2025-26 Annual CSIP
Madrona Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Madrona Elementary School

Principal: Regina Carter

Instructional Vision Theory of Action:

Members of the Building Leadership Team: Regina Carter - Principal, Tanya Dailey – Admin Secretary, Peyton Zollers – K-2 Representative, Jason Moss – 3-5 Representative, Michael Werth – Specialist Representative; Natalie Van Stone – Levy/Support Staff Representative, Susie Dorsh – Parent Representative

2023-26 CSIP Madrona

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 227

Special Education Percentage: 19.8%

Multilingual Learning Percentage: 8.8%

Highly Capable Percentage: 19.8%

Free and Reduced Lunch Percentage: 43.6%

Washington School Improvement Framework Status: Tier 3 Compounded

Madrona OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- English Language Proficiency Data
- Special Education Placement Data (LRE)
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- School Attendance Dashboard on Atlas

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Based on our family event attendance data, our numbers have increased which means that our community of students, families, and community partners are attending our school-based events. I believe our success is contributed to the funding we received last year to increase student engagement and host grade level-focused family nights instead of school based.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

1. Daily student attendance for our students of color. Especially at our Kindergarten – 2nd grade level, several students are late to school or don't attend on a regular basis.
2. Our students are underperforming on the MAP ELA and MAP Math Assessments. Only 49.5% of our students passed the ELA assessment, and 26.8% passed the Math.

Disproportionalities: What disproportionalities exist among student groups?

Our African American/Black Students and Low-Income students continue to perform lower than our white and Two or more races' students.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

One root cause is attendance. We now have additional staff to create an attendance team this year to address this major issue. The other root cause is that many of our students come to us well below grade level and it takes years to improve their academic performance.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

If we can address the attendance and tardiness issues, then we will be able to provide the necessary interventions to support our students' academic needs. If students aren't at school, then we can't provide the instruction they need to grow academically.

Interconnected Needs: How are needs related to each other or influencing each other?

Attendance greatly impacting our student's ability to meet grade level standards. If students attended school regularly and on time, then our instructional staff would be able to develop an effective instructional plan to support their learning needs. It will be vitally important to communicate this to our families/students who had less than 80% daily attendance.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Staff will be required to have an attendance conversation with their families during our Curriculum Night (October 6th). Also, our Attendance team will meet every Wednesday to review our attendance data and make the necessary calls to families to ensure students are coming to school on time and every day. We will put systems in place to celebrate families/students when their attendance improves.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Students will receive monthly technology classes from our librarian. She will also support staff to teach the tools students will need to use during our standardized tests. They will also be taught how to find and use appropriate sources during research.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with the required use of technology?

Our amazing librarian and Art teacher have agreed to be our Technology specialists. As a result, they will share technology tools and updates with our staff on a monthly basis and provide time to work one on one with staff if they need more guidance/training.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Goal:

By June of 2026, 80% of our community will respond favorably to the student climate survey when responding to the question “I get to learn about my culture at school.”

2025-26 Goal:

By June of 2026, 80% of our community will respond favorably to the student climate survey when responding to the question, "I get to learn about my culture at school.”

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community.

Implementation Activity:

Team Composition: Tier 1 teams (BLT, MTSS, RP, PBIS etc.) focus on team composition that represents the community.

Group Agreements/Charters: Our school will engage in co-creating Group Agreement and/or Charter processes as a staff community as well in classrooms.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data

- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Madrona's Attendance Team
- CARE (MTSS) Team
- PBIS Team

Additional context about the implementation of the selected evidence-based practice and/or implementation activity:

Our attendance team will meet weekly to monitor our attendance and discus our next steps as a school community. Our Social Worker and Youth Services assistant will facilitate our meetings and call parents regularly to ensure students are coming to school ontime. We are very excited about our new team and can't wait to eliminate the opportunity gaps as they persist within our school community.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of Third Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 33.7% to a target goal of 70.4%.

2025-26 Goal:

The percentage of Second Grade Students of Color FFEJ proficient or above in ELA on the MAP will increase from our baseline of 25.0% in 2025 to our target goal of 30% by the spring of 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transition from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

UFLI and coteaching will be implemented to support our second grade's academic needs. Using reading logs and sending reading books home to students and students will have to write a summary of the book.

