



2017-18 School Improvement and Title I Plan

Madison Elementary School
Amanda Overly, Principal

READING ACTION PLAN

Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

2016-17 SBA Results

Grade 3				Grade 4				Grade 5			
Overall: 38%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 27.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 38.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	34.3	42.9	22.9	Reading	36.1	52.5	11.5	Reading	33.3	50.8	15.9
Listening and Speaking	21.4	62.9	15.7	Listening and Speaking	29.5	62.3	8.2	Listening and Speaking	19.0	66.7	14.3
Writing	28.6	51.4	20.0	Writing	44.3	47.5	8.2	Writing	28.6	49.2	22.2
Research/Inquiry	22.9	57.1	20.0	Research/Inquiry	34.4	52.5	13.1	Research/Inquiry	39.7	42.9	17.5

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.2.b 1.3.a 1.4.a 1.4.b 3.2.a 3.3.b	<ul style="list-style-type: none"> Implement Reach for Reading Curriculum grades K-5 	<ul style="list-style-type: none"> District Unit Planners Walkthrough data Reach Common Unit Assessments DRA Interim Block Assessments LLI data Literacy Coach meeting notes from grade level teams Equity Target subgroup success (monthly or quarterly assessment data)
2.3.a 3.2.a 3.3.a 3.3.b	<ul style="list-style-type: none"> Administer Interim Assessment Blocks to all 3-5 graders and analyze data to improve targeted instruction and intervention 	<ul style="list-style-type: none"> Interim Assessment Blocks Equity Target subgroup success (monthly or quarterly assessment data)

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
2.1.a 2.1.b	<ul style="list-style-type: none"> Provide push-in paraeducator support for the Leveled Literacy Intervention (LLI) for below standard students K-5 	<ul style="list-style-type: none"> LLI data DRA Reach Common Unit Assessments Equity Target subgroup success (monthly or quarterly assessment data)
1.2.b	<ul style="list-style-type: none"> Promote summer reading program to maintain and/or improve reading comprehension skills 	<ul style="list-style-type: none"> Participation levels of students Library circulation data Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.3.b	<ul style="list-style-type: none"> Provide Before school intervention program for English Learners to participate in morning Imagine Learning (ILE) language acquisition program 	<ul style="list-style-type: none"> DRA ELPA ILE data Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.3.b	<ul style="list-style-type: none"> Provide after school support club (students will participate in Read Naturally or independent reading with Accelerated Reader tests) for students approaching standard in reading in 3-5 grades 	<ul style="list-style-type: none"> Read Naturally Data Accelerated Reader Data DRA Interim Assessment Blocks Equity Target subgroup success (monthly or quarterly assessment data)
1.4.a 1.4.b	<ul style="list-style-type: none"> Implement new EL Reach for Reading Curriculum 	<ul style="list-style-type: none"> ELPA Interim Assessment Blocks ILE data Equity Target subgroup success (monthly or quarterly assessment data)
1.1.b 1.1.c 1.3.b	<ul style="list-style-type: none"> Increase the culture of reading by requiring all students to read before school, during lunch, opening the Library for Family Library Night monthly 	<ul style="list-style-type: none"> Accelerated Reader data DRA Interim Assessment Blocks Library Circulation data Equity Target subgroup success (monthly or quarterly assessment data) Student reading logs

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
2.3.a 3.2.a 3.3.a 3.3.b	<ul style="list-style-type: none"> • Conduct meetings with teachers to identify specific students in each equity target subgroup and specific interventions for targeted students 	<ul style="list-style-type: none"> • LLI data • DRA • Reach Common Unit Assessments • Interim Block Assessment data • Equity Target subgroup success (monthly or quarterly assessment data)

WRITING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 38%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 27.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 38.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	34.3	42.9	22.9	Reading	36.1	52.5	11.5	Reading	33.3	50.8	15.9
Listening and Speaking	21.4	62.9	15.7	Listening and Speaking	29.5	62.3	8.2	Listening and Speaking	19.0	66.7	14.3
Writing	28.6	51.4	20.0	Writing	44.3	47.5	8.2	Writing	28.6	49.2	22.2
Research/Inquiry	22.9	57.1	20.0	Research/Inquiry	34.4	52.5	13.1	Research/Inquiry	39.7	42.9	17.5

