



2023-26 Continuous School Improvement Plan (C-SIP) Madrona Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Madrona Elementary School

Principal: Regina Carter

Members of the Building Leadership Team and Parent/Guardian Partners: Julie Hansen, Claire Engelhard, Jerica Saucedo, Lori Badruswamy, Michael Werth, Jason Moss, Susan Dorsch, Andrea Taylor, and Ebony Hall

Community Partners (Community Based Organizations): Launch, WA-BLOC, SCORES, TIPPS



[Madrona Elementary School Report](#)

[Madrona Elementary School Climate Survey](#)

School Overview

Madrona is a diverse and welcoming school community, nestled in the heart of the Central area. We serve 230 Pre K – 5th grade outstanding students. We are a diverse community with students speaking twelve different languages and many families having multigenerational connections to our school. We serve the diverse needs of our community with programs such as Developmental Preschool, Special Education, and Accelerated Learning. Approximately 70% of our students identify as students of color and over 50% of our staff identify as people of color. 50% of our students qualify for Free and Reduced Lunch. We believe in the power of collaboration, are data-driven, and focus on providing high-quality instruction. As a staff, we strive to create rigorous learning experiences that are inclusive, honor our students' identities and needs, and promote academic achievement for all students. We empower our students to develop as strong and joyful thinkers and problem-solvers who will use their academic and artistic skills to successfully engage in meaningful ways in the world around them. We welcome, value, learn from and see the diversity of our community as our biggest strength.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

[*African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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."

One-year Goal:

By June of 2024, 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."

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Our instructional vision goal supports Guardrail 5 as students who can learn about culture at school feel more seen and connected to their environments. We have been working towards this goal for the last two years as evident in our grade level instructional visions and our Title 1 Family Compact.

Our ML School Plan aligns to our schoolwide vision and Guardrail 5. Our school plan outlines the culturally responsive teaching practices we as a community will engage in to strengthen and motivate student learning. This along with classroom teacher collaboration ensures all students have equal access to core content and language development.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Engage our students and families in our Instructional Cogens
- Incorporate the 13 guiding principles of Black Lives Matter into community through:
 - Monthly assemblies
 - Share excerpts in monthly Newsletter
 - 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

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Working with WA-BLOC to increase capacity around Restorative Justice practices
- Math labs to strengthen teaching, learning, and student engagement
- Writing PDs to promote vertical alignment across our school
- Working with the Multilingual Language Learner team to strengthen our use of Guided Language Acquisition Design (GLAD) strategies
- PD around using Universal Design for Learning Strategies (UDL) across our school
- Intentional Grade Level Unit Planning (1 time a month)
- All grade levels will submit a Curriculum Map for all subjects. We will use the curriculum maps to ensure all stakeholders in our community understand the standards/skills that are being taught at every level.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Representatives from each of our school wide student support programs

- Student strengths are highlighted during every meeting
- We are consistent in looking at all students who are referred to the team
- Improved efficiencies with delivery of student services
- Use formal observation tools that all members of our team can access and use with the purpose of reducing bias and establishing appropriate next steps.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Team includes our Certified Behavioral Tech, Social Worker, Nurse, Special Education teacher, Classroom Teacher, School Psychologist, and School Administrator
- We use an MTSS form to collect data, capture interventions, and record our next steps
- We have a structure for follow up opportunities to progress monitor student outcomes
- Every student is assigned a case manager to ensure we are following our agreements and meeting students' .
- Wellness meetings that support our students social, emotional, and physical growth.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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 40.4% to a target goal of 70.4% by 2025-26.

