



2024-25 School Improvement & Title 1 Plan

Madison Elementary School

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ELA ACTION PLAN	
Key Performance Outcome: 65% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027. By Spring of 2025 MAE growth percentile will change from 30% SGP's (2022-2023) to 50% SGP's on SBA Spring 2025. (37% 2023-2024)	
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 and iReady?
<p>Enhancing Alignment and Consistency in Foundational Skills and Comprehension Instruction</p> <p>Goal 1: To improve the grade level alignment of instructional practices among teachers and ensure consistent, targeted support from paraprofessionals, focusing on foundational skills and comprehension.</p> <p>Goal 2: To improve effective phonics instruction routine that supports flexible grouping and the targeted use of resources, enhancing students' phonics skills and overall reading proficiency.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Developing a Consistent and Effective Phonics Instruction Routine Kindergarten: Continue working on foundational skills in core and intentional planning for flexible groups in foundational skills and comprehension First Grade: Intentional planning and follow through for foundational skills in core and common grade level alignment for flexible groups in foundational skills and comprehension Second Grade: Backwards planning for comprehension skills, what texts are we using, and building in practice for assessment, fluency practice, book clubs where they read for enjoyment and independently, increase enjoyment in reading, paras will teach an extension of what is happening in core, routine 	<ul style="list-style-type: none"> Phonics Assessment, iReady Diagnostic Data <u>Kindergarten</u> – end of unit Reach assessments (comprehension & foundational skills), monthly formative assessments to adjust flexible groups (comprehension & foundational skills) <u>First Grade</u> – Unit Comprehension Assessments, Unit Phonic Assessments, Unit ORF Assessments. Monthly formative assessments (foundational skills and comprehension) to adjust flexible groups <u>Second Grade</u> – Summative: Oral Reading Fluency and comprehension (ORF) Summative: End of Unit Summative Comprehension Assessment Formative: End of unit formative oral reading fluency (REACH) Formative: Phonics assessment (CBI-Classroom-Based Instruction) <u>Third Grade</u> - Standards Mastery Reading, iReady Comprehension Data, IABs, iReady Growth Monitoring <u>Fourth Grade</u> – Standards Mastery Reading, iReady Comprehension Data, IABs, iReady Growth Monitoring <u>Fifth Grade</u> – Standards Mastery in Reading, iReady Comprehension Data, IABs, iReady Growth Monitoring Teacher assigned i-Ready Lessons MTSS intervention monitoring and Panorama intervention plan data

<ul style="list-style-type: none"> • Third Grade: More time on phonics whole group and put that as a focus in Flexible group, seek out resources for most effective instruction, supplementing for comprehension as needed • Fourth Grade: planning for flexible groups so that it aligns with what is being taught in the core instruction. Teaching reading while targeting 1 standard at time with time to practice the skill. • Fifth Grade: planning for flexible groups so that it aligns with what is being taught in the core instruction. Teaching reading while targeting 1 standard at time with time to practice the skill. • Provide Tier 2 and Tier 3 students interventions and extended day opportunities that are aligned with Tier 1 instruction/materials. • Increase Special Education (SPED), Multilingual Language Learner (MLL), and Learning Assistance Program (LAP) student percentage meeting typical and stretch growth monitoring. 	
Writing 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?
<p>Goal 1: Ensure grade level alignment and collaborative practices in writing instruction by grading writing rubrics and assessments together to maintain consistency in grading standards and to discuss next steps for student improvement.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • PLC (Professional Learning Community) Meetings: Schedule regular PLC meetings focused on writing rubrics, and grade level aligned scoring and discuss next steps for student improvement. 	<ul style="list-style-type: none"> • Summative: Narrative, informational, and opinion rubrics • Formative: Narrative, informational, and opinion checklists/student friendly rubrics
<p>Goal 2: Develop clear and consistent writing routines and expectations from kindergarten through fifth grade to improve student writing skills and performance.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Kindergarten: Implement structured writing routines and support systems, such as Stembridge units, to build foundational writing skills. • First Grade: Incorporate collaborative reading and writing activities to enhance comprehension and writing skills. • Second Grade: Develop and follow a clear routine for handwriting and grammar, ensuring a structured timeline for "we do" and "they do" activities to foster independent writing. 	<ul style="list-style-type: none"> • Formative: Narrative, informational, and opinion checklists/student friendly rubrics • PLC unit planning and common rubric and scoring data • Writing Unit Scores, SBA Writing Data

- **Third Grade:** Utilize resources from the Smarter Balanced assessment earlier in the year to inform and guide writing instruction.
- **Fourth Grade:** Begin using graphic organizers early in the year to support students in structuring their writing, aligning with fifth-grade expectations.
- **Fifth Grade:** Foster independent writing through a second writing activity, promoting vertical alignment and preparation for advanced writing tasks.

