



2019-20 School Improvement & Title1/LAP Plan

Madison Elementary
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SIP ACTION PLAN Madison Elementary School		Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) by 2027 and the median student growth percentile will be 75% by 2027.	
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?	
Teach Reach reading lessons using explicit instruction, modeling and scaffolding, flexible grouping, increased reading time, discourse, and frequent oral and silent reading practice aligned to CCSS		<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Comprehension Assessment data • 3-5 i-Ready reading data • 3-5 SBA Interim Assessment Block (IAB) data • K-2 Developmental Reading Assessment (DRA) data • KARK data 	
Improve Teacher Collective Efficacy by strengthening teacher teams that will work together developing essential standards, unpacking them, writing kid friendly learning targets and success criteria, developing common formative assessments, and engaging in a collective process of teach, analyze, reteach cycle.		<ul style="list-style-type: none"> • Common formative assessment data • Learning target anchor charts • District summative assessments 	
Model, teach, and provide opportunities for students to apply close reading strategies with attention and care using a range of text-dependent questions and tasks that require students to read and reread increasingly challenging literary and informational texts through the lens of critical and creative thinking		<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Comprehension Assessment data • 2-5 i-Ready reading data • 3-5 SBA Interim Assessment Block (IAB) data • K-2 DRA data 	
Ensure all students that are below standard receive 45 minutes per week on iReady reading, monitor progress of online instruction, and intervene with Tools for Instruction when needed.		<ul style="list-style-type: none"> • iReady usage reports • Small group para intervention notes from using Tools for Instruction • iReady diagnostic growth in subgroups and whole groups 	

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?
Provide daily opportunities for students to write across content areas, including notetaking, summarizing, questioning, and responding to multiple texts/sources/experiences	<ul style="list-style-type: none"> • 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics) • 3-5 SBA Performance Task Interim Assessment Block (IAB) data
Model and teach explicit writing instruction to write for a variety of authentic purposes, narrative, informational/explanatory, and opinion writing, and to focus on audience through modeling and the gradual release of responsibility	<ul style="list-style-type: none"> • 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics) • K-2 BFTL writing quarterly benchmark data • 3-5 SBA Writing Interim Assessment Block (IAB) data
Refine implementation of Building Foundations writing program in K-2; refine the use of RACE strategy in 3-5	<ul style="list-style-type: none"> • Student writing samples
Math Action Items (Actions that improve performance towards outcomes) <ul style="list-style-type: none"> • 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?
Improve Teacher Collective Efficacy by strengthening teacher teams that will work together developing essential standards, unpacking them, writing kid friendly learning targets and success criteria, developing common formative assessments, and engaging in a collective process of teach, analyze, reteach cycle.	<ul style="list-style-type: none"> • Common formative assessment data • Learning target anchor charts • District summative assessments
Use the EPS Balanced Mathematics Model to build fluency with procedures only after a foundation of conceptual understanding is built so that students become skillful in using procedures flexibly as they solve contextual and mathematical problems (Principle 6: NCTM)	<ul style="list-style-type: none"> • Department-Created Rich Task Walkthrough Tool with Teacher and Student Look Fors • Team created Common Formative Assessments results: % proficient • K-5 i-Ready Diagnostic Results
Ensure all students that are below standard receive 45 minutes per week on iReady math, monitor progress of online instruction, and intervene with adult	<ul style="list-style-type: none"> • iReady usage reports • Small group intervention notes from using Tools for Instruction • iReady diagnostic growth in subgroups and whole groups

