data, an opportunity gap exists between Madrona's students receiving FRM and students at schools with a higher FRM %
- Based on Family Engagement Survey data, there is an opportunity with respect to teachers regularly sharing data to show how their children are doing in school. Specifically 3% of teachers and 37.5% of families perceive that teachers share the bare minimum; and 61% of teachers and 16% of families perceive that families receive information more often than that required by the school/district.

State Participation Rate: 95% participation required

☐ Area of Strength (95% or more participation)	☐ Area of Opportunity (less than 95% participation)		
If your participation rate is an area of opportunity, please describe your plan for increasing student participation			
during the school year:			
Click here to enter text.			

Third Grade OSPI Literacy Expectation:

Listening: Click here to enter text.

What Percentage of Third Graders Met or	If less than 60% of Third Grade students met or exceeded, a whole school
Exceeded standard on the SBA ELA?	intensive reading/literacy plan is required. Mark the appropriate box.
78.1%	
	Plan is required: YES □ NO⊠
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:	
Reading: Click here to enter text.	Writing: Click here to enter text

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

Learning Opportunities for Students	Description of the Learning Opportunity	Schedule
As part of progress monitoring, what are you doing to	Professional learning in target area; small group	Ongoing
help students who are still not meeting proficiency?	and individual assistance; differentiation in	

Research/Inquiry: Click here to enter text.

As part of progress monitoring, what are you doing for	grouping; differentiation in instructional strategies. Professional learning in target area; small group	Ongoing
students who are meeting or exceeding standards?	and individual assistance; differentiation in grouping; differentiation in instructional strategies.	
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Madrona has a Behavior / Character Education team which coordinates school-wide opportunities for addressing students' physical, emotional, and intellectual safety. Further, Madrona has "tribes", multiage groups ranging in size of 15-20 students, in which focused character, socio-emotional education, and equity lessons are delivered.	Monthly, September through June.

Learning Opportunities Provided for Staff Specific to the School Target	Description of the Learning Opportunity	Schedule
Whole staff learning opportunities to support the focus and intentionality of this goal.	Staff will receive professional development on breaking apart a standard into discrete learning targets, and then identifying what a given student is doing when s/he meets, approaches, or exceeds standard in the identified standard-referenced learning target. With this knowledge, staff is better equipped to formatively assess within a standard and then provide focused instruction for struggling students or enrichment for students who meet or exceed standard.	In staff and building meetings, October through May
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	This year's professional development model is three-pronged: self-selected book study focused on an identified opportunity; internal peer learning labs focusing on an identified opportunity; observing model instruction at other schools and then developing a plan to implement new instructional strategies focused on identified opportunity.	As coordinated by Instructional Learning Team and subject to substitute availability

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

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Third Grade OSPI Literacy Expectation		
(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring
		Schedule

Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.	☐ Use of a coach/coaches ☐ Targeted Professional Learning ☐ Professional Learning Communities Madrona teachers will participate in coaching cycles, work in in-school instructional coaches, engage in data dives to learn more about student needs, and participate in collegial inquiry.	Ongoing
Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?	As a multiage program, student grade-to-grade transitions are minimized. There are three key transition times as Madrona: Kindergarten to Primary; Primary to Intermediate; and Intermediate to Middle School. Teachers meet proactively in both the spring and fall to minimize academic impacts of transitions for all students, including those on intervention plans.	Ongoing
Describe your Targeted Family Engagement Plan (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.	The home-school communication at Madrona is robust. Teachers communicate student progress in a variety of ways and work closely with families to propose and support home strategies for improving students' reading skills.	Ongoing