



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Madrona K-8

Year: 2019-2020

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.

The 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:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	607	NA	Two or More Races	72	11.86%
American Indian/Alaskan Native	1	0.16%	English Language Learners	32	5.27%
Asian	62	10.21%	Homeless/McKinney-Vento	1	0.16%
Black/African American	34	5.60%	Low Income	91	14.99%
Hispanic/Latino	70	11.53%	Section 504	51	8.40%
Native Hawaiian/Other Pacific Islander			Students with Disabilities	138	22.73%
White	368	60.63%	Student Mobility	6	0.16%

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 2018-19 SIP.

<p>Goal (restate the goals, whole school and opportunity gap group goals)</p>	<p>Upon reflection, both classroom instruction and staff development were heavily impacted by the last-minute relocation to a temporary facility, uncertainty about the length of stay in a temporary facility, and the mid-year return to campus. <i>Specifically 52.24% of non-district designated staff meeting and building time was devoted to move-related topics. In real terms, this represents a loss of about 18 hours of staff meeting/building time.</i> Additionally, teachers lost valuable instruction time to unpacking, packing, and unpacking again.</p> <p>The impact of this was felt in a variety of ways: <u>Student Practice:</u> Loss of instructional time <u>Teacher Practice:</u> Reduced time to engage in meaningful professional development; reduced time for collegial collaboration focused on student learning; restricted access to teaching tools due to move related packing <u>Administrative Practice:</u> Reduced time for PD (ex: Dec building day was eliminated in an EEA/HR MOU so that teachers could have that time to pack); reduced time for walk-throughs and timely feedback; diminished opportunity for meaningful family engagement. <u>Diminished capacity to engage in deep and meaningful examination of student learning.</u></p> <p>See the All Students and Comparison Group sections for further narrative analysis.</p>
<p>All Students Compared to 67% of students grade 3-8 in 2017-2018, 72% will meet or exceed standard on Summative Math SBA</p>	<p>The 2018-2019 overall passage rate goal for the Summative Math SBA was 67%. The actual passage rate was 55%, grades 3-8.</p> <p>Looking more closely at the Math SBA Passage rate, it was interesting to note that while there was a decline in Math SBA Passage rate in all grades, the most notable declines were in 3rd, 7th, and 8th grade. Passage rates of students in grades 4 through 6 have typically lagged behind those of their 3rd, 7th, and 8th</p>

	<p>grade peers at Madrona. In the 2018-2019 school year, these grades did see a reduction in passage rates, but not to the same extent as the other grade levels.</p> <ul style="list-style-type: none"> ● Passage rates in grades four through six <i>saw an average 7.5% decline.</i> ● Grade 3 Math SBA passage declined by 20% ● Grades 7 and 8 combined declined by 22% <p>Demographically, the sub-group with the most dramatic decline was in our students with an IEP. Whereas the passage rate of SPED students declined by 5% overall (from 26% to 21%), the percent of SPED students scoring a Level 1, well below average, increased significantly. The number of SPED students scoring a Level 1 on the Math SBA went from 44% to 58% for all SPED students' grades 3-8.</p>
<p>COMPARISON GROUP is Students scoring a "2" on the Math SBA. Compared to 21% of students gr 3-8 scoring level 2 on Math SBA in 17-18, 17% will score a level 2 on the Summative Math SBA in 2018-2019</p>	<p>The 2018-2019 goal for students receiving a score of "2" on the Summative Math SBA was 17%. The actual rate of students receiving a score of "2" on the Summative Math SBA was 27.67%.</p> <p>Referencing the narrative above regarding students with an IEP, it can be inferred that the students represented in the Math SBA level 2 category are general education students.</p> <p>Not only does this reinforce the impact of reduced professional development and collegial time, it also points to the need for clarity around the standards being assessed, instructional practice that emphasizes the depth and rigor of the standards, and targeted intervention when students do not meet proficiency in formative and summative classroom assessments.</p>

How has the progress described above informed your school's improvement planning for this school year? The results above clearly demonstrate the two-fold need of 1) developing a deep, sustaining and actionable understanding of the depth and rigor of the Common Core Math Standards, and 2) an improved ability to provide targeted intervention when students do not demonstrate proficiency toward those standards. This will be further addressed in the Needs Assessment section.

