



2024-25 CSIP Review and Updates Madrona Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

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

School Data and Building Leadership Team Members

School Name: Madrona Elementary School

Principal: Regina Carter

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Michael Werth, Julie Hansen, Kate Poux, Michael Werth, Claire Uthman, Jason Moss, and Ebony Hall.

[2023-26 CSIP Madrona](#)

[Madrona Elementary School Report](#)

[Madrona Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

- Engage our students and families in our instructional Cogens
- Incorporate the 13 guiding principles of Black Lives Matter into our community through.
 - Monthly assemblies
 - Share excerpts in our monthly newsletters.
 - Display visuals around our school.
- Combine the Caring School Community's Spotlight Student component with our district's Social Studies Curriculum to elevate the cultural identity aspect of the lesson.
- Engage in regular classroom community circles.
- Continue to participate in the LEN/MATH Labs.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

We believe that it is paramount to our continued success to find meaningful ways to share our strengths, barriers, and successes with our greater school community. Last year, we made a valiant effort in this step but know that we have a long way to go to reach our desired goals. We need to share our goals and our anticipated barriers we were facing as a school community with our families. This will be done during our instructional Cogens, in our monthly newsletters and grade level family nights.

What are short-term and long-term desired outcomes for student, family, and staff groups?

We agreed that our best way forward is to continue to highlight our progress regularly. As a result, our community will know our desired goals, the impact of our work, as well as a strong understanding of the progress we made. For example, we will highlight our goals and anticipated areas of growth during our grade level family meetings, quarterly instructional cogens, during our whole community family nights and in our Monthly Family Newsletters. The more we can highlight the goals we have for our students, families and staff, the more invested our community will be. Knowing where we are going and how we expect to get there; will help all our stakeholders align their efforts and move in the right direction to meet our goals.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Although we did not meet our goal of 70% by June of 2024, our community responded favorably to the survey question "I get to learn about my culture at school" and we increased by 4%.

Summary of student strengths supported by data:

Students showed growth toward the goal of learning about their culture at school and feel that there are staff who believe in them as represented in the data showing that 92% responded favorably to the question "My teacher believes that I can do great things."

Identify and prioritize student needs supported by data:

Based on the data collected from our Staff and Student Survey this spring, it was apparent that our students need the opportunity to gain experience and share more about their culture. As a result, we will use our social emotional learning time for students to engage in this important work.

Our Instructional Leadership Team will help staff identify cultural resources they can use to connect Social Studies, Science, Health and Reading instruction to the cultures represented within our school.

During our annual Multicultural Night, we will organize our event to celebrate our students' and their family's cultural heritage with our greater school community. For example, our K-2 teachers will use a schoolwide lesson plan to support our students' ability to learn more about their heritage and share information they learned with their peers. Students will have the opportunity to interview a family member, make a family map, create a diorama that illuminates their cultural heritage, and

design a cultural float that encompasses where their family is from. Classrooms will be able to display their cultural reports for all to see during our Multicultural Night.

Summary of possible root causes of the priority student need:

As a district, our curriculum is scripted and often uses texts that are not relevant to our students or do not highlight our students' cultures. Instead of focusing on improving our text selection, we as an instructional team have focused our attention on providing high quality instruction and strengthening our students' reading, writing, and math skills. While we believe social studies is important, that has not been our priority. Going forward, we will shift some of our focus towards investigating the cultures of our students and finding relevant stories about their cultures they can read.

School Staff

While our survey illuminated our culturally responsive and anti-racist work environment as being an area of growth, we have shown growth under the category of "Staff are productively taking action to address issues of racial equity in the school," which have been answered favorably by 81% of staff. This is a positive increase from the previous year. We attribute this growth to our partnership with WA-Bloc, use of Universal Design Learning, and our use of GLAD strategies.

Summary of data proving professional learning is effective in supporting student outcomes:

The student survey data for questions related to equity and anti-racism indicates that our students responded 80% favorably. In total, 84% of students responded favorably when asked if school is safe and welcoming for people of all cultures and backgrounds. 77% of students responded favorably to the phrase, "students of different cultures and backgrounds treat each other with respect". We believe this is directly related to the restorative practices we began implementing in our school last year.

While our data shows 71% of our staff responded favorably when asked about our culturally responsive and anti-racist work, we believe there was one question that was particularly valuable. 81% of staff responded favorably to the phrase, "staff in this school are productively taking action to address issues of racial equity in the school".

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

Professional learning that needs to be strengthened includes training in Universal Design for Learning (UDL) strategies and tightening our MTSS structures. For example, this year 90% of our staff have been GLAD trained and will use these strategies in their classrooms to strengthen and motivate student learning.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices on various levels:

Last year, we strategized ways to improve how we share power and responsibility with families and elevate our two-way communication. We used Kid mail, made cold calls, sent newsletters, and personally invited families to our events. As a result, our family event attendance data shows that we are doing a good job of bringing families into our building to partner with us. Grade level events and whole school events were well attended! In fact, over 70 percent of our families came to our events last year and we are hoping to have more families in attendance this year.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Our staff has partnered with WA-Bloc to provide continuing support for staff and student needs through the lens of restorative justice which is rooted in culturally responsive teaching practices. As

we continue our work this year with WA-Bloc, we are encouraged by our success and look forward to building upon our previous learnings and expanding our practices moving forward.