MATH ACTION PLAN Key Performance Outcome: 50% of students will meet standard on the Smarter Balanced Assessment (SBA) in Math by 2027 and the median student growth percentile will be 75% by 2027. By Spring of 2025 MAE growth percentile will change from 24% SGP's (2022-2023) to 45% SGP's on SBA Spring 2025. (34% 2023-2024)	
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?
Goal 1: Using formative assessment data to drive our small group instruction through flexible groupings.	Formative: IM Cool Downs and Checkpoints, iReady Standards Mastery (intermediate) Summative: End of Unit IM Assessments, iReady Diagnostic
Goal 2: Continue to increase student and teacher usage of academic vocabulary during daily instruction through IM Math Language Routines and GLAD strategies.	Formative: IM Cool Downs and Checkpoints Summative: End of Unit IM Assessments
Goal 3: Ensure ALL students receive grade level standards-based instruction that is tightly aligned to district identified essential standards. <ul style="list-style-type: none"> Action Steps: <ul style="list-style-type: none"> Primary: Utilize the IM curriculum lesson structure of activity first synthesize second to emphasize exploration and productive struggle with math concepts to increase understanding. Intermediate: Utilize SBA content explorer and SBA blueprints to plan for higher-order questioning in the delivery of daily instruction to increase student exposure to Depth of Knowledge level 2, 3, and 4 questions. 	Grades K-5 Illustrative Math (IM) unit assessments Grades K-5 IM Cool Downs Grades K-5 IM Checkpoints IAB's (intermediate)
Goal 4: Provide Tier 2 and Tier 3 supports and interventions and extended day opportunities aligned with Tier 1 instruction and materials.	i-Ready Growth Data i-Ready Standards Mastery assessments (grades 2-5) Teacher assigned i-Ready lessons
Goal 5: Increase percentage of students receiving services in special education, multilingual, and LAP support meeting typical and stretch growth through regular use of and monitoring of iReady tools.	i-Ready Reading Diagnostic data Growth Monitoring data i-Ready Standards Mastery assessments

SCIENCE ACTION PLAN	
Key Performance Outcome: 50% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027. By Spring of 2024 a 5% increase of MAE 5 th grade students will meet standard on the Smarter Balanced Assessment (SBA) in Science from Spring of 2025.	
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?
<ul style="list-style-type: none"> Continue to devote consistent time to science on a weekly (preferably daily) schedule. During this time, increase student proficiency on science vocabulary and hands-on science experiments. 	<ul style="list-style-type: none"> Science vocabulary formative assessments Finished science unit kits, with evidence-based notes to go along with them
<ul style="list-style-type: none"> Increase opportunities for students to write and discuss using evidence from previous knowledge, research, observations and experiments. 	<ul style="list-style-type: none"> Scientific writing, with a focus on specific evidence from research, experiments and observations Depth of classroom discussions and ability to connect reasoning/thought with evidence from experiments and observation Grades 1-5 summative Unit Tests
<ul style="list-style-type: none"> Provide 5th Grade students practice training test opportunities to engage with WCAS platform. 	<ul style="list-style-type: none"> SBA WCAS Practice Tests

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

Key Performance Outcome(s):

Welcoming Culture: Increase student engagement as measured by improving attendance from the 70's to 90's, increasing positive student interactions (trauma trainings will help increase positive student interactions & positive relationships with staff) and support as measured by climate survey and positive student to student interactions (Issues & Referrals).

Physical, Emotional and Intellectual Safety: By Spring 2025 Panorama student survey results will increase: *School safety* from 49% to 70% & *School climate* from 58% to 70% & *emotion-regulation* from 47%-70%

Equitable and Accessible Opportunities:

- Increase MLL progress rate from 57% to 65% on WIDA by Spring 2025
- Increase MLL growth rate from 34 (24-25) SGP to 60's SGP on SBA Spring 2025
- Increase SPED growth rate from 40 (18-19) SGP to 50 SGP on SBA Spring 2025
- Increase the positive responses from staff on Panorama from 44% to 60% in Professional Learning about Equity.

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?

