



Continuous School Improvement Plan (CSIP)

Madison Middle School
2016 - 2018

Principal
Robert Gary

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. BLT Approved June 13, 2017.

Mission and Vision

Mission	Vision
<p>Focus on Learning: Every Student, Every Adult, Every Day. Achievement for All.</p> <p>Madison Middle School is a cooperative partnership of students, parents, staff and community members who have a vision of our school as a challenging and fun place to learn. Our school will provide memorable learning experiences for all students so that they can grow to be successful adults. We accept the challenges facing us today, and dedicate ourselves, individually and together to the fulfillment of this vision. In order to make this happen, we will:</p> <ul style="list-style-type: none"> * Create a safe, clean caring community * Take pride in the many races and backgrounds of the people who make up our school, honoring those things that make us different from one another. * Find daring and exciting ways to teach, so students will work hard to learn as much as they can. * Increase the use of the arts and modern technology in our teaching and learn how to take better care of the world's resources. 	<p>We accept the challenges facing us today, and dedicate ourselves, individually and together, to the fulfillment of this vision.</p> <p>Madison's programs are centered around "Turning Points" or "Best Practices for Middle Schools" that say that a middle school should:</p> <ul style="list-style-type: none"> * Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best. * Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners. * Staff middle grades schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities. * Organize relationships for learning, to create a climate of intellectual development and a caring community with a shared educational purpose. Govern democratically, through direct or representative participation by all school staff members - the adults who know the students best. * Provide a safe and healthy school environment as a part of improving academic performance and developing caring and ethical citizens. * Involve parents and communities in supporting student learning and healthy development.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Madison Middle School Administration and faculty completed assessments of the school in the following areas (May 2017): The assessment areas were: Academics, Discipline and Attendance. At the conclusion of the review and analysis of Madison data for the 2016-2017 school year the Madison faculty comprised and implemented targeted goals in each of those areas for the 2017-2018 school year. Those goals are stated in the building based goal area of the 2017-2018 Madison CSIP.

We will use research-based strategies that help targeted students.

Madison Middle School has implemented support classes in the area of literacy and math into the master schedule for students needing additional support. Students who need support in the area of mathematics are enrolled in Math Empowerment classes. Students needing support in literacy are enrolled in Read 180 classes. Literacy goals: Language Arts teachers follow the SPS ELA Scope and Sequence, which targets specific standards each quarter for each grade level and includes suggested formative and summative assessments. Adherence to the Scope and Sequence ensures that instruction is vertically and laterally aligned within the building and that all students receive intentional instruction and assessment in the CCSS for Reading Literature, Reading Informational Text, Writing, Language, and Speaking and Listening. For targeted students, particular attention is paid to developing an independent reading life by finding engaging books at the correct level. Targeted students receive additional scaffolding in citing textual evidence, examining story elements, analyzing evidence, identifying themes, summarizing text, identifying common text structures, and developing a rich vocabulary. The writing curriculum supports targeted students with ample modeling of skills and strategies, focused mini lessons, clear rubrics, frequent teacher feedback, and opportunities to revise and resubmit work. Targeted students receive particular support in learning how to utilize clear structures in their writing and how to increase the volume of writing through elaboration. Teachers create opportunities for students to write for real purposes and real audiences. Math goals: The completion of complex problem solving questions and assignments, emphasis on diagramming, interpreting, and solving problems; model reasoning and explaining process frequently; the use of visual organizers to show the central concepts of math problems that will be addressed; the use and demonstration of manipulatives.

District identified advanced learners at Madison are served through the Highly Capable program, as well as through honors Language Arts and Social Studies courses. Students are placed in appropriate Math courses appropriate to their demonstrated mastery of standards. Advanced students not identified through district testing may apply for placement in the honors Humanities classes on a space-available basis and are also placed in math courses according to their mastery of standards. Highly capable students are served in a cohort model for Language Arts, Social Studies, and Science, and are placed in the appropriate Math class, which may be a blended class with advanced learners or a class composed primarily of other HC students.

