



Continuous School Improvement Plan (C-SIP)
Madrona Elementary School
2016 - 2018
Principal: Mary McDaniel

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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.

Madrona staff and Building Leadership Team (BLT) collaborated, provided feedback and approved the Continuous School Improvement Plan on October 12 and 26, 2016.

Mission and Vision

Mission:

We are academic achievers, respectful and caring of ourselves, our school, and our community. Madrona aims to ensure that each student receives an education that will prepare them for success in college and in life.

Madrona PreK-8 Behavior Framework

Professional

- Be and stay organized
- Be in uniform
- Use complete sentences
- Be on time and prepared when you come to school and class bring supplies, uniform and the right attitude
- Follow all procedures and directions

Attentive

- Demonstrate good listening skills, eye contact and posture
- Be committed to your studies and to learning because it will make you smarter
- Read all directions, participate and ask insightful questions

Thoughtful

- Be nice – treat others as you would like to be treated
- Be community-oriented and help others whenever possible
- Show respect to yourself, classmates, teachers/staff, families and the school

- Always use Please, Excuse me, Thank you, Sorry and You're Welcome whenever possible

Hardworking

- Set high goals for yourself and do what is needed to achieve and exceed them
- Do your homework
- Persevere – stick to it when things aren't going your way
- Have PRIDE – Personal Responsibility In Demanding Excellence

Vision:

VISION FOR EXCELLENCE Madrona K-8 faculty and staff work with students to help them become thinkers, problem solvers, and young professionals. We do this by instilling the vision for excellence of being Professional, Attentive, Thoughtful and Hardworking (PATH). This vision for excellence is the foundation of what it means to be a member of the Madrona K-8 community on the PATH to achieving excellence.

Madrona PreK-8's Continuous School Improvement Plan is designed around measurable goals with action steps that lay out how we will achieve these goals. We use our achievement data to revise our plan and change necessary components. It is our expectation that students leave their grade level ready for academic success in the next grade level. Further, it is our goal and mission to ensure that each Madrona student receives an education that will prepare them for success in college and in life.

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.

STEM: Science, Technology, Engineering, and Mathematics

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.

Under Principle 5, Use data to inform instruction and for continuous improvement, including providing time for staff to analyze and act upon student data, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Use of data for school improvement and instruction

- *Indicator: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.*

SMART Goal: During the 2016-17 school year, teachers will monitor and assess student outcomes aligned to Common Core State Standard in reading and math through:

- 2 X per month formative assessments
- 1 X per month progress monitoring assessments using and accessing school's data room
- 3 X's per year benchmark assessments,

to make appropriate curriculum adjustments which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- Administrators, career ladder teachers and district coach (Heather Wixom) will create a data protocol for use in the data room. Staff will be trained on the implementation of this protocol by December 16th.
- Staff will administer Fall MAP (grades 1 and 2) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Each primary teacher will analyze Fall MAP (grades K, 1 and 2) reading and math assessment data utilizing the MULTI-TIERED SYSTEMS OF SUPPORT data analysis form aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Staff will administer Fall Benchmark Assessment (Grades 3-8) in reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Each intermediate teacher will analyze Benchmark Assessment Data (grades 3-8) in reading and math utilizing the MULTI-TIERED SYSTEMS OF SUPPORT data analysis form aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Grade level teams will analyze Winter MAP (grades K, 1 and 2) and Benchmark (Grades 3-8) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Staff will administer Winter MAP (grades K, 1 and 2) and Benchmark assessments (Grades 3-8) reading and math aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Staff will administer Spring MAP (grades K, 1 and 2) and Benchmark (Grades 3-8) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Grade level teams will analyze Spring MAP (grades K, 1 and 2) and Benchmark (Grades 3-8) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Teachers will be provided release time, three times per year (Fall, Winter, Spring), to conduct long term (3 month) instructional planning, using the MULTI-TIERED SYSTEMS OF SUPPORT data from Benchmark assessments.

The staff, families, and community of Madrona K-8 are committed to a structured, student-centered school environment where the focus is on each individual student's learning needs. We encourage every child to develop academic skills and goals focused toward the future, to appreciate diversity, and to reach his or her potential intellectually, physically, and emotionally.

Madrona K-8 is a community. We are a community made up of students, faculty, staff and families who are all tied together by the common bond of dedicating ourselves to ensure that every child achieves success. Madrona K-8 has developed many structures to provide our students with the best possible school culture which will allow them to achieve their dreams and reach their full potential. We build school culture primarily through structures that develop students' academic and social skills and unite us all as a school community.

