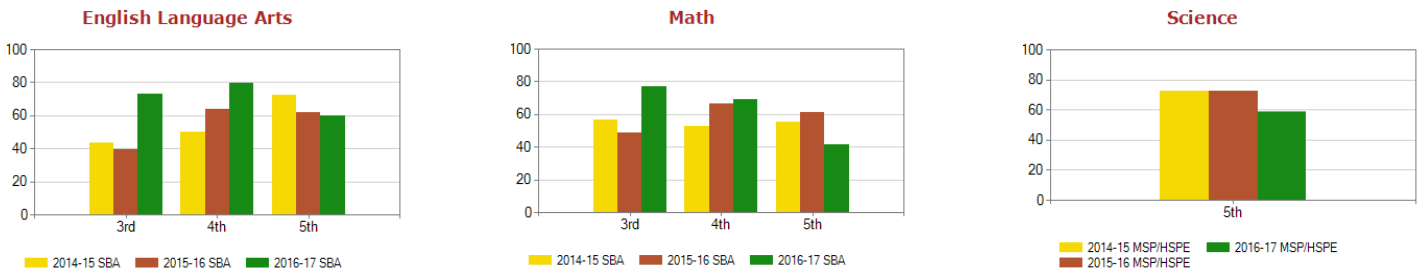


2017-2018

Madison Elementary School Improvement Plan

Enrollment	265
Free/Reduced Lunch	46.0%
Special Services	19.2%
English Language Learners	3.4%
Unexcused Absence Rate	0.8%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

- By the end of May, 2018, Madison will have sent out to families: Its third annual School Climate Survey, Curriculum Night Survey, Conference Week Survey, and Various other surveys as needed
- 100% of classroom teachers will send families weekly or monthly communications via printed or electronic means
- By the end of May 2018, the Madison Monday Morning Coffee hour will be supported by parent volunteers
- Principal will send out weekly emails known as “Monday Updates” to all Madison families with important information about the upcoming week
- Principal will send out weekly emails known as “Monday Memos” to all Madison staff with important information about the upcoming week
- The Madison website will be updated regularly and kept up-to-date by dedicated staff member
- The refurbished reader board in the parking lot will be completed and contents updated weekly
- A representative group of Madison families will be invited to review the 2017-18 SIP and offer suggestions and impressions of the plan prior to being submitted to the OSD School Board. Parent representation will include: New families to Madison, PTO Board Member(s), Parent(s) from each grade level

Safety Goals:

Universal attention signal will be established and reinforced to obtain student attention as needed

- Strengthen end of day vehicle pickup procedures
- All staff will wear OSD IDs. All visitors will check in and wear a visitor ID for the duration of their visit
- Location of AED (Automatic External Defibrillator) will be reviewed and moved to a more accessible location is needed
- Madison will conduct required emergency safety drills as scheduled

- Families will be provided copies and/or given online access to various safety procedures including: Emergency drills, child friendly language for lockdown, pick up and drop off procedures, and sign- in procedures

Achievement Goals:

ELA

Kindergarten: Using teacher developed assessments, 80% or more of continually enrolled kindergarten students will demonstrate knowledge of all 26 letter names. Using a teacher developed and created assessment, 80% or more of continually enrolled kindergarten students will know each letter sound.

1st & 2nd: 80% or more of all 1st and 2nd grade students continuously enrolled from October 2017 until May 2018, will score at or above grade level on the Reading MAP assessment or show one grade level of progress from their fall MAP score. Students will receive core instruction using Wonders curriculum, and supported by intervention/extension activities.

3rd: 85% or more of all of 3rd grade students continuously enrolled October 1st, 2017 until May 2018, will make 1 year's growth on the Reading MAP assessment from fall to spring and will score 70% or better on Reading Wonders weekly assessments/unit assessments. Students will improve their skills in reading through differentiation of instruction by using the Reading Wonders curriculum for Core, Intervention Tier 2 materials, and small group instruction.

4th: 80% or more of all 4th grade students continuously enrolled from October 2017 until April 2018, will score at or above grade level on the Reading MAP assessment or will make 1 grade level of progress from their Fall MAP score. Students will improve their skills in reading through differentiation of instruction by using the Reading Wonders curriculum for Core, Intervention Tier 2 materials, and small group instruction.

5th: 95% or more of all 5th grade students continuously enrolled from October 2017 until April 2018 will score at or above grade level on the Reading MAP assessment or will make 1 grade level of progress from their Fall MAP score. Students will improve their skills in reading through differentiation of instruction by using the Reading Wonders curriculum for Core, Intervention Tier 2 materials, and small group instruction.

ELA SPED

By the end of May 2018, 80% or more of students who have been continuously enrolled at Madison for at least two years and have been receiving SpEd supports, will show at least one year's growth in MAP scores when compared to previous year's MAP scores.

ELA POVERTY

By the end of May 2018, 80% or more of students who have been continuously enrolled at Madison for at least two years and are receiving a free or reduced lunch, will show at least one year's growth in MAP scores when compared to previous year's MAP scores.

MATH

Kindergarten: Using the Bridges Comprehensive Growth Assessment, 85% or more of kindergarten students continuously enrolled from October 2017 to May 2018 will demonstrate knowledge of counting to 100 by ones and tens. Students will reach this goal by using the Bridges curriculum, daily Number Corner activities, differentiation strategies, and intervention/extension models.