ELL students are supported by a designated teacher who works in and out of class to promote their academic language development and access to the mainstream curriculum. ELL students receive additional instruction in small group literacy, social studies, and tutoring courses. The ELL program tracks students closely to determine appropriate placement, support, and interventions throughout the year. In addition, bilingual instructional assistants provide language support in core academic classes.

Our school offers professional development that is high quality and ongoing.

Madison staff is participating in professional development workshops for the 2017-2018 school year which include student informed teaching strategies, trauma training, and relationship building. The Madison career ladder teachers are working with the Madison administration, school staff and the district to guide the professional development training. Madison staff has agreed to collect and use

student climate surveys quarterly. The ongoing review of student data is being used to direct instruction and school policy. Madison is partnering with the district's Career Ladder Teaching Office and the district's Office of Behavior Health Services. In addition to these services, the building is receiving City of Seattle levy funds and is using those funds to support the building goals by providing tutors, after school programs (YMCA), and student mentors.

Our school will increase parent/family engagement.

Madison has worked with the Madison PTSA to host family nights throughout the 2017-2018 school year. The family engagement nights scheduled are: Curriculum Night, Math Night, Science Night, Literacy Night, YMCA parent night and band and orchestra concerts. In addition, Madison is hosting positive discipline classes at local community centers in the West Seattle area for Madison parents. Madison is focused on building relationships with families and utilizes our volunteer coordinator and PTSA to develop strategies so as to provide food for families in need, positive discipline classes and cultural events to increase family engagement.

Our staff is involved in decision-making.

The Madison staff adheres to the following decision making matrix:

SHARED DECISION-MAKING AT MADISON

At Madison, we have adopted a shared decision-making model. This creates a streamlined, consensual decision-making process for site-based decision management with clear lines of responsibility and access for all members of the Madison community. Everyone has a voice represented by his or her team leader. Team Leaders have the authority to represent their teams in school-wide decisions.

ASSUMPTIONS IN SHARED DECISION-MAKING

It is essential to understand that in an organization of this size we must trust each other, we must delegate different tasks to folks interested in seeing them through, and we must trust that those folks are doing their best to represent their colleagues.

There is no possible way for any one of us to be involved in all the discussion and details of all the committee action and initiatives going on in this school. So the price we pay for lots of activity and positive progress is that we can't all know enough about each initiative to make the best decision for the whole school. We have to trust those who have spent the time, done the research, debated the issue, surveyed the folks, and then done their level best to come up with the best recommendation to best serve the entire school program. The At-Large Advocate is a safeguard to ensure minority opinions have a chance to be heard and represented.

Areas Covered By Our Shared Decision-Making Model Are:

Issues, Program, Policies, and Procedures

Initiators to Address Above:

Individual

Team Leaders

Subject Area Specialists

Standing Committees

Administrators

Counselors

SIT

Administrators

Administrators have decision-making authority in personnel related matters covered by contract including, but not limited to, schedule assignment and supervision of classroom teaching. They also have the authority to re-channel any proposal that is a direct violation of school board policy, state law, or administrative contract responsibilities. Ultimately the principal is held accountable for the decisions made by the school.

Team Leaders as the Building Leadership Team

By adopting this model, Madison has agreed that the Team Leaders will function as the “Building Leadership Team” because it best facilitates consistent communication and authentic involvement and/or representation for every staff member in school-wide decisions.

Team Leaders have the authority to represent their teams in school-wide decisions where they have gained consensus from members of their team formally or informally. (More description under “Team Leaders-Definitions and Responsibilities”)

Team Leaders- Definition and Responsibilities

Team Leaders are elected by their team and are responsible for coordinating the instructional efforts of their individual teams. In addition, they are responsible for representing the views of their individual team members on school-wide policy, program, and procedures through our consensus decision-making model. Training will be provided for team leaders so that they understand their role and responsibilities.

