



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Madrona K-8 Multiage Program

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission and Vision: The world our children inherit – the opportunities they have, the dreams they live, depends upon the education we provide them. Our vision becomes their reality. To ensure this vision, each child must be given the best educational foundation our staff, parents and community can offer. Madrona’s multiage setting supports this mission and provides unique opportunities for continuous growth through the collaboration and development of relationships among the students, staff, and parents.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	607	NA	Two or More Races	78	12.85%
American Indian/Alaskan Native	1	0.16%	English Language Learners	34	5.6%
Asian	75	12.36%	Homeless/McKinney-Vento	1	0.16%
Black/African American	26	4.28%	Low Income	82	13.51%
Hispanic/Latino	70	11.53%	Section 504	41	6.75%
Native Hawaiian/Other Pacific Islander	0	0%	Students with Disabilities	117	19.28%
White	357	58.81%	Student Mobility	2	0.33%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan: Parent feedback on the family survey, student responses on the Panorama SEL Survey, Parent Meeting feedback, and focused conversations provided essential data when drafting the SIP,

Section II: Reflection & Evaluation of Prior Year’s Progress

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

<p>Goal (restate the goals, whole school and opportunity gap group goals)</p>	<p>Narrative Reflection: SBA data was not available as a measurement tool due to COVID closure and SBA cancellation. Teachers were able to use common formative assessments to monitor student growth in identified areas. While were unable to collect SBA data to quantify growth as compared to previous years, anecdotal, formative and summative classroom assessments did indicate growth toward goals.</p>
<p>All Students Depending on grade level teams or department goals associated with the TOA, students will demonstrate increased proficiency in a related assessment. Assessments noted in SIP: SBA, SGPs, CFAs (common formative assessments), Panorama SEL survey, family survey, building survey.</p>	<p>Grade Level / Department Goals for 2019-2020 SIP:</p> <ul style="list-style-type: none"> ● Kindergarten – Growth in phonemic awareness as measured by three assessments: Acadience, nonsense words, phoneme segmentation. ● 1st-6th Grade – Math focus. <ul style="list-style-type: none"> ○ 1st/2nd – Properties of operations and relationship between addition and subtraction as measured by CFAs and pre/post tests ○ 3rd – Focus on place value with associated success in rounding, estimating, and efficient strategies for operations. ○ 4th – Growth in number sense in base ten ○ 5th – Fraction and decimal equivalents ○ 6th – Multiplication and division of fractions ● Middle School – SEL executive function focusing on ability to breakdown a project, create a plan for completion, and initiate work with minimal reminders. <p>Narrative Reflection: Elementary grade level teams addressed SIP goals organically during monthly levels meetings and explicitly during the MTI process in Fall and Winter. The kindergarten teachers administered common formative assessments and identified Tier II and III students for focused intervention in phonemic awareness. Between Fall and Winter, all identified students demonstrated growth using multiple measures. They then identified students whose growth rate demonstrated a need for more intense intervention in order to solidify lasting growth. This work was initiated, but not completed due to COVID closure in March. First through sixth grade teachers focused on math intervention. During MTI meetings and more in-depth full-day standards explorations, these teachers identified common formative assessments and performance tasks through which students could demonstrate their thinking at a deeper level and which allowed the teachers to assess understanding that allowed them to intervene at the standards level. A common theme which arose from MTI and full-day standards and data dives was a relative weakness in the areas of number sense and place value. In</p>

	<p>investigating the standards and reflecting on student work samples it became evident that these two relative weaknesses were impacting students' math learning the following areas: rounding/estimation; efficient properties operations; and fractions/decimals understanding and the ability to perform the four operations using fractions/decimals. The next step(s) identified by primary and intermediate teachers was to deeper standards dives to identify key areas for growth and then review the curricula to make sure that students were getting in-depth and sustained learning in these essential/priority standards. This work was initiated, but not completed due to COVID closure in March.</p> <p>Middle School teachers focused on students' executive functioning skills. Teachers assess students' executive functioning skills in the areas of being able to break down large tasks, create a plan, and initiate work anecdotally through observation and conversation. Specific students were identified and received more focused and explicit intervention in each of these areas. COVID closure in March impacted the ability to measure student growth in these areas.</p>
<p>COMPARISON GROUP is Students on an IEP Demonstrate growth on the Summative Math SBA as follows: 10% improvement in scores for students receiving special education services scoring well below standard (Level 1) from 57% to 51%; 5% increase in passage rate (Level 3 or above) for students receiving special education services from 21% to at least 23%.</p>	<p>Summative SBA data was not available to measure success toward goals for the comparison group. Based on the anecdotal and formative assessment data discussed above, we believe that we would have seen a decrease in Level 1 SBA Math scores in students receiving special education services and in increase in Level 3 and/or 4 SBA Math scores for students receiving special education services. The primary source of data for this is MTI data in which special education students were identified for specific interventions. Based on MTI data, most, if not all, of our comparison group students demonstrated growth in the identified area based on formative and summative classroom assessments.</p>

How has the progress described above informed your school's improvement planning for this school year?