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)?

In Framing the School Improvement Process, there is a four-step progression, with Step Two being an extended period of study, sense-making and capacity building for data proficiency, root cause analysis, problem definition and deep system review. Holding all things equal, Madrona K-8 would have been ready to dive deeply into Step Two during the 2018-2019 school year. However, all things were not equal and due to a few key factors, while the Madrona K-8 administrative team began to tackle many of the above tasks, they have not done so fully, nor has the staff engaged in this work. Regardless, administrator review and analysis has uncovered distinct areas of strength and growth with which the staff will engage deeply as they participate in a system review, root cause analyses, and strategic planning for growth in the 2019-2020 SY.

Areas of Strength include:

- Certificated staff has a shared and cohesive philosophy of multiage learning and its positive impact on students' academic and social-emotional growth as indicated by a survey of staff regarding our multiage program. Brandon Lagerquist assisted in developing survey questions to ensure that we were collecting valid and usable data.
- Positive school climate as indicated by 2018 Building Survey and anecdotal evidence.
- Shared commitment to cohesive literacy instruction.
- Shared commitment to cohesive implementation of the Amplify science curriculum, K-8
- Shared commitment to implementing Second Steps SEL curriculum grades K-8

Areas of Needed Growth

1. 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 in a given standard.
- 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, special education students 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 2019-2020 SY.

1. Identify essential grade level 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 with an IEP 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) OVERALL	<input checked="" type="checkbox"/> Area of Opportunity (less than 95% participation) 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> <ul style="list-style-type: none"> • 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. 	

D. Third Grade OSPI Literacy Expectation

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 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.) Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
---	---

If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading:
Listening:

Writing:
Research/Inquiry:

Section IV: Theory of Action

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,

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.
- 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.
- Madrona's needs assessment process revealed this as an area of growth, especially in the context of a K-8 progression

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:

- 5% growth in passage rate each year, 2019-2020 through 2021-2022 in the Summative SBA, grades 3-8 combined
- Student Growth Percentile(s) (SGPs) for all student groups
- 7 % growth in each year, 2019-2020 through 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
- Increased positive measures each year, 2019-2020 through 2021-2022 in the following in the following perceptual data
 - Panorama SEL Survey results
 - Family Survey
 - Building Survey
- Behavior Data – decreased disproportionality in discipline data

- B. **Opportunity Gap Goal(s):** The identified sub-group of students is students on an IEP. 23% of Madrona’s students are identified as special education. Special Education students will demonstrate growth on the Summative Math SBA as follows:
- There will be a 10% improvement in scores for special education students scoring well below standard (Level 1) from 57% to 51%.
 - There will be a 5% increase in passage rate for special education students from 21% to at least 23%.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Identify and unpack essential standards	As grade levels teams, grades 1-6 math teachers will identify and unpack the essential grade-level math standards and translate those into learning targets which can be formatively and summatively assessed.	Ongoing through 2019-20 school year
Know and apply the (4) PLC questions during collaboration	As a whole staff, we will engage in learning what a PLC is, the four questions of a PLC, and how to use collaborative PLCs to positively impact student learning.	Late Winter and early Spring
Build capacity for data literacy and proficiency	As a whole staff, we will engage in assessment literacy PD, how to develop targeted common formative and summative assessments so that teachers can intervene with students, and how assessments can be used as a	Ongoing through 2019-20 school year

	predictor for student outcomes	
--	---------------------------------------	--

Plan for Years 2, 3 & 4

2020-2021:

- Build on the 2019-2020 work by:
 - Applying the essential standards and learning target work to existing curricula in order to provide depth and rigor at a given grade level versus coverage of curriculum.
 - Fully implement the PLC model
 - Teams will engage in data-informed decision making
- The goal of this work will to provide Tier 1 interventions for all students, as well as to know how to support students on an IEP who require grade level instruction, as well as remedial intervention
- Build paraeducator staff capacity to support targeted student interventions as directed by a Learning Support or classroom teacher

2021-2022: Build on 2020-2021 work by:

- Having fully articulated and implemented K-8 math progression
- Improved special education outcomes as measured by SBA passage and gradebook grades

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: Acadience, nonsense words assessment, and phoneme segmentation assessment. Our focused intervention work will be around phonemic awareness.