Team Leaders receive a stipend for carrying out these duties and are evaluated annually as to their effectiveness in so doing. It is recommended that Team Leaders serve a maximum of three years in order to give other staff members the opportunity to serve.

Some teams may decide to elect a BLT representative and that person would not receive a stipend. The BLT representative would attend BLT meeting in lieu of the team leader.

PROCESS OF REACHING A FINAL RECOMMENDATION (PROCESS EXPLANATION)

Definition of Consensus

Consensus, in its simplest application, means exactly what it implies, namely, “I consent to this” or in a staff setting, there is a general agreement or accord. It may also be defined as a two-thirds majority consent vote if a ballot vote is called for to resolve any issue.

Consensus is not about voting. Voting produces winners and losers. Consensus is a strategy that involves everyone playing a role in the decision making of the group. In order for this to be successful it is important to be open to compromise. Consensus means coming together with different opinions and sharing them to create one set of recommendations that transcends the beliefs and opinions of the individual. It means that to make a better or greater decision, we may have to give and take some. Groups must develop conflict management skills, openly acknowledge concerns and problems, self-empowerment, ability to pose questions, trust, respect, and unity of purpose.

The terminology around consensus building should be used in place of “voting.” Team leaders lend their voice to a decision, but do not vote. In this model, it’s important for teams to try to use consensus in place of voting as well during their team meetings.

In our model it means that all staff have been given an opportunity to express their points of view. The committees or groups charged with presenting a final recommended proposal are responsible for drafting a proposal which best represents a majority view. They are also responsible for including and discussing minority viewpoints so that their final proposal is a best effort at having considered all points of view and fairly representing them through the process of deliberation and discussion.

If the minority view was not incorporated into the final recommendation to the minority proponent’s satisfaction, they may continue to lobby or persuade in an effort to move the majority view to their point. However, once a consensus decision is made, it is expected that though they didn’t prevail on a particular point, they will support the majority view.

EXCEPTIONS: If a minority viewpoint can argue to his/her colleagues that the recommended proposal is a violation of your school’s ethical, moral, or philosophical base, then the recommended proposal could be sent back to the drawing board to consider those concerns. This argument would have to be asserted prior to a ballot vote being taken. See the section labeled “Safeguard for Expression of Minority Viewpoints.” The second exception would occur when new information becomes available that would significantly impact the recommendation. The staff, as a whole, or team leaders on the staff’s behalf, would discuss and make the decision to reexamine the proposal should these issues be raised.

Protocol for Bringing Items Forward

Step 1. Agenda items related to any issues, program, policies, and procedures will be submitted to BLT, the Principal, and the At-Large Advocate. All BLT meetings are open to all staff or parents who wish to attend as observers, though any staff member or parent wishing to add an agenda item to the BLT Meeting should do so through the aforementioned parties. Agenda items are due two working days prior to the BLT meeting.

Components of a Building Leadership Meeting:

1. **Feedback:** This is the time for BLT members representing a constituency to provide a report of feedback on behalf of their teams. BLT members who do not directly represent a constituency, or are doubly represented (i.e. two administrators, two counselors, visitors to the meeting) do not offer feedback. Additionally, members of the BLT for whom the issue is not relevant do not offer feedback (i.e. whether or not students attend the Puyallup Fair may not pertain to all parties).
2. **Discussion:** This is an open time to pose questions, and discuss the feedback and ideas around an issue on the agenda.
3. **Decision:** When reaching consensus, all members of BLT may add their voice to the decision. Members who are doubly represented should be represented with one voice only. Members may abstain from the decision, but this should be noted in the official Minutes.

It’s the responsibility of each team leader to incorporate the feedback from teams, the goals of the transformation plan, and the overall needs of the whole school as it pertains to what’s best for kids when making a decision within the consensus model.