Welcoming Culture

Provide more opportunities for student voice e.g., share their work, morning announcements, school events, assemblies, and in the classroom.
Develop a Student Council to collaborate on or lead initiatives to strengthen school-wide culture for all.

- Panorama Climate/SEL survey data (staff, student, family) - annual
- Panorama Social Emotional Learning (SEL) data for sense of belonging
- Student Council participation
- Panorama check in (grades 3-5) or paper Likert scale (kindergarten-2nd grade) in Fall and Spring

Physically, Emotionally, and Intellectually Safe Environment

Integrate social-emotional learning principles into daily class meetings and instruction using the RULER framework and Second Step as a foundation to teach students essential social-emotional skills.
Explicitly integrate SEL instruction to consistently offer students opportunities to develop, practice, and reflect on their social and emotional competencies, ensuring activities are culturally responsive.

- Panorama Social Emotional Learning (SEL) data for safety and emotional regulation
- Panorama check in (grades 3-5) or paper Likert scale (kindergarten-2nd grade) in Fall and Spring

Equitable and Accessible Opportunities

<p>Include direct instruction of expectations/helpful reminders regarding common language: reminders about appropriate language</p> <p>Advertise the Diverse Library Initiative Books to teachers via newsletter and/or flyers in staff areas</p> <p>Have 4th & 5th grade students read to primary classes (by volunteer participation)</p>	<p>Equity reflection form results after each meeting</p>
<p>Designate LID, PLC, and/or A-LIF time for collaboration between teachers/staff (e.g., between special education and general education teachers; between special education and specialist teachers)</p>	<p>Master schedule – A-LIF, PLC, etc. Continuous improvement calendar</p>
<p>Equity Team – Utilize the WIDA ELD Standards Framework to create Language Objectives for Tier 1 instruction in core content areas.</p>	<p>WIDA scores Evidence of language objectives during classroom walkthroughs REACH End of Unit Assessments disaggregated for multilingual learners IL &L progress</p>

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 80% for all and every subgroup by 2027.

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?

Strengthen our tiered attendance approach to foster a school-wide culture of attendance and ensure that every student has the support they need to succeed. For Tier 1, teachers will share the importance of student attendance during school events and conferences, and we will conduct a monthly focus on attendance during school-wide assemblies, celebrating classes with the highest attendance rates and emphasizing the significance of regular attendance. Students with 90% plus school days attended will receive individualized incentives. Classes will track 100% attendance for seven days to earn a class incentive.

- Schoolwide attendance rate by month and year
- Classroom incentives given each time 100% of students attend for seven days
- Individual student BRAG TAGS given monthly when students attend 90% of the month

Strengthen Tier 2 strategies using HUSKY Attendance Tracker system to create goals and incentives for students with 7 or more absences to improve monitoring and communication.

- Number of students and classes participating in incentive programs
- Monthly attendance rates of students
- Growth data for attendance rates for students at risk of being chronically absent.
- Letters sent and phone calls made per state requirements
- Family conferences offered

Expand Tier 3 intensive interventions with social worker, family support specialist, and counselor for chronically absent students to address any underlying issues for students and to develop personalized attendance improvement plans for individuals.

- Schoolwide attendance rates
- Comparative attendance rates of students who have missed 10% of school days month by month
- Parent contact log
- Number of home visits
- Growth data for attendance rates of chronically absent students

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Staff and students will have access to technology-based tools and resources to integrate best practices for technology, instruction, and 21st Century skills across all content areas.

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?
Continue to build teacher capacity with interactive panel to create engaging delivery of lessons. Provide PD opportunities around the use of Lynx Software.	<ul style="list-style-type: none">• Evidence in classroom walkthroughs of use of interactive panel
Effective utilization of “PocketTalk” devices to communicate with ML students	<ul style="list-style-type: none">• Evidence in classroom walkthroughs of use of devices.

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

- Increase the positive responses from families on Panorama from 16% to 30% in the area of Family Engagement.
- Increase the positive responses from families on Panorama from 73% to 85% in the area of Family-School Communication.

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?
Increase the number of opportunities to connect and communicate with families (e.g., Hispanic Heritage Event, Festival of Cultures).	Attendee data Panorama family survey responses Parentsquare data
Natural Leaders collaborate with Equity Team to host Hispanic Heritage Event & Loteria Night; Include a table to sign-up for Natural Leaders	Natural Leader participant data Number of volunteers approved
Increase participation of families completing the School Stakeholder Annual Survey (Panorama) in the Spring; provide QR codes in multiple places to increase access and awareness	Number of responses on School Stakeholder Annual Survey