The progress described above informed this year's improvement planning in the following ways: **kindergarten** teachers will continue with the process they developed and used in the MTI process last year; **1st-6th grade teachers** are using the priority standards in the identified number sense and place value strands as a filter for developing scope and sequence for the year given the constraints on time due to remote learning and the need to be very focused in the areas on which they need to concentrate; **Middle school teachers** are putting additional focus on building relationships with students in order to foster sustained engagement in a remote learning setting.

In the 2019-2020 school year, teachers had developed good momentum toward SIP, grade level and teacher Student Growth goals. COVID closure in March significantly impacted the momentum which had been built. Teachers switched their focus from growth to student SEL support and the maintenance of previously attained academic understandings.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

- Highly collaborative staff
- Positive school climate as indicated by the annual Building Survey and anecdotal evidence.
- Shared understanding of literacy standards implementation of district-adopted Teachers' College Units of Study.
- Shared commitment to cohesive implementation of the Amplify science curriculum, K-8

Areas of Needed Growth

A cohesive, agreed upon K-8 instructional progression, including

- Clear understanding of the progression of essential grade level content standards and what a student should know and be able to do at the end of a given grade level, more specifically in the math standards.
- Content differentiation for varying abilities, especially with respect to Tier 1 general education classroom support of all students, including those with an IEP. More specifically, students receiving special education services are not making adequate yearly progress (WSIF Overall Framework Score by Student Group data)
- Consistent and cohesive implementation of the multiage learning model across and within levels

2. Equitable and engaging practices, including

- Understanding and implementing Culturally Responsive Teaching Practices (CRTP), which includes all staff engaging in equitable and unbiased teaching practices.
- Madrona staff and community have a shared vision for Equity work, which includes a representative and well-functioning Equity Team in which staff and community members work collaboratively to progress the work
- All staff understands and implements Tier 1 and 2 behavior interventions at the classroom level, and this work is clearly aligned to Social Emotional Learning (SEL) K-8.

B. Based on your analyses, what specific areas of needed growth will your school focus?

What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

Madrona will focus on two mutually dependent areas of growth in the 2020-2021 SY.

1. Identify essential grade level math standards and develop a clear understanding of the progression of essential standards and what a student should know and be able to do at the end of a given grade level.
2. Tier 1 support of students receiving special education services in the general education classroom.

In focusing on identifying essential standards, teachers will

- Develop a clearer understanding of the focus and rigor needed at their grade level, *and*
- Identify the progression of essential standards from grade to grade, *and*
- Collaboratively develop common formative assessments in order to better understand student growth in math in order to intervene effectively, *and*
- Develop more effective and targeted classroom level interventions for all students

C. Additional Data Required

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	<input checked="" type="checkbox"/> Area of Opportunity (less than 95% participation in the 18-19 SBA) in the following student groups: Asian, Hispanic-Latino, Low Income and Special Education
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p> <p>A significant portion of SBA test refusals came from Madrona’s Deaf and Hard of Hearing student families, which includes Asian, Hispanic, and Low Income students. Madrona administrative team will partner with DHH Program Manager Alicia Carter to improve participation rates within the DHH population.</p>	

D. Third Grade OSPI Literacy Expectation:

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 65.6%</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)</p> <p>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
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Section IV: Theory of Action

If the **administrative team** leverages the building budget and meeting schedule to prioritize professional learning and collaboration time; and

If **teachers** engage in deep investigation of content standards in order to understand their focus and rigor, identify essential grade level standards, and collaboratively design common formative assessments in order to develop targeted classroom level interventions; and

If **all staff** owns collective responsibility for the academic and social-emotional growth of all students through an equity lens,

Then **all students** will access essential academic and social-emotional grade-level expectations and receive meaningful and targeted intervention.