The Madison staff adheres to the following decision making matrix:
SHARED DECISION-MAKING AT MADISON

At Madison, we have adopted a shared decision-making model. This creates a streamlined, consensual decision-making process for site-based decision management with clear lines of responsibility and access for all members of the Madison community. Everyone has a voice represented by his or her team leader. Team Leaders have the authority to represent their teams in school-wide decisions.

ASSUMPTIONS IN SHARED DECISION-MAKING

It is essential to understand that in an organization of this size we must trust each other, we must delegate different tasks to folks interested in seeing them through, and we must trust that those folks are doing their best to represent their colleagues.

There is no possible way for any one of us to be involved in all the discussion and details of all the committee action and initiatives going on in this school. So the price we pay for lots of activity and positive progress is that we can't all know enough about each initiative to make the best decision for the whole school. We have to trust those who have spent the time, done the research, debated the issue, surveyed the folks, and then done their level best to come up with the best recommendation to best serve the entire school program. The At-Large Advocate is a safeguard to ensure minority opinions have a chance to be heard and represented.

Areas Covered By Our Shared Decision-Making Model Are:
Issues, Program, Policies, and Procedures

Initiators to Address Above:

- Individual
- Team Leaders
- Subject Area Specialists
- Standing Committees
- Administrators
- Counselors
- SIT

Administrators

Administrators have decision-making authority in personnel related matters covered by contract including, but not limited to, schedule assignment and supervision of classroom teaching. They also have the authority to re-channel any proposal that is a direct violation of school board policy, state law, or administrative contract responsibilities. Ultimately the principal is held accountable for the decisions made by the school.

Team Leaders as the Building Leadership Team

By adopting this model, Madison has agreed that the Team Leaders will function as the "Building Leadership Team" because it best facilitates consistent communication and authentic involvement and/or representation for every staff member in school-wide decisions.

Team Leaders have the authority to represent their teams in school-wide decisions where they have gained consensus from members of their team formally or informally. (More description under "Team Leaders-Definitions and Responsibilities")

Team Leaders- Definition and Responsibilities

Team Leaders are elected by their team and are responsible for coordinating the instructional efforts of their individual teams. In addition, they are responsible for representing the views of their individual team members on school-wide policy, program, and procedures through our consensus decision-making model. Training will be provided for team leaders so that they understand their role and responsibilities.

Team Leaders receive a stipend for carrying out these duties and are evaluated annually as to their effectiveness in so doing. It is recommended that Team Leaders serve a maximum of three years in order to give other staff members the opportunity to serve.

Some teams may decide to elect a BLT representative and that person would not receive a stipend. The BLT representative would attend BLT meeting in lieu of the team leader.

PROCESS OF REACHING A FINAL RECOMMENDATION (PROCESS EXPLANATION)

Definition of Consensus

Consensus, in its simplest application, means exactly what it implies, namely, "I consent to this" or in a staff setting, there is a general agreement or accord. It may also be defined as a two-thirds majority consent vote if a ballot vote is called for to resolve any issue.

Consensus is not about voting. Voting produces winners and losers. Consensus is a strategy that involves everyone playing a role in the decision making of the group. In order for this to be successful it is important to be open to compromise. Consensus means coming together with different opinions and sharing them to create one set of recommendations that transcends the beliefs and opinions of the individual. It means that to make a better or greater decision, we may have to give and take some. Groups must develop conflict management skills, openly acknowledge concerns and problems, self-empowerment, ability to pose questions, trust, respect, and unity of purpose.

The terminology around consensus building should be used in place of "voting." Team leaders lend their voice to a decision, but do not vote. In this model, it's important for teams to try to use consensus in place of voting as well during their team meetings.

In our model it means that all staff have been given an opportunity to express their points of view. The committees or groups charged with presenting a final recommended proposal are responsible for drafting a proposal which best represents a majority view. They are also responsible for including and discussing minority viewpoints so that their final proposal is a best effort at having considered all points of view and fairly representing them through the process of deliberation and discussion.