In the 2025-2026 school year, our academic interventionist and instructional support staff will work alongside teachers to implement the UFLI (University of Florida Literacy Institute) curriculum in

grades K-2. We will use this curriculum because UFLI is a research-based program that builds strong reading foundations through explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. To further support literacy development, K-2 teachers will continue training in GLAD strategies, enhancing language and reading instruction for all students. Using data from i-Ready, MAP, and UFLI, well place students in targeted Strategic Reading Groups every 4-6 weeks and monitor progress during our data team meetings to inform our next steps.

Additionally, our updated homework policy reinforces daily reading at home, and students in grades 3-5 will track their reading through weekly logs. Together, these efforts will strengthen early literacy and ensure all students are equipped to become confident, skilled readers.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

Every teacher/Staff member will be assigned to a grade level PLC. During our PLC meetings we will analyze student data and answer DuFour's questions. The teams will record their work on our school based PLC form and upload to our Teams Channel. We will also review all PLC forms on Thursday of every week to ensure staff are fulfilling this important best practice.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Regina Carter
- Natalie Van Stone
- Cayla Corley
- Madison Taylor

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.

- Independent Study Projects: Students pursue self-directed learning based on interests.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

Expanded Learning

Our expanded learning (Out of School Time) opportunities include our after-school SCORES (sports/poetry/and community service activities) and Summer Staircase (academic and enrichment opportunities). In addition, we have Girl's on the Run, Launch, individual tutoring, i-Ready Club, and Girl Scouts at our school.

Homework Policy

As a school community, we believe students should be given multiple opportunities to review, reinforce, and demonstrate their understanding of skills they have been taught, struggling with or mastered. To ensure our students have this opportunity, students in grades K-5th grade receive weekly homework packets that consist of reading, writing, math, and grammar work aligned with lessons they have been taught throughout the week. Students can receive support with their homework during lunch recess, two days a week. Grade level Family Nights also provide the opportunity to share homework skills and strategies with families to ensure student success.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By June 2026, 65% of our community who identify as students of color will increase their family engagement through event participation, volunteering, and hold positions on schoolwide committees (PBIS, BLT, etc.) as measured by surveys, sign in sheets, and impromptu conversations with families.

2025-26 Goal:

By June of 2026, 70% of our community who identify as students of color will increase their family engagement through event participation, volunteering, and hold positions on schoolwide committees (PBIS, BLT, etc.) as measured by surveys, sign-in sheets, and impromptu conversations with families.

Action Plan

Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Implementation Activity:

All staff will use our family connection data sheet to record their daily interactions. In addition, staff will share their weekly family letters with administration to ensure communication is being provided to every family.

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Regina Carter, Principal
- Nebiat Tessema, Social Worker
- Tanya Daily, Office Manager

2025-26 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates specific funds to support and improve student learning.

Fund Program: Title 1

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: $56,768

Activities Implemented to Meet Intent and Purpose: We used these funds as part of our Academic interventionist funding.

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: $63,735

Activities Implemented to Meet Intent and Purpose:

- Instructional support for students who qualify for multilingual services.
- Translation and interpretation services.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: $65, 985

Activities Implemented to Meet Intent and Purpose: We used these funds in addition to our Title and some of our Levy Baseline to purchase our Academic Interventionist.

Fund Program: Levy Base Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: $226,667

Activities Implemented to Meet Intent and Purpose:

- $42,209 to pay for our Academic Interventionist
- $83,624 to pay for our Youth Services Assistant
- $82,576 to pay for our Instructional Assistant and $9000 to pay for our i-Ready permissions for the year.

Fund Program: Levy Performance Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: $102,813.67

Activities Implemented to Meet Intent and Purpose:

- $58,948.67 to pay for Art Teacher
- $43,865 in reserve

Fund Program: PTSA Funds

Dollar Amount: $40,000

Activities Implemented to Meet Intent and Purpose:

- Used to Pay for TIPS Tutor
- Islandwood Camp for our 5th graders