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

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

- *Indicator: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.*

SMART Goal: During the 2016-17 school year, the instructional focus will be on posting of student friendly learning targets and implementation of instructional math strategies aligned with COMMON CORE STATE STANDARD that's embedded in the district's

math (Math In Focus) adoption which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- Small group instruction, following MULTI-TIERED SYSTEMS OF SUPPORT process, will be trained, implemented and monitored in each classroom through the collection of walk through data on a monthly schedule.
- Administrators, career ladder teachers and interventionists will strive to develop a walk-through tool that communicates feedback to staff on learning targets, classroom environment and instruction. (Domains 2 and 4) (2016/2017 Goal)
- The principal and assistant principal will observe and provide instructional feedback to each teacher on learning targets and outcomes (monthly walkthroughs and observations).
- Teachers will review COMMON CORE STATE STANDARD and write math and reading learning targets monthly to support student learning and to enhance their own instructional practice.
- Teachers will teach 2 week units aligned with standards in reading and math, assess students and level students based on assessment data to create interventions needed to support students' mastery of standards.
- Interventionists and administrators will meet weekly with Reading and Math Core teachers, to determine level of intervention supports needed for each teacher.

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals. Students are group using the MULTI-TIERED SYSTEMS OF SUPPORT process for learning (Tier 1 – Meeting/Exceeding standard, Tier 2 – Meeting standard, Tier 3 – Intense Support Needed to meet standard).

ALO Plan of Support

Math

ALO students receive math instruction in small groups with a teacher as well as whole group lessons. All classes in elementary school use Math-in-Focus Curriculum which includes lessons for advanced learners and students in need of remediation skills. Teachers are responsible for challenging students to new levels of knowledge and deeper skills, and may group students during independent work time to support peer study and student leadership in the classroom.

- Flexible Groupings
- Greater complexity and more rigorous thinking at grade level or above for eligible math students

Reading

Madrona is a Reader's and Writer's Workshop school. We use Teachers College Reading and Writing Project curriculum to offer all students rigorous curriculum and thinking skills instruction. Students learn common reading skills and strategies while reading books at their independent level. Your elementary school child may refer to this as their "just right" reading book level. In addition, in literature circles and/or guided reading groups teachers can employ flexible grouping to create content that will challenge students at all levels.

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

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 2: Staff evaluation and professional development

- *Indicator: The school sets goals for professional development and monitors the extent to which it has changed practice.*

SMART Goal: During the 2016-17 school year, professional development will focus on PBIS training and implementation, RULER strategies, MULTI-TIERED SYSTEMS OF SUPPORT launch process, which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- On August 29, 2016, staff participated in training: PBIS structures and systems, RULER training and coordination with PBIS strategies.
- The fourth Wednesday of each month staff meeting focuses on MULTI-TIERED SYSTEMS OF SUPPORT implementation, supports and services based on individual student progress monitoring data. Students groups and interventions/supports are developed and monitored during these meetings.
- The second Wednesday staff meeting of each month will be dedicated to RULER training, implementation and supports.
- Four times per month PLC meetings will be dedicated to analysis and actions based on student progress monitoring data.

We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicates a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science.

Teachers are provided time for collaborative planning and work with their Professional Learning Community with a focus on academic achievement and instructional practices. We work together in teams to evaluate effectiveness of interventions and plans for classrooms and individual students. Teachers are provided time for collaborative planning and work with their Professional Learning Community with a focus on academic achievement and instructional practices..

Our school will increase parent/family engagement.

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 7: Family and community engagement

- *Indicator:* The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

SMART Goal: During the 2016-17 school year, on-going school-wide communication (K-2, 3-5, 6-8 Literacy and math night, curriculum night and parent-teacher conference, monthly school and teacher newsletters and PTSA, student and family handbook, Back To School BBQ and Kindergarten Jump Start) to foster a positive school and home relationship which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- The principal and assistant principal will update the student and family and staff handbook for the 2016-17 school year.
- Madrona staff will share SBAC information to parents at Parent Teacher Conference by November 22, to inform parents of SBAC assessments and how they can support their student during this assessment period.
- Administrators will attend and participated in all after school events. Activities calendar will list activities and administrator who attended and supported activity.
- Principal will send home and email a monthly Panther Paws Newsletter to all families who attend Madrona.
- On-going communication with parents to foster and increase positive relationships with all families by the following: monthly newsletters, (Robo calls), PTSA, classroom newsletters, PreK-8 curriculum night, k-2, 3-5 and middle school literacy night and parent-teacher conferences in November.
- Grades K-5 students will be trained to conduct their own student led conference for the fall conference sessions this school year.
- Parents were invited to curriculum night to learn about the academic goals of the school. Additionally, parents were given the opportunity to visit classrooms, see student work and meet with teachers on classroom expectations.
- Utilize our Student and Family Advocate to provide basic needs such as food, clothes, housing, and basic needs for the student to be successful in school. Holidays Food Baskets are delivered to families by Student and Family Advocate.
- Parents are provided with different opportunities to support the school.