If the minority view was not incorporated into the final recommendation to the minority proponent's satisfaction, they may continue to lobby or persuade in an effort to move the majority view to their point. However, once a consensus decision is made, it is expected that though they didn't prevail on a particular point, they will support the majority view.

EXCEPTIONS: If a minority viewpoint can argue to his/her colleagues that the recommended proposal is a violation of your school's ethical, moral, or philosophical base, then the recommended proposal could be sent back to the drawing board to consider those concerns. This argument would have to be asserted prior to a ballot vote being taken. See the section labeled "Safeguard for Expression of Minority

Viewpoints.” The second exception would occur when new information becomes available that would significantly impact the recommendation. The staff, as a whole, or team leaders on the staff’s behalf, would discuss and make the decision to reexamine the proposal should these issues be raised.

Protocol for Bringing Items Forward

Step 1. Agenda items related to any issues, program, policies, and procedures will be submitted to BLT, the Principal, and the At-Large Advocate. All BLT meetings are open to all staff or parents who wish to attend as observers, though any staff member or parent wishing to add an agenda item to the BLT Meeting should do so through the aforementioned parties. Agenda items are due two working days prior to the BLT meeting.

Components of a Building Leadership Meeting:

1. Feedback: This is the time for BLT members representing a constituency to provide a report of feedback on behalf of their teams. BLT members who do not directly represent a constituency, or are doubly represented (i.e. two administrators, two counselors, visitors to the meeting) do not offer feedback. Additionally, members of the BLT for whom the issue is not relevant do not offer feedback (i.e. whether or not students attend the Puyallup Fair may not pertain to all parties).

2. Discussion: This is an open time to pose questions, and discuss the feedback and ideas around an issue on the agenda.

3. Decision: When reaching consensus, all members of BLT may add their voice to the decision. Members who are doubly represented should be represented with one voice only. Members may abstain from the decision, but this should be noted in the official Minutes.

It’s the responsibility of each team leader to incorporate the feedback from teams, the goals of the transformation plan, and the overall needs of the whole school as it pertains to what’s best for kids when making a decision within the consensus model.

Building Operating Principles should be followed before agenda items are added to the BLT Meetings. It is the role of the BLT, Principals, and the At-Large Advocate to ensure that the Operating Principles are followed prior to an item being placed on the agenda.

An example of following this process using the Building Operating Principles as applied to adding agenda items to the BLT Meeting is as follows:

SITUATION EXAMPLE: A staff person disagrees with a policy or decision or implementation of a policy or decision by a team leader, committee chair, subject matter specialist, or administrator.

a. The staff person should use the “Care to Confront” model, maintaining confidentiality and refraining from counter-productive personal comments. (See the “Care to Confront” description in the handbook for more detail on this point.)

b. The staff person should set up a one-to-one mutually agreed upon meeting time with the party in question to discuss the issue, clarify any questions or disagreements, attempting to establish a mutual understanding or decision regarding the issue.

c. If both parties cannot agree upon a solution a third party (Team Leader, At-Large Advocate, or Administrator) should attempt to mediate the dispute.

d. If all three parties agree that the team leaders should decide the issue, then the Team Leader, Administrator, or At-Large Advocate should place the matter on the Team Leader Meeting Agenda.

Step 2. BLT will determine how long the period of time for feedback/decision making needs to be and may request more time if necessary and available. (Timeline)

Step 3. BLT should take the item back to the team for discussion. The item and its description will also be published in the BLT minutes. It is ideal that the team reaches consensus on the issue.

Step 4. BLT members represent their team's position and feedback on the issue at the next/ appropriate team leader meeting.

Step 5a. BLT make a recommendation based on the feedback from their teams. Final recommendations will be published in the BLT minutes and distributed to all staff.

