

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

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.”*

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

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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
- 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:

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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 analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> 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.

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	grouping; differentiation in instructional strategies.	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Professional learning in target area; small group and individual assistance; differentiation in grouping; differentiation in instructional strategies.	Ongoing
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.

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
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:

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

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<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Use of a coach/coaches</i> <input type="checkbox"/> <i>Targeted Professional Learning</i> <input type="checkbox"/> <i>Professional Learning Communities</i> <p>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.</p>	<p>Ongoing</p>
<p>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?</p>	<p>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.</p>	<p>Ongoing</p>
<p>Describe your <i>Targeted Family Engagement Plan</i> (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.</p>	<p>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.</p>	<p>Ongoing</p>