1st & 2nd: 85% or more of 1st and 2nd Grade grade students continuously enrolled from October 2017 to May 2018 will score at or above grade level on the Math MAP assessment or will make 1 grade level of progress from their Fall MAP score to Spring MAP score. Students will reach this goal by using the Bridges curriculum, daily Number Corner activities, and intervention/ extension models.

3rd & 4th: 85% or more of all 3rd grade students continuously enrolled from October 2017 until May 2018, will make one year's growth on the Math MAP assessment from Fall MAP score to Spring MAP score. Students will reach this goal by using the Bridges curriculum, daily Number Corner activities, differentiation strategies, and intervention/extension models.

5th: 95% or more of all 5th grade students continuously enrolled from October 2017 until April 2018, will score at or above grade level on the Math MAP assessment or will make 1 grade level of progress from their Fall MAP score to Spring MAP score. Students will reach this goal by using the Bridges curriculum, daily Number Corner activities, differentiation strategies, and intervention/extension models.

MATH SPED

By the end of May 2018, 80% or more of students who have been continuously enrolled at Madison for at least two years and have been receiving SpEd supports, will show at least one year's growth, a Conditional Growth Percentile (CGP of 50 or higher, in MAP scores when compared to previous year's MAP scores.

MATH POVERTY

By the end of May 2018, 80% or more of students who have been continuously enrolled at Madison for at least two years and are receiving a free or reduced lunch, will show at least one year's growth in MAP scores when compared to previous year's MAP scores.

SCIENCE

1st: 95% or more of students will participate in Foss Science Units and be successful on Foss Science Curriculum Assessments.

2nd & 3rd: 80% or more of all 2nd and 3rd grade students continuously enrolled from October 2017 until April 2018 will score 70% or higher on the summative science assessments. Students will reach this goal using the Foss curriculum, intervention and extension models.

4th: 80% or more of all 4th grade students continuously enrolled from October 2017 until April 2018 will pass with a score a 3 or higher on the end of the year summative science assessment given a rubric of 1-4. Students will reach this goal using the Foss curriculum, intervention and extension models.

5th: 90% or more of all 5th grade students continuously enrolled from October 2017 until April 2018 and not receiving IEP services, will pass with a score a 2 or higher on the Science MSP. Students will reach this goal using the Foss curriculum, Next Generation Science Standards (NGSS), intervention and extension models.

SCIENCE SPED

80% or more of all 5th grade IEP supported students continuously enrolled from October 2017 until April 2018 will pass with a score a 2 or higher on the Science MSP. Students will reach this goal using the Foss curriculum, intervention and extension models.

SCIENCE POVERTY

80% or more of all 5th grade in poverty students, continuously enrolled from October 2017 until April 2018 will pass with a score a 2 or higher on the Science MSP. Students will reach this goal using the Foss curriculum, intervention and extension models.

Professional Growth Goals:

- By the end of May 2018, 100% of Pre, K-5th 1.0 FTE teachers, will have participated in a year-long PLC (Professional Learning Community) implementation plan which includes staff development in the area of PLC implementation and instruction on PLC practices.
- By the end of May 2018, all staff will have been given the opportunity to engage in on- site PBIS and Homeroom workshops and trainings.
- Grade level goals and school-wide goals on this SIP will be reviewed and assessed in January and May of this school year.
- Opportunities will be provided for teachers to attend Bridges, Wonders, and PBIS trainings to help support implementation of curriculum in the classroom.
- The OSD's Digital Immersion Initiative (DII) will be available as an option for up to 4 upper grade teachers.
- School/PTO partnership to bring monthly or fortnightly assemblies on Tuesday afternoons to release teachers for grade level PLC work to examine common assessments and make data-informed intervention/enrichment decisions.

PBIS Goals:

- By the end of the 2017-18 school year, in partnership with community supports, Madison will have developed a series of PBIS YouTube videos demonstrating student expectations in various common areas.
- Increase adult presence in common areas and at student hand off locations
- Establish Recess Rodeo schedule and procedures.
- PBIS team to meet monthly and provide PBIS workshop opportunities to staff. Provide SWIS training to staff as needed.
- Investigate alternative uses for tokens
- Second Step curriculum taught in all classrooms

Strengths:

- Strong parent/community support, including supportive PTO
- Master schedule guaranteeing 30 minutes of intervention/enrichment each day, with set intervention times aligned by grade level and with SpEd schedule.
- Commitment to Olympia School District initiatives, policies, programs, and curriculum.
- Strong Title 1 Reading and Math Intervention Specialist staff
- Belief that all students are capable of learning and being successful at school
- Facility is clean, tidy, and free of clutter. Environment is conducive to learning
- Highly successful Science Expo. All children participate and are provided all the supplies they need for their project
- No School Supply Lists: These are filled by members of the community.
- Popular after school library/literacy events
- Increased sit down lunchtime for students, up to 40 minutes.
- Student participation in Arts Walk & Procession of the Species
- Third year of partnership with Diane Fairbanks, Art Docent.
- Dedicated art supply cabinet. (On wheels to bring to classrooms as needed)

Opportunities For School Growth:

- Work toward Tier 2 PBIS supports and implementation
- Increase in teacher collaboration opportunities and use of data to inform intervention and instructional decision making.
- A Mission/Vision Statement that represents our values and our goals for student achievement and success.
- More opportunities for enrichment and extension activities for students
- Outreach and support to Madison's military families
- In partnership with PTO and OSD Music Staff, increase opportunities for students musical performances.
- Classroom and workspace availability, Space for music and PE programming, Staggered PE and Music scheduling