

OSD School Improvement Plan

Building Data	
1a. Building: Madison Elementary School.	1g. Grade Span: T2K, Kindergarten through 5th Grade School Type: Elementary School
1b. Principal: Domenico Spatola-Knoll	1h. Building Enrollment: 210 Students as of October 2023
1c. District: Olympia School District	1i. F/R Percentage: XX% Free and Reduced Price Lunches
1d. Board Approval Date: Pending Review	1j. Special Education Percentage: 14% Students eligible for special education services.
1e. Plan Date: October 2023	1k. Multilingual Percentage: 3%

School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
Domenico Spatola-Knoll, Principal	Keary McCowen, Resource Room Para & OEAPA Rep
Julie Gibbs, Kindergarten Teacher	Rebecca Sun-Mankovich, General Para
Mitchell Treend, 4th Grade Teacher	Jane Wall, Parent & PTO President
Jessica Martin, 5th Grade Teacher & Parent	
Heather Muske, SpEd Teacher	

Lisa Estcourt, Reading Specialist

Vision and Mission Statement

Vision & Mission: To create a nurturing environment for students, their families, staff, and the community which encourages caring, respect, academic excellence, life-long learning, and citizenship.

SY 2023-2026 SMARTIE Goal #1:

Each spring for school years spanning 2023-2026, all students (PreK, K-5th) will report an increase in their feelings of sense of belonging and self-efficacy in each end-of-year Panorama student survey as compared to their beginning-of-year benchmark. This will be measured by an increase in positive responses to the Panorama survey in the categories of Sense of Belonging from 63% to 75%, and Self-Efficacy from 61% to 75%.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal?

- Outcome 1: Be compassionate and kind.
- Outcome 3: Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.
- Outcome 4: Have the skills, knowledge and courage to identify and confront personal, systemic and societal bias.

Activities	Measures	Timeframe	Lead	Resources
Daily "Soft Start". Students come into classrooms 10 minutes before the	"Sense of Belonging" Panorama data administered twice during the academic	Ongoing throughout each academic year.	Madison Leadership Team	LID Day trainings. PLC themes (as determined by MES

official 8:30 start. All Classrooms.	school year.			Leadership Team). Review during monthly staff meetings (which include paraeducator staff).
SecondStep. (Taught at each grade level and by each teacher.) Lessons modeled by Counselor	School-wide Office Discipline Referrals (ODRs). SWIS Data	Ongoing throughout the academic year.	PBIS Team Intervention Team School Counselor	LID Day training. PLC themes (as determined by MES Leadership Team). SWIS/ODR data review during monthly staff meetings (which include paraeducator staff).
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Building provided PBIS budget of \$500 to support ongoing PBIS implementation				
2. Building provided PBIS budget of \$350 to purchase SWIS license				

3. Leadership Team Stipend from the district for Certificated team members
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3. Leadership Team hourly pay from building budget for Classified team members
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SY 2023–2026 SMARTIE Goal #2:

Each Spring, 2023-26, the number of students who are meeting their growth goals using the Measure of Academic Performance Assessment (MAP) in MATH, will increase. Schoolwide, all students will improve from 39% to 80%, students from Hispanic backgrounds will improve from 45% to 80%, students receiving Special Education services will show an improvement from 29% to 80%, and students who identify as Multi Ethnic will improve from 61% to 80% on meeting their individual student growth goals.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal?

- Outcome 2: Have the academic and life skills to pursue their individual career, civic and educational goals.
- Outcome 5: Discover their passions, be curious and love learning.
- Outcome 6: Be critical thinkers who contribute to and collaborate with our local, global and natural world.

Activities	Measures	Timeframe	Lead	Resources
Using data to inform small group, differentiated instruction and intervention in classrooms	Quarterly MAP Assessments. Common grade level Classroom Based Assessments	Data reviewed Quarterly	MES Leadership Team Principal	Classroom Based Assessments. Interventionist Staff Themed PLC activities led by principal or member of staff.

				PD Opportunities
Classroom visitation by teachers to see small group strategies	Tracking of times funds have been accessed by teachers	Academic school year.	MES Leadership Team Principal	Visitation funds Availability of teachers willing to have someone visit their classroom Teacher Release time
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. \$XXXX District provided Visitation Funds				
2.				

SY 2023-2026 SMARTIE Goal #3:

Each Spring, 2023-26, the number of students who are meeting their growth goals using the Measure of Academic Performance Assessment (MAP) in READING, will increase. Schoolwide, all students will improve from 42% to 80%, students from Hispanic backgrounds will improve from 65% to 80%, students receiving Special Education services will show an improvement from 32% to 80%, and students who identify as Multi Ethnic will improve from 28% to 80% on meeting their individual student growth goals.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal?

- Outcome 2: Have the academic and life skills to pursue their individual career, civic and educational goals.
- Outcome 5: Discover their passions, be curious and love learning.
- Outcome 6: Be critical thinkers who contribute to and collaborate with our local, global and natural world.

Activities	Measures	Timeframe	Lead	Resources
Using DATA to inform small group, differentiated instruction and intervention in classrooms	MAP. (Three times during the academic year.) Grade level common Classroom Based Assessments Reading Fluency progress monitoring,	Overall student progress is monitored on a quarterly basis. Reading Fluency student progress, quarterly.	Reading Intervention Specialist Principal	Professional development centered around the use of data to inform strategies for in class small group instruction and interventions. PLC time at grade level for data analysis

	quarterly			and informing next steps for instruction and/or intervention
Small group, differentiated instruction and intervention in classrooms	<p>MAP. (Three times during the academic year.)</p> <p>Grade level common Classroom Based Assessments</p> <p>Reading Fluency progress monitoring, quarterly</p>	<p>Overall student progress is monitored on a quarterly basis.</p> <p>Reading Fluency student progress, quarterly.</p>	<p>Reading Intervention Specialist</p> <p>Principal</p>	<p>Visitation funds for teachers to observe small group instruction in other classrooms</p> <p>Professional development centered around strategies for in class small group instruction and interventions.</p>
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. \$XXXX District provided Visitation Funds				
2.				