Rationale

- Student learning is the fundamental purpose of school (DuFour, DuFour, Eaker, Many and Mattos, 2016). Because of this, it is essential that all staff, classified and certificated, share a collective responsibility for student growth.
- Research demonstrates a positive statistical link between increased focus on students' social and emotional learning and their academic growth. (CASEL 2008)
- SEL and equity are co-factors with respect to students' mediation of school and learning (National Equity Project)
- All students deserve access to essential grade-level instruction and expectations, which requires staff to know and understand not just the essential grade level standards, but also the rigor and depth associated with them.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. Whole School Achievement Goal(s) —

Depending upon the grade levels or department goals associated with the Theory of Action, students will demonstrate increased proficiency in a related assessment:

- Progressive growth in each year, 2020-2021 and 2021-2022 in the following:
 - Common Formative Assessments given over time, which may include Interim SBAs, administered at a given grade level from year to year.
 - Second Grade Place Value testing
 - Kindergarten WaKIDS testing
- Measurable growth in targeted domains as identified by iReady Math Assessment (Math, grades K-7; Reading, grades K-8)
- Increased positive measures each year, 2020-21 and 2021-2022 in the following in the following perceptual data
 - Panorama SEL Survey results
 - Anecdotal teacher data
- Behavior Data – decreased disproportionality in discipline data

B. **Opportunity Gap Goal(s):** The identified sub-group of students is non-DHH students on an IEP. 15.6% of Madrona's students are designated as non-DHH Special Education. These students will demonstrate growth as follows:

- One-plus grade level increase in one or more targeted domain area(s) of growth as measured by Fall and Spring iReady math and reading diagnostics

C. **Social Emotional Learning Focus—** We will focus on students' SEL needs in the following ways:

- Staff Meetings and Building Times–
 - Whole staff review of and interaction with Panorama Wellness Data with accompanying staff development based on data outcomes
 - Continued focus on using Responsive Classroom training to foster safe learning environments
 - Embed an equity mini-lesson, sharing and/or reflection time into each staff gathering. The focus for the 2020-21 school year is microaggressions and implicit bias (What are they? How do they appear in the classroom? How do we intervene? How do we teach peers to be upstanders?). When our classrooms are safe and culturally responsive learning communities, then students' social emotional learning needs can be addressed proactively and receptively.
- Staff Book Study Groups – (2) Book Study opportunities will be available to staff using the texts *Fostering Resilient Learners*, by Souers and Hall, and *So You Want to Talk about Race*, by Ijeoma Oluo. Book Studies will be offered twice during the year so that a given staff member can participate in both book studies if they so choose.
- Staff SEL Leadership Team – Staff SEL team will monitor Panorama data to look for trends which need to be addressed either at the individual classroom level or the schoolhouse level.
- Students of Concern Team – Admin, psych/counselor, and resource room teachers meet regularly to discuss at-risk students and develop intervention plans.
- Attendance Team – Admin, psych, and SinC meet regularly to review attendance data and partner with families when attendance is a barrier to learning and/or symptom of student need.

Section VI: Action Plan for 2020-21

Key Improvement Action	Description	Timeline
<p>Identify essential standards through the lens of identifying the priority learning for the 2020-2021 remote learning school year</p>	<p>In grade levels teams, teachers will</p> <ul style="list-style-type: none"> • continue to identify essential grade-level standards as they ask the question, “what does a student need to know and be able to do by the end of the school year?” • identify learning targets which can be formatively assessed • develop common formative assessments so that teachers can intervene and improve student learning outcomes 	<p>Continuation from 2019-20 school year; ongoing throughout the 2020-2021 school year.</p>
<p>Monitor remote learning attendance and engagement for at-risk students</p>	<p>Administration and attendance team will carefully monitor remote learning engagement data. Based on data, one of the following actions will occur: teacher will proactively reach out to Tier I students who are starting to exhibit lack of engagement as measured by reduced synchronous learning participation and/or lack of participation in learning activities; attendance team (admin, psych, and SinC) will partner with the families of Tier II students to ascertain reason for reduced participation and develop an engagement plan.</p>	<p>Throughout remote learning in the 2020-2021 school year</p>
<p>Target and address student math intervention needs</p>	<p>Staff will actively engage with iReady data suite to: assess for individual student learning needs in order to provide targeted intervention; identify groups of students with similar needs to provide small group intervention support; identify class-wide areas of growth that can be addressed through whole-class, small-group and individual intervention.</p>	<p>Throughout the 2020-2021 school year</p>

<p>Target, monitor and intervene in students social and emotional health</p>	<p>Staff will actively engage with students and families to strengthen schoolhouse-home relationships; and deepen understanding of microaggressions and implicit bias as a means of examining their own practice and strengthening schoolhouse-home relationships</p>	<p>Throughout the 2020-2021 school year</p>
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Plan for Years 2 & 3:

2021-2022: 2021-2022 will be a community rebuilding year in many ways: a) reassessing our schoolhouse climate through academic, social-emotional, and equity lenses; b) performing and revising needs assessment through the lens of recovery from 2020-2021 remote learning impacts; c) create a cohesive academic recovery plan for students based on their assessed needs at the start of the school year; and d) recalibrating professional learning plans based on revised needs assessment

2022-2023: 2022-2023 will continue the rebuilding needs identified in the revised needs assessment performed in the 2021-2022 school year. Academic recovery will still be a need in the 2022-2023 school year with the focus on students having recouped any academic losses incurred during the 2019-2020 and 2020-2021 school years by June 2023.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Goal: As a result of collaborative work in literacy, all kindergarten students will show growth in phonemic awareness as measured by these three assessments: WaKids (fall), Acadience (winter/spring), nonsense words assessment, and phoneme segmentation assessment.