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.2.b 1.3.a 1.4.a 1.4.b 3.2.a 3.3.b	<ul style="list-style-type: none"> Implement writing component of Reach for Reading Curriculum grades K-5 	<ul style="list-style-type: none"> Reach Common Unit Assessments Grade Level Assessments Interim Assessment Blocks Performance Tasks Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.2.b 1.3.a 1.4.a 1.4.b 3.2.a 3.3.b	<ul style="list-style-type: none"> Embed David Matteson strategies into Reach for Reading in K-2 	<ul style="list-style-type: none"> District Unit Planners Quarterly benchmark tests Student writing products graded using district rubric Equity Target subgroup success (monthly or quarterly assessment data)
2.1.a 2.1.b	<ul style="list-style-type: none"> Provide push-in paraeducator support for the Leveled Literacy Intervention (LLI) for below standard students K-5 	<ul style="list-style-type: none"> Reach Common Unit Assessments Grade Level Assessments LLI data DRA Quarterly benchmark tests Interim Assessment Blocks

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
		<ul style="list-style-type: none"> • Equity Target subgroup success (monthly or quarterly assessment data)
2.3.a 3.2.a 3.3.a 3.3.b	<ul style="list-style-type: none"> • Conduct meetings with teachers to identify specific students in each equity target subgroup and specific interventions for targeted students 	<ul style="list-style-type: none"> • Reach Common Unit Assessments • Grade Level Assessments • Interim Assessment Blocks • Performance Tasks • Equity Target subgroup success (monthly or quarterly assessment data)
2.3.a 3.2.a 3.3.a 3.3.b	<ul style="list-style-type: none"> • Administer Interim Assessment Blocks to all 3-5 graders and analyze data to improve targeted instruction and intervention 	<ul style="list-style-type: none"> • Reach Common Unit Assessments • Grade Level Assessments • Interim Assessment Blocks • Performance Tasks • Equity Target subgroup success (monthly or quarterly assessment data)

MATH ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 48.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 34.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 28.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	31.9	24.6	43.5	Concepts and Procedures	40.0	41.7	18.3	Concepts and Procedures	50.8	33.3	15.9
Problem Solving and Modeling & Data Analysis	26.1	56.5	17.4	Problem Solving and Modeling & Data Analysis	41.7	45.0	13.3	Problem Solving and Modeling & Data Analysis	42.9	39.7	17.5
Communicating Reasoning	20.3	56.5	23.2	Communicating Reasoning	35.0	50.0	15.0	Communicating Reasoning	38.1	47.6	14.3

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.2.b 1.3.a 1.4.a 1.4.b 3.2.a 3.3.b	<ul style="list-style-type: none"> Increase capacity to use balanced math model across grade levels, focusing on all teachers using high leverage instructional strategies including math discourse, visual models, writing to explain, and showing work to demonstrate problem solving and communicating reasoning skills 	<ul style="list-style-type: none"> Common Topic assessments Interim Assessment Blocks Reflex Math Data Equity Target subgroup success (monthly or quarterly assessment data)
2.3.a 3.2.a	<ul style="list-style-type: none"> Administer Interim Assessment Blocks to all 3-5 graders and analyze data to improve targeted instruction and intervention 	<ul style="list-style-type: none"> Common Topic assessments Interim Assessment Blocks Reflex Math Data Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.3.b	<ul style="list-style-type: none"> Provide before school intervention program (students receive pre-teaching on math concepts and vocabulary that is synchronized with the Teacher's weekly lessons) targeted at students approaching standard on math 	<ul style="list-style-type: none"> Common Topic assessments Interim Assessment Blocks Reflex Math Data Equity Target subgroup success (monthly or quarterly assessment data)

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
1.2.a 1.3.b	<ul style="list-style-type: none"> Provide after school Support Club (students who are not fluent in math facts, and are approaching standard in mathematics overall will participate in Reflex math program 	<ul style="list-style-type: none"> Common Topic assessments Interim Assessment Blocks Reflex Math Data Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.3.b	<ul style="list-style-type: none"> Provide targeted small group push-in paraeducator interventions for below standard students K-5 daily 	<ul style="list-style-type: none"> Common Topic assessments Interim Assessment Blocks Reflex Math Data Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.2.b 1.3.a 1.4.a 1.4.b 3.2.a 3.3.b	<ul style="list-style-type: none"> Focus on precise mathematical vocabulary through discourse, writing to explain and performance tasks 	<ul style="list-style-type: none"> Common Topic assessments Student summaries/reflections Interim Assessment Blocks Smarter Balanced Assessment Classroom artifacts
2.3.a 3.2.a 3.3.a 3.3.b	<ul style="list-style-type: none"> Conduct meetings with teachers to identify specific students in each equity target subgroup and develop specific interventions for targeted students 	<ul style="list-style-type: none"> Common Topic assessments Interim Assessment Blocks Reflex Math Data Equity Target subgroup success (monthly or quarterly assessment data)