One-year Goal:

The percentage of Third Grade Students projected proficient or above in ELA based on MAP will increase from 54.4% to a target goal of 64.4% by 2023-24.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

As a school community, we will focus on writing this year. We will use our CCC curriculum with fidelity, engage in Writing PLCs to elevate our instruction and increase academic achievement for all students. We will use our curriculum-based assessments, classroom-based rubrics, and checklists to monitor the improvement of our students' writing skills. We will also provide professional development around writing to support teacher efficacy and cross grade level alignment.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

These goals and guardrails support our instructional vision because they support developing strong readers, writers, and thinkers by engaging students in meaningful literacy experiences.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Relationship building using Caring School Curriculum and Second Step
- Focusing our Positive Behavioral Strategies (PBIS) for Tier 2 students, including KELSOs choice
- Academic interventionist and our TIPS Tutors to support Tier 2 students to provide a more proactive approach
- Implement UDL strategies to improve and optimize teaching and learning
- Developing a Panther Pride Council to support student voice.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Relationship building
- WA Bloc
- Document specific instructional strategies for students through our PLC work
- Focus on Rigor to hold all students to high expectations
- LEN/Learning Labs
- Implementation of UDL strategies across all schools.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

The component of our school's MTSS that reflects inclusive practices is how we ensure a variety of staff members serve on our MTSS team. Such as, staff focused on social emotional support, including our Youth Services Assistant (YSA), school counselor, our academic interventionists, and psychologist. This supports our ability to be inclusive and ensure all stakeholders can share their expertise and meet student needs.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

The component of our school's MTSS that meets the academic needs of our scholars is that we have a variety of staff members who are on our MTSS team such as staff focused on academic support, including academic interventionist, and our psychologist. We focus on our student's strengths, identity, behavior, and their instructional needs. Based on our analysis, we implement a plan to ensure our students receive the support they need to achieve academic, social emotional, and behavioral growth.

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, TIP Tutors, and co-teaching.

Expanded Learning opportunities for students through afterschool or summer programs:

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've been taught, struggling with or mastered. In order 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've been taught throughout the week. Students can receive support with their homework during lunch recess, two days a week.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School Three-year Goal:

By June of 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.

School One-year Goal:

By June of 2024, 45% 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.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

These goals and guardrails support the values of our school as our mission statements reads "every child achieving at high levels and every adult accountable for every child's success, "especially students who are furthest away from educational justice."

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Wrap around services to engage families
- High levels of engagement through our FEAT team data
- Holding restorative justice conversations with students and families

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Intentionally inviting families to join school wide events
 - Incorporating Multi-lingual activities and interpreters during evening family events
 - Incorporate family learning nights to support our families understanding of curriculum, homework, etc.
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Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

As a Madrona Community, we believe student's voices and identity should be evident and students must be seen and celebrated for their authentic selves. When the social, cultural, emotional and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student we serve, significant increases in academic outcomes for students, especially those furthest from educational justice are possible.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Opening and closing community circles
- Restorative Justice Circles
- Icebreaker activities
- Land Acknowledgment
- Inclusive committee meetings

- BLT representation chart
- Decision-making matrix
- Norms
- UDL Practices

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Land Acknowledgment
- Inclusive committee meetings
- Norms

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Collaboration around school-wide systems and structures
- Participating in different committees
- Inclusive emails to all-staff to participate in or apply for leadership opportunities
- Participating in or leading the monthly cultural assemblies
- Opportunities to plan and engage in evening family events

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Title

Amount: \$78,624

How will funds improve student learning? Funds are used to pay for part of a Math Interventionist. This person will support teachers in implementing small groups in their classrooms and will do some small group work with students themselves. They will also support tutors in working with students.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? Funds are used to pay for part of a Reading Interventionist. This person will support teachers in implementing small groups in their classrooms and will do some small group work with students themselves. They will also support tutors in working with students.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Levy

Amount: \$226,667

How will funds improve student learning? Funds are used to pay for our YSA, Social Worker, and Academic Interventionists. The academic interventionists support students as described above. The YSA and Social Worker support students with social/emotional and behavioral needs.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Seattle Education Foundation Grant

Amount: \$10,000

How will funds improve student learning? These funds will pay for part of a TIPS tutor. This person will support 4th and 5th grade students needing extra support in reading, writing, and math.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: PTSA, Preschool Administration funds, Equity funds

Amount: \$100,639

How will funds improve student learning? These funds will pay for part of a TIPS tutor. This person will support 4th and 5th grade students needing extra support in reading, writing, and math. These funds were used to increase our PCP teacher so teachers would have common planning time to be able to look at curriculum, student data, and calibrate assessments. These funds were used to increase the FTE of our Math Academic Interventionist so as to be able to provide more grades with math support.