5b. If the minority viewpoint of any staff member(s) was not incorporated into the final recommendation, they may continue to lobby or persuade in an effort to move the majority view to the point. However, once a consensus decision is made, it is expected that though they didn't prevail on a particular point, they will support the majority view. The at-large representative is the representative responsible for bringing forth these viewpoints at the BLT meeting.

5c. It is the responsibility of any staff member(s) who cannot accept the decision to file a "Statement of Concern." See the "Safeguard for Expression of Minority Viewpoints" section for elaboration on this point.

Step 6. Final recommendations will be published via BLT meeting minutes. A two-week period will pass before the formal adoption of any recommendation. This allows adequate time for a Statement of Concern to be filed if necessary. The only exception to this timeline is an event that necessitates an emergency decision or a decision that requires immediate response. In the event of an emergency or the need for an expeditious programmatic decision, an emergency staff meeting will be called to make the decision. The Site Council Chair will be notified of such a meeting so that he/she may attend.

Recommendations Brought Directly to Team Leaders

Final recommendations may be brought to an administrative/team leader group. That group may recommend acceptance, revision, or further discussion with the major goal being to reach a consensus decision or move to the action step in a timely fashion.

It is the responsibility of the team leaders to make sure that the interests of both their individual teams and the school program overall are reflected in any final recommendation from any group.

Recommendations Brought Directly to the Entire Staff

When a recommendation is presented to the whole staff through a staff meeting format, consensus is necessary to adopt the recommendation. Consensus is defined as "Calling for the Question" and requires a two-thirds majority vote to approve the recommendation as submitted.

Safeguard for Expression of Minority Viewpoints

When a decision is made a statement describing the decision and the proposed date of implementation will be announced/published to the entire staff.

It is the responsibility of any staff member who cannot accept the decision to file a "Statement of Concern." The Statement of Concern should also include a rationale that outlines reasons for opposition

to the decision. It may also include suggested revision or alternate solutions that would address the issues involved.

At-Large Advocate: The staff will elect one staff member per year, for one term, whose responsibility it will be to represent any staff member requesting representation when filing a Statement of Concern to the BLT. The advocate will be elected by a two-thirds majority vote. The advocate should attend all BLT meetings. The At-Large Advocate may voice an opinion, raise questions, and generally participate in the discussion of agenda items. The At-Large Advocate offers a voice to the final decision for which he/she has received a Statement of Concern from the minority viewpoint.

The Statement of Concern would be submitted to the BLT for review. The recommended decision would be revisited and the concern would be given consideration.

If the BLT's view any proposed changes as being significant to the extent that the recommended decision needs revision, the revised recommendation would go back to the teams for approval.

In order to ensure that the decisions are made in a timely way, once a BLT recommended decision has gone through the review process, individuals or an individual who continue(s) to maintain the same concern can call for the question. A two-thirds super majority vote of all staff, as outlined in our decision-making process, would be necessary for the decision to be approved.

Implementation of Decision

Once a decision is made it will not be subject for revision or review for one calendar year unless otherwise stipulated (e.g. a review at the semester).

MAINTENANCE RECOMMENDATIONS FOR THIS SYSTEM OF DECISION-MAKING

1. Follow our operating principles.
2. Start from the assumption that- no matter the issue- we're all trying to do our best, and therefore give kids our best. Disagreements are usually over the how to do it, not over what we are trying to do.
3. Care to confront one another. A school with no conflict or disagreement is usually a school that's not doing very much.
4. Trust that each person, whatever the assigned role in the decision-making process is trying to do the best he/she can to equitably deliver service or implement a policy that works best for all.
5. Communication- Read the published minutes, attend meetings, read committee minutes, respond to surveys, express your opinion, know what's going on, and when a particular decision that affects you will be made.
6. Accept that your individual responsibility in this model means that you are both an individual and team player. You can support the majority on some issues, even though it is not exactly how you might do it. It's a two-way street. You can ask for support for something you want to try in exchange for the support you give. It is called teamwork.
7. This model is open to review each spring and will remain in place until an alternative model that addresses the above stated criteria receives a two-thirds majority in its favor.