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 SBA?
Continue to build staff capacity for moving from “know about” to “figure out” model of science.	<ul style="list-style-type: none"> • Evidence from lab notebooks showing inquiry-based activities
Building NGSS leaders will work with all teachers to unpack NGSS together	<ul style="list-style-type: none"> • Evidence from lab notebooks showing rigorous lessons based on NGSS
Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence (Accountable Talk, use academic vocabulary through Reach for Reading Routines)	<ul style="list-style-type: none"> • Written, drawn and verbally expressed explanations using evidence from multiple sources and reasoning <ul style="list-style-type: none"> • K-1 teacher collected notebook evidence of students’ ability to: <ul style="list-style-type: none"> ▪ Listen actively to other’s arguments and ask questions for clarification (K through discussion only) ▪ Agree or disagree with peer arguments based on evidence (K through discussion only) • 2-3 teacher collected notebook evidence of student’ ability to build on K-1 skills to: <ul style="list-style-type: none"> ▪ Construct and/or support scientific arguments drawing on evidence, data or a model ▪ Distinguish arguments that are supported with evidence from those that are not • 4-5 teacher collected notebook evidence of students’ ability to build on 2-3 skills to: <ul style="list-style-type: none"> ▪ Critique scientific arguments proposed by peers

Welcoming and Safe Culture from an MTSS Perspective

Visible Learning Research: Greater need to **partner** with families and solicit two-way dialogue.

Family Involvement .46

Positive Family/Home Dynamic: .52

EL Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measures will you use to determine the success of your action items?
Implement Guided Language Acquisition Design (GLAD) strategies to promote language acquisition and provide access to core curriculum for English Learners.	<ul style="list-style-type: none"> • ELPA21 data • iReady reading data • Reach unit assessments • GLAD units/anchor charts
Offer EL students extended day time to receive small group LLI (level literacy intervention) and time to get on IL or iReady based on student needs	<ul style="list-style-type: none"> • LLI data • IL usage reports
Family Engagement Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measures will you use to determine the success of your action items?
Host iReady Parent Night for parents to learn how to support and engage their students and when it is appropriate for them to use iReady at home	<ul style="list-style-type: none"> • iReady usage
Offer two weekend Family Field trips to local science or social studies museums/locations.	<ul style="list-style-type: none"> • Sign-in sheets for the field trips
Reduce barriers for non-English speaking and families of color to engage with school, including hosting an Everett Community College English class (with childcare provided)	<ul style="list-style-type: none"> • Parent survey results • Attendance at EVCC English classes
Offer parents of EL students Imagine Learning accounts to be used at before or after school IL clubs or at home.	<ul style="list-style-type: none"> • Attendance at before or after school Imagine Learning club • Imagine Learning usage data for parents.
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?
Host and promote a 4-part series of classes in Spanish on how to navigate the public school system, including student and parent rights.	<ul style="list-style-type: none"> • Sign in sheets at the sessions
Increase participation in Festival of Cultures in spring	<ul style="list-style-type: none"> • Increase in Community partners • Increased attendance by sign-in sheets
Explore additional ways for parents to partner at the Title 1 meeting. Analyze the parent and input and develop action items based on their input	<ul style="list-style-type: none"> • Parent survey results

Improve proactive communication and increase channels of communication for all events	<ul style="list-style-type: none"> • Blackboard Connect logs • Sign-in sheets showing increased attendance
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?
Develop and implement system to onboard parents about the key components of SEL (Focus Groups, New Letters, Resource Page)	<ul style="list-style-type: none"> • Survey data • Parent participation data • Number of focus groups/news articles
Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step and/or other materials	<ul style="list-style-type: none"> • Survey data (Panorama) • Discipline data • Teacher feedback
Develop and implement Tier 1 and 2 School Wide Expectations and devise systems for monitoring and maintenance	<ul style="list-style-type: none"> • Discipline data • Reward system data
Use Panorama data to identify Tier 2 and Tier 3 and develop systems and strategies to provide targeted interventions	<ul style="list-style-type: none"> • Change in Panorama data over time

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measures will you use to determine the success of your action items?
Communicate impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings	<ul style="list-style-type: none"> • Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program
Explore new ways to provide school and class incentives for improved attendance	<ul style="list-style-type: none"> • Attendance rates
Monitor attendance and develop action plans during on-time graduation/social-emotional learning intervention process for students who are at risk of becoming chronically absent	<ul style="list-style-type: none"> • Number of students identified as chronically absent or miss 10% of school days

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 measures will you use to determine the success of your action items?
Begin training for 1:1 implementation, developing a deep understanding of SAMR and the shifts needed to bring authentic learning to the classroom	<ul style="list-style-type: none"> • Number of lessons using technology in authentic ways