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 42.9%	Strand % Perf. Below	Strand % Perf. Similar
Systems	57.1	42.9
Inquiry	69.8	30.2
Application of Science	49.2	50.8
Domains	54.0	46.0

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
2.3.a 3.2.a 3.3.a 3.3.b	<ul style="list-style-type: none"> Unpack NGSS to plan instruction aligned to current units of study. 	<ul style="list-style-type: none"> Common Unit Assessments Equity Target subgroup success (monthly or quarterly assessment data)
3.3.b	<ul style="list-style-type: none"> Conduct Professional Development for teachers to better understand the new grade 5 Washington Comprehensive Assessment of Science (WCAS) and apply that learning to the preparation and administration of the new WCAS like common unit assessments. 	<ul style="list-style-type: none"> Common Unit Assessments Equity Target subgroup success (monthly or quarterly assessment data)
1.2.a 1.3.b	<ul style="list-style-type: none"> Increase participation in Science and Robotics Clubs 	<ul style="list-style-type: none"> Weekly sign-in sheets Robotics Competition results

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase the quality and quantity of engagement by parents and families with Madison Elementary School.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
2.2.c 5.1.a 5.3.a	<ul style="list-style-type: none"> Reestablish Natural Leaders Program 	<ul style="list-style-type: none"> Baseline parent participation data collection (sign in sheets, volunteers)
2.2.c 5.1.a	<ul style="list-style-type: none"> Increase participation at family night events 	<ul style="list-style-type: none"> Past and current sign-ins
2.1.a 2.2.c 5.2.b	<ul style="list-style-type: none"> Increase participant engagement at our family nights 	<ul style="list-style-type: none"> Video of the strategies Photos Event Agendas Exit ticket completed by participants at family events
2.2.c 5.3.a	<ul style="list-style-type: none"> Include Neighborhood Association and City of Everett information in school newsletters to increase awareness and involvement in partner events 	<ul style="list-style-type: none"> Husky Highlights Newsletters

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Increase in community and family involvement in events by all subgroups

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
3.4.a	<ul style="list-style-type: none"> Greet all students at the door with a smile and a good morning 	<ul style="list-style-type: none"> SWIS data Student surveys Principal and Assistant Principal Walkthroughs
3.4.a	<ul style="list-style-type: none"> Greet all visitors at the front door with a smile and a Welcome to Madison 	<ul style="list-style-type: none"> Parent Surveys
5.1.a	<ul style="list-style-type: none"> Translate newsletter, registration, discipline forms, etc. into 5 most common languages 	<ul style="list-style-type: none"> Translated Documents
5.1.a	<ul style="list-style-type: none"> Display results from the Principal's "Proud to be Bilingual" Essay contest 	<ul style="list-style-type: none"> Bulletin board Student essays in English and home language
5.1.a 3.4.b	<ul style="list-style-type: none"> Implement school wide recognition systems (PAWS ticket drawings, PAWSitive Principal Referrals, Awards Assemblies) 	<ul style="list-style-type: none"> PAWS winner list Referrals Phone logs to parents Picture of Assemblies
5.1.a 5.2.b 5.3.a	<ul style="list-style-type: none"> Implement Customer Service standards: Safety, Courtesy, Learning, Efficiency 	<ul style="list-style-type: none"> Parent and student surveys Monitor trends in parent concerns (principal calls and artifacts from front office) EES data
Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
3.4.a 3.4.b	<ul style="list-style-type: none"> Develop comprehensive safety plan for school 	<ul style="list-style-type: none"> Safety meeting notes Drill/incident debriefing data Drill time data

