OSPI School Improvement Plan 2023–2024

Building data

Please provide your school district and building name below.

School District: Spokane Public Schools
Building Name: Madison Elementary
School Code: 167
Date: 8-15-23

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

Needs Assessment Summary

> **Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.**
>
> **We need to increase GenEd time for students in special programs such as Designed Instruction and SpED students. Data suggested that there are opportunity gaps with our students with disabilities, ELD students, Hispanic/Latino students, and students of poverty. We concluded that many of these students are currently being pulled out of classroom for supplemental instruction. This warrants a need for more push-in supplemental instruction by our intervention and Special Education teachers.**

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2023–2024 SMARTIE Goal #1: All students will grow 50% according to Dreambox and Lexia data, including students with disabilities. ~~Academic growth for our Special Education students through push-in when applicable supplemental instruction for ELD, Special Education, and other tier 2 students.~~

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
The master schedule will include uninterrupted ELA and math blocks to support a push-in model. All students will receive small group push-in instruction, including: • **Students with disabilities** • **ELD students** • **Students receiving Tier 2 instruction**	Lexia and Dreambox	1-3 years Progress will be monitored at least once a month during Collaborative Learning Team meetings.	Profession Learning Community members: • Admin • Resource teachers • ELD teachers • Interventionists • Classroom teachers • MTSS • Specialists	Classroom teachers will be provided 30–60-minute uninterrupted ELA and math blocks in their daily schedule to support the push-in model. Staff will participate in Collaborative Learning Teams. Staff will also receive professional development around effective PLCs.
Classroom teachers will teach Wit & Wisdom, Really Great Reading, and Bridges with fidelity.	• Lexia data • Dreambox data • AVMR • Heggerty • RAN • Curriculum benchmarks	1-3 years Ongoing progress monitoring in the classroom. Collaborative Learning Team meetings at least once a month.	• Classroom teachers • MTSS • Interventionists • Resource teacher • ELD teacher • Admin • Literacy Lead Team	• Wit & Wisdom drop-in sessions • LETRS • Professional Development courses • Paid sub-out for PD and collaboration
~~**PLC work centered around data**~~ ~~**Resource teacher will meet with each GenEd teachers with students with IEPs at least 3 times per year to collaborate around data.**~~	~~Lexia, Dreambox, and SBA data to progress monitor growth in this area~~ ~~Lexia, Dreambox, Heggerty and RAN assessments, and SBA data to progress monitor growth in this area~~	~~1-3 years~~ ~~Throughout the school year collaboration will occur a minimum of 3 times per year.~~	~~Admin Team~~ ~~Resource Teacher, ELD Teacher, Interventionist, and Classroom Teachers leading~~	~~Book studies/professional development around effective PLCs.~~ ~~Collaboration for certificated staff. Use Lexia and Dreambox data to progress~~

	Other informal and formal assessments related to IEP or ELD goals		Admin and MTSS and Specialists support	monitor. Assessments and data tied to IEP and ELD goals

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Wit & Wisdom decodable texts and "volume of reading" texts
2. Wit & Wisdom drop-in sessions (professional development)

SY 2023–2024 SMARTIE Goal #2: Increase attendance to 90%.
~~Increase Student and Family sense of belonging through a strong Parent and Family Engagement home-school connection~~.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Implement engagement activities: • **After-school clubs** • **One Book, One School** • **STEM night** • **Dr. Seuss day** • **Conferences** • **Monthly PBIS assemblies** • **Book Up (K/1)** • **Student Leadership** • **Morning announcements**	• Participation tracking • Surveys after events • Attendance records	1-3 years Monthly attendance meetings: • Results of Family Engagement participation and surveys • Attendance records	• Admin • Office staff • Attendance secretary • MTSS • Counselor	• PTO Funds • Title 1 funds • Grant funds • Building funds
Create a team to communicate with families regarding attendance concerns.	• Attendance data • Academic data	1-3 years Monthly attendance meetings	• Admin • Office staff • Attendance secretary • MTSS • Counselor	Title 1 Funds to increase PA and MTSS from 0.5 to 1.0.

Classroom teachers will collaborate with families regarding student growth and/or achievement.	• Academic data • Student performance	1-3 years Ongoing communication with families	• Classroom teachers • MTSS • Admin • Counselor • ELD teacher/district interpreters	• Classroom newsletters/updates (in whatever form teachers prefer) • Conferences • Madison Messenger

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Hire a 1-hour a day attendance advocate
2. Click or tap here to enter text.

SY 2023–2024 SMARTIE Goal #3: Professional Learning Communities and Collaborative Learning Teams will engage in data dialogue to ensure all students are making 50% growth in Dreambox and Lexia.
~~ELA/Math growth for all students (strong core instruction).~~

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Staff will collaborate at least once a month in Collaborative Learning Teams.	• Lexia data • Dreambox data • Other classroom data	1-3 years At least once a month.	• Classroom teachers • Interventionists • ELD teacher • Specialists • Resource teacher • MTSS • Admin • Counselor	• Professional Learning Communities professional development • Wit & Wisdom drop-in sessions, as provided by the Literacy Lead Team

Staff will engage in data dialogue throughout the year.	• Lexia data • Dreambox data	1-3 years 3 times a year	• Classroom teachers • Interventionists • ELD teacher • Specialists • Resource teacher • MTSS • Admin • Counselor	• Sub-out days • Optional data and instructional collaboration paid time
~~Math Recovery/PD Support~~ ~~New ELA curriculum~~	~~Dreambox, SBA, AVMR assessments~~ ~~Lexia, SBA, Heggerty and RAN assessments and new assessments in curriculum~~	~~Collaborations a minimum of three times per year~~ ~~Collaborations a minimum of three times per year~~	~~Classroom teachers, STEM Lead Team~~ ~~Classroom teachers, Literacy Lead Team~~	*~~professional development, extended time, curriculum, materials, Paid Sub out~~* *~~professional development, extended time, curriculum, materials, Paid Sub out, LETRS~~*

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. $5,000 for sub-out or after school compensation for collaboration at least 3 times per year as well as time outside of contracted time for data conversations.
2. PLC achievement teams training for Leadership Team members