We will measure this formatively by:

- Nonsense Words
- Phoneme Segmentation

We will measure this summatively by:

- WaKids (fall assessment)
- Acadience (winter assessment)

Action steps we will take to meet our goal:

- Daily Heggerty Lessons
- Small group lesson focus.
- Frequent check-in with students.
- Progress Monitoring

Technology — this is how we will use technology to support meeting our goal:

- Focused Seesaw Lessons.
- Zoom breakout rooms.
- Use of document camera.

Grade Level/Department/Team: 1st/2nd Grade Math

Goal: By the end of the year all students in first grade will show growth in understanding and applying the properties of operations and the relationship between addition and subtraction.

We will measure this formatively by:

- Observation
- Beginning of the year assessment

We will measure this summatively by:

- iReady Diagnostic
- Seesaw Assignments at beginning-, mid- and end-of-year

Action steps we will take to meet our goal:

- Small group instruction
- Targeted practice on iReady
- Meet as a team to discuss growth and support next steps

Technology — this is how we will use technology to support meeting our goal:

- Teachers will share ideas via email
- Students can explain their math thinking on performance tasks using Seesaw

Grade Level/Department/Team: 3rd Grade Math

Goal: By the end of the year, 3rd grade math students will have shown growth in their ability to represent and/or solve problems involving multiplication and/or division.

We will measure this formatively by:

- Seesaw activities
- Observations from participation in synchronous learning
- Monitoring progress on iReady

We will measure this summatively by:

- iReady fall and spring diagnostics
- Pre and Post unit assessments

Action steps we will take to meet our goal:

- Small group instruction
- Targeted practice on iReady
- Meet as a 3rd grade team to discuss growth and support next steps

Technology — this is how we will use technology to support meeting our goal:

- iReady
- Asynchronous Seesaw activities with teacher feedback

Grade Level/Department/Team: 4th Grade Math

Goal: All students will demonstrate growth in number sense in base ten, focusing on standard 4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply (2) two-digit numbers, using strategies based on place value and the properties of operation. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

We will measure this formatively by:

- Small group work
- Informal observation
- Exit tickets
- Pre and post assessment data focused on the above standard

We will measure this summatively by:

- Comparing pre and post test assessment data
- Using pre, mid, and post iReady diagnostic data

Action steps we will take to meet our goal:

- Small group work
- Collaboratively review student data to plan interventions

Technology — this is how we will use technology to support meeting our goal:

- District provided technology tools: document camera, LMS - Canvas, Google apps for education (forms, docs, slides, etc.), staff laptops, student Chromebooks, Bridges websites for distance learning.

Grade Level/Department/Team: Fifth Grade Math

Goal: Between November and May, 5th-grade math students will grow in their ability to identify and understand decimal place value, focusing on standard 5.NBT.A.1 “Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.”

We will measure this formatively by:

- Exit tickets
- Bridges Checkpoints
- Students’ Bridges Pre-Unit Reflections

We will measure this summatively by:

- iReady Diagnostic
- Bridges Pre-and Post- Unit assessments
- Students’ Bridges Post-Unit Reflections

Action steps we will take to meet our goal:

- Whole group instruction
- Identified small group interventions
- Adjusting instruction based on formative assessment

Technology — this is how we will use technology to support meeting our goal:

- iReady Diagnostic results and lessons
- Bridges virtual manipulatives
- Khan Academy lessons
- Whiteboard features on Zoom

Grade Level/Department/Team: Middle School

Goal: When given an academic task, students will improve in their ability to breakdown, create a plan for completion, and initiate work, focusing the SEL/Executive Function skills of prioritizing/planning, managing time and initiating.

We will measure this formatively by progressive student ability to:

- break down tasks
- prioritize work
- initiate work with minimal reminders



We will measure this summatively by student completion of academic tasks through remote learning.

- Completion of tasks at standard, as assigned
- Assignments turned in on time

Action steps we will take to meet our goal:

Intentionally teach the skill of taking a large project and then:

- Breaking it into chunks
- Prioritizing the work
- Make a plan to initiate the work

Gradually release responsibility from teacher direction to student responsibility

Technology — this is how we will use technology to support meeting our goal:

District provided tools: Chromebooks, Canvas, and Skyward