8. It is recommended that the BLT and staff receive training on the decision making process as needed or appropriate.

The Madison Decision-Making Model meets the terms of the 2016-2017 SEA Contract as outlined below:

“a. For purposes of collaborative site-based decision making, each building will establish its own committee structure. However, at a minimum, each school must form a Building Leadership Team. The collaborative decision making process should be communicated to the entire staff through a written document, e.g., a charter, bylaws and/or a decision making matrix.

b. The Building Leadership Team for each building shall consist of at least:

- 1) The principal, and
- 2) Five (5) elected SEA represented staff
- 3) Two members elected from the SAEOP or Paraprofessionals

To the extent possible, the Building Leadership Team should actively encourage members of our school/community that reflect the racial and ethnic composition of the school staff and school community to be members. The Building Leadership Team must be selected by a process that is supported by the SEA represented staff at the school.

c. The primary function of a Building Leadership Team is to promote and facilitate the collaborative decision making process which affects academic achievement. The more specific responsibilities of the Building Leadership Team are to oversee the facilitation and development of:

- 1) An Academic Achievement Plan, including the configuration and structure of the school's classes and/or program offerings.
- 2) The development of a school-wide professional development plan to support the Academic Achievement Plan.
- 3) The school's budget

d. Because one of the shared beliefs is that those impacted by decisions must be given an opportunity to be involved in the decision making, the parties recognize that extra effort may be required to provide opportunity for representatives of the paraprofessional and office professional staff to participate in the work of the Building Leadership Team. Buildings should examine the possibilities of altered work week scheduling, shared office coverage, limited use of voice mail coverage, and other strategies that encourage and enable such participation on behalf of paraprofessional and office staff representatives. Schools should also make an effort to provide an opportunity for non-supervisory certificated itinerant staff to participate in decisions impacting them, as appropriate.

e. The scheduling and assignment of teachers, the assignment of students to classes, and the daily schedule of classes and activities shall be made with staff participation and be consistent with the Academic Achievement Plan, while recognizing that the principal has the right to make the final decision.

f. To ensure staff participation in collaborative decision making, buildings need to establish processes for that involvement. Buildings may wish to identify committees or other means to accomplish the work of the school (e.g., health, safety, hiring, budget) and assist with the responsibilities assigned to the Building Leadership Team.

g. Processes for establishment of building committees and the membership of such committees must be approved by a majority of staff at the school. Failing such support, the building committees and membership shall be determined by the Building Leadership Team.

h. The Building Leadership Team and building committees shall include parent/family members, students, and community representatives as appropriate. Building-based committees will seek input from other organizational structures (e.g. PTSA, site council) as appropriate.”

To be adopted, the Madison Shared Decision-Making Model needs a minimum two-thirds vote. To be changed, a two-thirds vote is necessary.

We will assist our students to meet standard.

Madison teachers have defined outcomes and curricular objectives for student assignments, projects, or assessments in their classroom. Madison teachers will implement student assessment in their classrooms on a regular basis. The results of the assessments of individual students and classroom group data will assist teachers in either reviewing or enhancing a given assignment or lesson for a student or a classroom of students.

Retain high quality, highly effective, and highly qualified staff.

Madison provides staff members with opportunities to increase their knowledge base as well as to enhance their instructional skills. Madison supports their staff by providing funding for them to attend professional development workshops within the district and abroad. Madison cultivates collaboration for the Madison staff. All staff are part of professional learning communities that meet several times per month to review student data and classroom lessons. In addition, the Madison staff has representation on the following school teams: Student Intervention Team, Building Leadership Team, CLT Team, Safety Committee, Subject Matter Specialist. All members of staff are also assigned to grade level teams which meet several times per month.

How do we support the transitions of new students and families into our school?