Our staff is involved in decision-making.

• Under Principle 1, Strong Leadership, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 1: Strong Leadership

- *Indicator: The principal keeps a focus on instructional improvement and student learning outcomes.*

SMART Goal: During the 2016-17 school year, strong leadership through the BLT (1 X per month), PLC's (4 X's per month) and instructional team (2 X's per month), will lead to the development, implementation and monitoring of a school wide plan (SSSP), focused on instructional improvement and increased student learning guided by the seven student and school success principles, which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- The BLT will conduct monthly meetings with agenda and minutes as provided.
- Staff meetings will be conducted 2 times per month - 2nd and 4th Wednesdays. The 2nd week meeting will focus on PBIS/Ruler implementation and the 4th week meeting will focus on Instruction.
- Administrators and middle school reading and math interventionists will meet weekly to review standards, lessons and instructional strategies to ensure coaching supports are provided to instructional staff to meet the needs of students.

- Middle school PLC will meet weekly. Teachers will meet with administrators to engage in student data review and analysis.
- PLC's will meet 4 times per month on the 1st and 3rd Wednesdays of each month for math and the 2nd and 4th Wednesdays of each month for ELA. PLC's will focus on reading and math data analysis, progress monitoring and calibrating assessments, creating student groups based on data and plan intervention supports.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level teams. They also bring topics of conversation to BLT meetings from their team members.

We will assist our students to meet standard.

• Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

- *Indicator: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.*

SMART Goal: During the 2016-17 school year, the instructional focus will be on posting of student friendly learning targets and implementation of instructional math strategies aligned with Common Core State Standard (COMMON CORE STATE STANDARD) that's embedded in the district's math (Math In Focus) adoption which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- Small group instruction, following MULTI-TIERED SYSTEMS OF SUPPORT process, will be trained, implemented and monitored in each classroom through the collection of walk through data on a monthly schedule.
- Administrators, career ladder teachers and interventionists will develop a walk-through tool that communicates feedback to staff on learning targets, classroom environment and instruction. (Danielson Framework for Teaching - Domains 2 and 4).
- The principal and assistant principal will observe and provide instructional feedback to each teacher on learning targets and outcomes (daily, weekly and monthly walkthroughs and observations).
- Teachers will review COMMON CORE STATE STANDARD and write math and reading learning targets weekly to support student learning and to enhance their own instructional practice.
- Teachers will teach 2 week units aligned with standards in reading and math, assess students and level students based on assessment data to create interventions needed to support students' mastery of standards.
- English Language Learners (ELL) program identified needs for students and provide academic support.

Our goal is to increase our (Tier 2 and 3) neediest students by providing additional support through small group instruction in the classroom by the teacher and other support staff.

We need to address the barriers in the way and the gaps of understanding for these students in a purposeful way. Interventions need to match student need; we also need to measure our success/challenges, and adjust immediately and appropriately. We are also using our Math Interventionist in elementary grades to provide instruction in the area that we see as mathematical gaps.

We understand that if students are not in school they are unable to learn. We need to address the issue of attendance. We need to address the barriers of attendance including outside factors. We are working with our families to create a system that provides supports to reduce the barriers of learning.

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

• Madrona PreK-8 and the district provide mentors and buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.

Administrators provided support by checking in with staff to determine needs and success. Teachers have common planning time to review student work and create common assessments. PTSA gives each classroom teacher \$200 for reimbursement of supplies. Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 6: Safety, discipline, and social, emotional, and physical health

- The school leadership team will ensure that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).

SMART Goal: During the 2016-17 school year, the planning, implementation and monitoring of supports provided for identified students through OSPI Instructional coach support, District PBIS and Ruler supports and implementation of Madrona PreK-8's school wide expectations, will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- All staff will be trained on the PBIS/RULER system - Building Emotionally Literate Schools - during monthly staff meetings.
- Three RULER strategies/tools will be implemented in classrooms - Mood Meter, Meta Moments and Blueprint.
- The PBIS committee and counselor will lead monthly trainings to support school wide implementation of PBIS strategies and RULER strategies.