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

Measures and Targets

2023-26 Three-year 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."

2024-25 One-Year Goal:

By June of 2025, 70% 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."

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- Classroom teachers and librarian intentional focus on Black History Month, Asian American Pacific Islander Awareness Month, Latino Heritage Month Indigenous Heritage Month, through ELA content, social studies.
- We will reach out to families to ask them to share aspects of their culture at Multicultural night.
- Classrooms can use Social Emotional circle time to let students learn about and explore their culture.
- Sponsor a Parade of Nations event for students to display and celebrate their cultures.
- Grade level maps displayed showing where students' families are from.

Timeframe for Reviewing Student Outcome Data Measures:

In the spring of 2025, we will review our Student and Staff Survey, and as a school community reflect on the activities we engaged in this year.

Process Data Measures:

- Professional Development Attendance Data
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

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

- PBIS Team
- Racial Equity Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include professional development and extended time.

2024-25 Evidence-based Practice 2:

Culturally Responsive Teaching Practices

Student Outcome Data Measures:

- Climate survey data
- Multicultural Night survey and attendance
- Have students write or read something about their culture that will be displayed/presented at Multicultural Night – for example “I am from…” mats, poems, writing, drawing.
- Multicultural Mondays – A time dedicated to teachers and students learning and sharing about their cultures.

Timeframe for Reviewing Student Outcome Data Measures:

Spring, 2025

Process Data Measures:

- Professional Development Attendance Data
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly

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

- PBIS Team
- Racial Equity Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include professional development and extended time.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of Third Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 40.0% to a target goal of 70.4% by 2025-26.

2024-25 One-Year Goal:

The percentage of Third Grade Students projected proficient or above in ELA based on MAP will increase from 38% to 50% by 2024-25.

2024-25 Evidence-based Practice 1:

Tier 2 Small Group Instruction

Student Outcome Data Measures:

- SBA
- MAP
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

Writing Samples

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

Academic Intervention Specialist

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include staffing of Academic Intervention Specialist and curriculum and materials.

2024-25 Evidence-based Practice 2:

Tier 2 Tutoring

Student Outcome Data Measures:

- SBA
- MAP
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Monthly

Process Data Measures:

Writing Samples

Timeframe for Reviewing Process Data Measures:

- Monthly

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

Academic Intervention Specialist

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include staffing of tutors and extended time for coordination with Academic Intervention Specialist.

Advanced Learning and Highly Capable Services:

At Madrona, we believe in the potential of all students. In service of this belief, we differentiate instruction for all students based on the students' strengths and needs. We do this through intentional small group instruction in literacy and math while incorporating project-based learning and student choice. We provide multiple opportunities for our students to receive enrichment and support through our academic specialists, TIPS Tutors, and co-teaching. Some examples of this include:

- i-Ready: an adaptive online learning program that supports differentiated instruction by assessing students' individual skill levels and providing personalized lessons tailored to their specific needs in reading.
- Success Maker: an adaptive online learning program that supports differentiated instruction by assessing students' individual skill levels and providing personalized lessons tailored to their

specific needs in math. Students are working at individualized math levels and setting goals for math growth and achievement.

- Pick-a-Project: small groups of accelerated learners are meeting with the Librarian 1-2 times per week for project-based math.

Expanded Learning

Our expanded learning (Out of School Time) opportunities include 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, Spring Break Camp, 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 consists 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.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year 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.

2024-25 One-Year Goal:

By June of 2025, 55% 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.

2024-25 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.

Student Outcome Data Measures:

Grade level Family Academic Nights: take attendance and provide resources to families not in attendance.

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Three times throughout the school year.

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

- Classroom Teachers
- Social Worker

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include extended time, supplies and materials, translations, and interpretation.

Evidence-based Practice 2:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

- Grade Level Family Engagement Nights
- Mid-Year Family Conferences
- Talking Points communication app

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Professional Development Attendance/Exit Tickets
- Family Contact Logs
- Family Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Throughout the school year.

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

- Principal
- Wa-BLOC

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include professional development and extended time.

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,356,540
- **Activities Implemented to Meet Intent and Purpose:**

- Funds used for classroom teachers.
- Elementary stipends
- Multiple copiers
- Refreshing library materials
- Buying up 0.5 of Art Teacher's FTE

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:** \$64,414
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds used to pay for part of the Reading Academic Interventionist's (RAI) salary.
 - RAI provides focused reading instruction to bolster Tier 2 and Tier 3 students' reading development.

Multilingual Learners (Title III)

- **Dollar Amount:** \$63,955
- **Activities Implemented to Meet Intent and Purpose:**
 - Purchase of multilingual literature for MLL learners
 - Funding 0.40 ML Teacher

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:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds used to pay for part of the Reading Academic Interventionist's (RAI) salary.
 - RAI provides focused reading instruction to bolster Tier 2 and Tier 3 students' reading development.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$226,667
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds used to buy up 0.5 FTE of Social Worker's salary.
 - Part of Reading Academic Interventionist's salary
 - Part of Math Academic Interventionist's salary

Levy Performance Pay

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$40,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds used to pay the balance of Art Teacher's salary.

- Math Academic Interventionist
- Purchase of one TIPS Tutor

OSSI Grant

- **Dollar Amount:** \$25,876
- **Activities Implemented to Meet Intent and Purpose:** Funding for tutors.