Madison is focused on building relationships with families and utilizes our volunteer coordinator and PTSA to develop strategies so as to provide resources to families in need, positive discipline classes and cultural events to increase family engagement. In addition, we provide new families individualized building tours that are facilitated by Madison support staff. The Madison counseling department works with new families on an individual basis to ensure that their child is receiving the needed support during their transition.

How do we support students identified as highly capable?

Madison staff support team (SIT, Special Education, BLT, Bilingual, PLC's, Counseling Team, Grade Level Teams) meet on a weekly basis in order to review student academic work as well as the social emotional needs of the student body. Madison support staff, as well as teachers, conduct parent/student/staff conferences in which parents are provided information on their child's academic and social progress within the classroom.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	106,909	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,088,328	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	116,279	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	90,246	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,317,036	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>• The African American Students at Madison Middle School performed below standards in comparison to white students and other students of color on the 2016 Washington Standardized Test. (SBA)</p> <p>Grade 6 34 AA Students 41.1% Met Standard (ELA Test) 14 Students (71.8% W) (52.6% A) 34 AA Students 23.5% Met Standard (Math Test) 8 Students (77.7% W) (63.1% A) Hispanic/Latino Student data not available 8/31/16 on OSPI Website</p> <p>Grade 7 29 Hispanic/Latino 58.6% Met Standard (ELA Test) 17 Students (74.7% W) (84.6% A) 28 Hispanic/Latino 64.2% Met Standard (Math Test) 18 Students (78% W) (84.6% A) African American Student Data not available 8/31/16 on OSPI Website</p> <p>Grade 8 36 AA Students 25% Met Standard (ELA Test) 9 Students (71.9% W) (66.6% A) 36 AA Students 16% Met Standard (Math Test) 6 Students (65% W) (70.8% A) 37 Hispanic/Latino Students 5.9% Met Standard (ELA Test) 17 Students 37 Hispanic/Latino Students 32.4% Met Standard (Math Test) 12 Students 37 AA Students 27% Met Standard (Science) 10 Students (70.8% W) (86.3% A) 37 Hispanic/Latino Students 54% Met Standard (Science) 20 Students</p>	<p>Twenty to Twenty-five African American 7th and 8th graders will be placed in a student advisory led by the Madison principal on a daily basis. The math, science and language arts teachers of those students are requested to provide academic assessment indicators and progress monitoring results (student work, observations, tests) on each of the male students in the advisory. Goal: The AA male students will increase their SBA standardized test results by 5% or more in the Spring of 2018. In addition, all the students will receive a C or higher in their core academic courses by June of 2018. At this time we do not have the test results from Spring of 2017. The goal will be to update as soon as we receive the assessment data results.</p>	<p>Principal</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Madison Middle school students will increase the performance level of the 2018 SBA in each tested area by 5% or more in comparison with Madison's 2017 SBA scores.	Madison Middle School will improve on the number of 8th grade students meeting standards in comparison to the 2017 SBA math results. Note: At this time results are not available. We will infuse a data improvement percentage after reviewing and analyzing 2017 SBA Math data.	8 th grade teachers, Principal	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	Madison teachers will convey high expectations for learning from all students in the classroom. The classroom culture will be a cognitively vibrant class arena which will be characterized by a shared belief in the importance of learning by the teacher and all of the students. The teacher links the instructional purpose of the lesson with all students. Madison teachers will scaffold and/or differentiate instruction for all students. Madison Middle School students will increase their performance level on the SBA in each tested area by 5% or more.	Principal	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Madison Middle School students completed a school climate survey in the Spring of 2017. The results of the survey indicated the following: Madison was below the district average as well as the SW Region average in the following areas:</p> <p>Student Motivation and Inclusion: Madison 49% SW Region 55% District average 53%.</p> <p>Belonging: Madison 58% SW Region 60% District average 61%.</p> <p>Healthy Community: Madison 42% SW Region 44% District average 43%.</p> <p>Pedagogical effectiveness: Madison 56% SW Region 61% District average 61%.</p>			