We are 100% committed to implementing PBIS systems and Multi-Tiered Support systems. The PBIS committee, YSA and Counselor, provide support for students. We have a protocol system that we follow as a school...Call the Main Office, Inform Office Staff if it is a minor or major behavior concern, Office Staff Calls YSA or a Counselor to retrieve a student or an administrator if it is a major.

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

• Under Principle 5, Recommend appropriate supports for each student's transitions between grade levels, schools, interventions, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5 Transition.

- *Indicator: The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).*

SMART Goal: During the 2016-17 school year, the leadership team will review student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level) which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).

Tasks:

- Before the start of the school year, staff will participate in collaboration and training as they: review class lists to ensure classes are balanced and provide the best learning opportunities for each student, CEE data review, MULTI-TIERED SYSTEMS OF SUPPORT process review and PLC training.
- The instructional team will meet with receiving teacher to observe and prepare students for the next grade level. This collaboration time will focus on sharing student of data and learning need. The middle school staff will meet with high school staff to prepare students for 9th grade.
- Administrators strive to schedule meetings with incoming families.
- Administrators greet and welcome new students to Madrona the 1st day of school.

PTSA New Family Social - We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students.

How do we support students identified as Highly capable?

ALO Plan of Support

Math

ALO students receive math instruction in small groups with a teacher as well as whole group lessons. All classes in elementary school use Math-in-Focus Curriculum which includes lessons for advanced learners and students in need of remediation skills. Teachers are responsible for challenging students to new levels of knowledge and deeper skills, and may group students during independent work time to support peer study and student leadership in the classroom.

- Flexible Groupings
- Greater complexity and more rigorous thinking at grade level or above for eligible math students

Reading

Madrona is a Reader's and Writer's Workshop school. We use Teachers College Reading and Writing Project curriculum to offer all students rigorous curriculum and thinking skills instruction. Students learn common reading skills and strategies while reading books at their independent level. Your elementary school child may refer to this as their "just right" reading book level. In addition, in literature circles and/or guided reading groups teachers can employ flexible grouping to create content that will challenge students at all levels.

Note:

Title 1 expectations state components 1, 2, 3, 5, and 10 require evidence documents, aligned with the Title 1 Checklist of Evidence, be uploaded into the Indistar File Cabinet. Refer to the Indistar File Cabinet's corresponding Component Folder to view these documents.

Components 4, 6, 7, 8, and 9 require specific indicators be added to the Student and School Success Plan/CSIP, as well as evidence documents, to be uploaded into the corresponding Component folders. The expected Title 1 indicator SMART goals and tasks have been included in the narratives above for each component above. The checklist of evidence documents has been uploaded as required.

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	Title I, Part A	63,064	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	52,429	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,910,489	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	69,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	31,156	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	27,682	Building funds to support classroom and building programs.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	67,868	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	446,821	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>At the end of the 2015-16 school year, students were asked a series of questions on a climate survey. Of the eight categories, the three lowest surveyed as responding favorably were classroom environment (30%) and healthy community (37%). Within these categories we discovered more specific data that caught our attention.</p> <p>Classroom Environment (30% responding favorably):</p> <ul style="list-style-type: none"> • <i>Students in my class are friendly to each other.</i> 18% responding favorably • <i>Students in my classes are respectful to adults.</i> 30% responding favorably • <i>Students in my class are focused on learning.</i> 31% responding favorably <p>Healthy Community (37% responding favorably):</p> <ul style="list-style-type: none"> • <i>Students in my school treat each other with respect.</i> 12% responding favorably • <i>We learn how to solve conflicts with each other at my school.</i> 33% responding favorably <p>Students seem to be telling us that there is a concern of how students relate to one another and how those conflicts may interfere with their focus on learning. The problem seems to reside within the environment and community in which they are asked to learn. Is the</p>	<p>SMART Goal: During the 2016-17 school year, teachers will monitor and assess student outcomes aligned to Common Core State Standard in reading and math through:</p> <ul style="list-style-type: none"> • 2 X per month formative assessments • 1 X per month progress monitoring assessments using and accessing school's data room • 3 X's per year benchmark assessments, to make appropriate curriculum adjustments which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring). 	K-8 Staff	6/2017