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
3.4.a	<ul style="list-style-type: none"> Implement Growth Mindset teaching and culture across the school 	<ul style="list-style-type: none"> Growth Mindset book study notes Student artifacts Walkthroughs Classroom artifacts (posters, bulletin boards, etc.) School artifacts (posters, bulletin boards, etc.)
3.4.a	<ul style="list-style-type: none"> Implement Mentoring Program with students identified by Socio-Emotional Meetings 	<ul style="list-style-type: none"> Mentor logs Student surveys Socioemotional spreadsheet
3.4.a	<ul style="list-style-type: none"> Implement Tier 1 PBIS strategies 	<ul style="list-style-type: none"> PAWS posters PBIS consultant meeting minutes PBIS consultant evaluation
3.4.a 3.4.b	<ul style="list-style-type: none"> Increase physical building safety 	<ul style="list-style-type: none"> New gate separating street from KINDER playground Procedures for locking gates and doors New doorbell for front door
3.4a	<ul style="list-style-type: none"> Support Seamar individual counseling in the building 	<ul style="list-style-type: none"> Annual number of students seen by Seamar counselor

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
1.2.a	<ul style="list-style-type: none"> Provide buses for before and after school intervention clubs 	<ul style="list-style-type: none"> Attendance from clubs
3.1.a 3.2.a 3.3.a 3.3.b 3.3.c	<ul style="list-style-type: none"> Provide continuous professional development for staff on poverty strategies and cultural competence 	<ul style="list-style-type: none"> Meeting agendas
5.1.a	<ul style="list-style-type: none"> Hold family events at different times of day to increase access and accommodate different parent schedules 	<ul style="list-style-type: none"> School calendar Sign in sheets Morning assemblies Coffee and Cut Club Night time events

ATTENDANCE

Key Performance Outcome(s):

Our monthly average Daily Attendance will be at or above 95% monthly.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
1.1.a	<ul style="list-style-type: none"> Reengage KIT students who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
1.1.a	<ul style="list-style-type: none"> Form Attendance Team that addresses student absences holistically and employs the Community Truancy Board (CTB) as an intervention 	<ul style="list-style-type: none"> Composition of team (administration, counselor, Family Support paraprofessional)
1.1.a 1.5.a	<ul style="list-style-type: none"> Hold meetings with parents/guardians of all students having more than 3 unexcused absences 	<ul style="list-style-type: none"> Attendance Team Meeting notes Targeted student attendance records
1.5.a	<ul style="list-style-type: none"> Increase Parent awareness of laws and benefits of steady attendance 	<ul style="list-style-type: none"> Attendance Team Meeting notes
1.1.a	<ul style="list-style-type: none"> Home visits for students at risk 	<ul style="list-style-type: none"> Home visit logs

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Increase capacity of both adults and students to integrate digital tools into teaching and learning

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
2.2.a 2.2.b	<ul style="list-style-type: none"> Provide ongoing professional development to staff to build expertise in various district software (eVal, Outlook, Office 365, Google Drive, etc.) 	<ul style="list-style-type: none"> Tech Tips in newsletters Tech Tip emails Faculty Meeting agendas
2.2.a 2.2.b 3.2.a	<ul style="list-style-type: none"> Begin implementation of gradebook across all grade levels 	<ul style="list-style-type: none"> LID agenda Faculty meeting agendas Teacher gradebook grids
2.2.a 2.2.b 3.2.a	<ul style="list-style-type: none"> Track common math and literacy assessments on Gradebook by creating the common assessment assignments on Gradebook 	<ul style="list-style-type: none"> Gradebook grids Data extracted from Gradebook
1.1.a 1.1.c 1.5.a	<ul style="list-style-type: none"> Implement Keyboarding without Tears in grades 3-5 	<ul style="list-style-type: none"> Keyboarding without Tears login/use data
1.1.a	<ul style="list-style-type: none"> Integrate use of Chromebook into lessons weekly 	<ul style="list-style-type: none"> Chromebook use data

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
• Amanda Overly	• Principal	• all
• Brent Radcliff	• Assistant Principal	• all
• Sherri Grinage	• Literacy Coach	• Reading, Writing, Family Partnerships
• Laura Beckett	• Math Coach	• Math, Family Partnerships
• Reiko Tarver	• Kindergarten teacher	• Reading and Writing
• Deanna Hathaway	• 1st grade teacher	• Reading and Writing
• Julie Smith	• 2nd grade teacher	• Reading and Writing
• Ronald Mauch	• 3rd grade teacher	• Math
• Tracy Allen	• 4th grade teacher	• Math
• Deb Brennan	• 5th grade teacher	• Math
• Wayne Kettler	• Librarian	• Family Partnerships
• Rachel Allen	• Family Support Specialist	• Family Partnerships
• Jason Himstedt	• Counselor	• Family Partnerships
• Cheryl Fernandez	• Special Education Teacher	• Family Partnerships
• Christine Vo	• Administrative Intern	• Attendance, Math, Reading, Writing