We will measure this formatively by:

- The progressive ability to create learning targets for identified essential standards

We will measure this summatively by:

- Ability to successfully apply essential standards and their associated learning targets to existing curricula scopes and sequences in order to reprioritize instructional time to provide the necessary depth and rigor.

Action steps we will take to meet our goal:

- We will meet regularly to calibrate data related to students' phonemic awareness and grade level appropriate proficiency
- We will have common formative assessments and will share data/intervention strategies

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

- We will use district provided technology tools: document camera, LFD screen, student Chromebooks

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

Goal: By the end of the year, students will understand and apply the properties of operations and the relationship between addition and subtraction

We will measure this formatively by:

- Common Formative Assessments and real-world Performance Tasks

We will measure this summatively by:

- Pre- and Post unit tests
- Performance Task

Action steps we will take to meet our goal: We will meet regularly to compare students work, analyze common formative assessment data, share strategies, and adjust pacing and/or instruction as needed

Technology — this is how we will use technology to support meeting our goal: District provided technology tools: document camera, LFD, staff laptops

Grade Level/Department/Team: 3rd Grade Math Team

Goal: By the end of the year, students will have a solid understanding of place value, which will allow them to successfully round and estimate, as well as develop efficient strategies for operations

We will measure this formatively by:

- Unpacking the Operations and Algebraic Thinking standards in order to design assessments that demonstrate student proficiency on the targets within the strand
- Common Formative Assessments and real-world Performance Tasks

We will measure this summatively by:

- Pre- and Post unit tests
- Performance Task

Action steps we will take to meet our goal: We will meet regularly to compare students work, analyze common formative assessment data, share strategies, and adjust pacing and/or instruction as needed

Grade Level/Department/Team: Fourth 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-Assessments focused on the above standard

We will measure this summatively by:

- Comparing pre- and post-unit assessments

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, LFD, staff laptops, Student Chromebooks
- MobyMax
- XtraMath

Grade Level/Department/Team: *Fifth Grade Math*

Goal: *5th grade students will demonstrate growth in understanding of fraction and decimal equivalents and operations, focusing on standard 5.NF.B - Apply and extend previous understandings of multiplication and division to multiply and divide fractions*

We will measure this formatively by:

- Small group work
- Informal observation
- Exit tickets
- Quizzes
- Workbooks

We will measure this summatively by:

- Unit post assessment growth over time

Action steps we will take to meet our goal:

- Identify priority standards surrounding fractions and decimals as they appear in the 5th grade curriculum
- Use pre- and post-assessments to identify areas for growth
- Support students with small group work
- Use models to build concept understanding

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

- District provided technology tools: document camera, LFD, staff laptops

Grade Level/Department/Team: *Sixth Grade*

Goal: *6th Grade students will show growth in standards under the domain: The Number System, focusing on standard 6.NS.A, apply and extend previous understandings of multiplication and division to divide fractions by fractions.*

We will measure this formatively by:

- Using the diagnostic and pretest for each unit as well as exit tickets to assess progress throughout units, informal observations

We will measure this summatively by:

- Ability to successfully:
 - apply essential standards and their associated learning targets
 - Compare end of unit tests with pre tests to track growth
 - Intervene with students who are not meeting the above mentioned grade level standard

Action steps we will take to meet our goal:

- Use pretests to identify standards and students that need additional support.
- Meet with small groups of identified students multiple times a week
- Collaboratively analyze data to plan interventions

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

- District provided technology tools: document camera, LFD, staff laptops

Grade Level/Department/Team: *Middle School*

Goal: *When given a big project, 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 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 a major project-based learning unit.

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: document camera, LFD screen, Chromebooks, Canvas, and Skyward