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>classroom space so problematic that students are impacted to a degree that prohibits their access, success and achievement as learners? What is happening and by whom? What systems are in place that operationalize the classroom and the learning? Are these systems working to support the mission or are they working against the mission? What is the impact on student learning?</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:
<p>At the end of the 2015-16 school year, staff were asked a series of questions on a climate survey. Questions were posed around two major categories, instructional practice and professional culture. The feedback suggested some possible ideas to consider as connected to the problem of student learning.</p> <ul style="list-style-type: none"> • Instructional Practice (47% responding favorably): • Professional Culture (52% responding favorably): <p>In the last two years, we have begun to</p>	<p>SMART Goal: During the 2016-17 school year, the instructional focus will be on posting of student friendly learning targets and implementation of instructional math strategies aligned with COMMON CORE STATE STANDARD that's embedded in the district's math (Math In Focus) adoption which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).</p>	<p>PBIS</p>	<p>6/2017</p>

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>implement several major school-wide programmatic features to support needed climate changes in the building. Positive Behavior Intervention Support (PBIS) systems and The Anchors of Emotional Intelligence (RULER - Recognizing, Understanding, Labeling, Expressing & Regulating Emotions) are two critical components of our school-wide systems of positive behavior supports and interventions.</p> <p>We have also begun to implement a more robust version of Professional Learning Community, professional development and processes. This has involved carving out collaborative time, seeking out internal and external expertise to support adult learning, and setting up systems to review teacher practice, apply formative assessments, evaluate student outcomes and develop teaching moves to support improved learning outcomes which will result in an increase in reading and math.</p> <p>In prior years, the PLC framework has been lacking in</p>			

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>guidance and support. In 2014-15, secondary teachers have not been afforded time to collaborate. In 2015-16 teachers were provided time and began to collaborate with minimal skill, strategy or practice associated with a fully functional PLC framework. Secondary teachers have not learned or practiced the strategy of collaborating in PLC focused on looking at student data, instructional moves and making adjustments to support more relevant and strategic instructional moves. Teachers have been practicing their craft in relative isolation.</p>			

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:
<ul style="list-style-type: none"> ❖ Morning PLC time: 6:40-7:40 Afternoon PLC time: 2:30-3:30 ❖ PLCs for math will begin 9/19/16 ❖ PLCs for reading will begin 10/24/16 <p>Math PLC – 1st and 3rd Week of Every Month Reading PLC – 2nd and 4th Week of Every Month, Extra Time Pay</p> <p>Math baseline</p>	<p>SMART Goal: During the 2016-17 school year, strong leadership through the BLT (1 X per month) and PLC's (4 X's per month) will lead to the development, implementation and monitoring of a school wide plan (CSIP), focused on instructional improvement and increased student learning guided by the seven student and school success principles, which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).</p>	<p>K-8 Staff</p>	<p>June 2017</p>

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>assessments to be completed by 9/9/16 1st – 8, Math Assessment K – Write numbers 1 to 100 K – Write Alphabets A – Z</p> <p>☐ Reading baseline assessments to be completed by 9/30/16 K – 8, TC Assessment</p> <p>Training for all staff to calibrate reading assessments on 9/14/16 (Staff Meeting).</p> <ul style="list-style-type: none"> ❖ Early release days, PLCs will meet at scheduled time ❖ PLCs that conflict with holidays will meet one day before or one day after holiday ❖ IEP meetings will be scheduled on dates that do not conflict with PLCs ❖ Supervision schedule will be arranged to support PLC meetings ❖ SIT meetings will be 1x weekly on Mondays ❖ Levy meetings will begin 9/13/16 and meet 2x monthly: 			

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
time TBD ❖ BLT will meet 1x monthly: 6:40-7:40			

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>The appropriation of the PBIS framework, RULER program and PLC's have begun to put in place a mechanism for staff to use as launch pad for not only developing systems of support for professional practice, but also as a resource to visualize better practices, language to use in questioning practice (student, staff and administrative), and reflective tool from which to grow. This has created an opening to staff questioning practice throughout the building. An increasingly vibrant and transparent culture of learning seems to be growing among staff members. The more we look at data, the more glaring the problems have become. The district has embarked on a process that embraces this culture and it seems to have created an</p>	<p>SMART Goal: During the 2016-17 school year, the planning, implementation and monitoring of supports provided for identified students through OSPI Instructional coach support, District PBIS and Ruler supports and implementation of Madrona PreK-8's school wide expectations, will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).</p>	K-8 Staff	June 2017

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
opening to staff to experience an intensely real experience where hunches, half-actions and unsubstantiated rationales are being replaced with clarity, definition and more robust rationale that may net positive growth.			