

OLYMPIA SCHOOL DISTRICT

2008-09 School Performance Report

Madison Elementary School

2008-2009 School Facts

Based on the October 2008 enrollment report, there are 182 students enrolled at Madison Elementary with an ethnic composition of:

■ African American	4.9%
■ American Indian/ Alaskan Native	2.7%
■ Asian/ Pacific Islander	7.1%
■ Caucasian	68.7%
■ Hispanic	8.8%

Student Demographics:

48.4% male students

51.6% female students

The student attendance rate is 94.70%

Students who qualify for free or reduced-price meals: 49.1%

Students who qualify for Special Education: 23.7%

Madison has a total of 20 classroom teachers

- Average years of teacher experience: 13.1
- Teachers with at least a Master's Degree: 60.0%

Madison is a school-wide Title I School. All of our teachers are highly qualified. Adequate Yearly Progress (AYP) is a cornerstone of the federal No Child Left Behind Act and it monitors student achievement from year-to-year. There are 37 separate indicators for AYP and Madison Elementary School met all 37 indicators except for the Unexcused Absences. Madison is committed to working on all areas of AYP so each child is guaranteed a high-quality education.

Madison Elementary School Mission Statement:

It is the mission of Madison Elementary School to create a nurturing environment for students, their families, staff and the community which encourages caring, respect, academic excellence, life-long learning and citizenship.

Olympia School District Mission Statement:

We will create, in partnership with our staff, families and community, challenging opportunities for all students to be successful as they become responsible and contributing citizens and masters of the knowledge and skills essential for life-long learning in our changing and diverse world.



1225 Legion Way SE
Olympia, WA 98501
360.596.6300

Bill Lahmann, Superintendent

Gayle Mar-Chun, Principal

About Our School

The school building opened for the first time in its current location on Legion Way in September 1999, replacing a 44-year-old building on Central Street. The school was designed to fit into the Eastside neighborhood by matching the peaked roofs of the nearby houses and the Spanish-style architecture of the Knox Administrative Center on the same campus.

Madison Elementary School is an exciting place to learn and grow. Eager and talented preschool through fifth grade students, dedicated staff members and committed volunteers enter Madison ready to have a day filled with learning and friendship.

Our programs are designed to give every child the opportunity for success both academically and socially. Our motto is "Succeed with Pride." Notable is our Welcome Room Program for students who experience a high rate of mobility. Equally important are the community partnerships we enjoy which strengthen both our school and our community. We are proud of our continued efforts in improving our reading, writing, math and science WASL scores. Madison Elementary is realizing the dream that all children can succeed.

WASHINGTON ASSESSMENT OF STUDENT LEARNING

Students in grades 3-5 are required to take the Washington Assessment of Student Learning (WASL). The scores represent the percent of students meeting the state requirements.

2007-08 3rd Grade 2008-09 3rd Grade

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	66.7	78.6	70.4	84.0	82.2	71.3
Math	69.0	76.6	68.3	64.0	76.9	66.3

2007-08 4th Grade 2008-09 4th Grade

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	84.6	83.3	72.3	88.2	83.8	73.5
Writing	38.5	70.2	62.1	41.2	68.4	60.3
Math	53.8	68.0	53.4	58.8	69.2	52.3

2007-08 5th Grade 2008-09 5th Grade

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	73.1	84.2	75.3	74.1	84.6	73.9
Math	57.7	73.4	61.0	59.3	73.4	61.9
Science	34.6	57.7	42.9	33.3	56.3	44.9

MEASURES OF ACADEMIC PROGRESS (MAP)

(RIT) (150-270)

2007-08 2008-09

	Our School	Our District	National Norm	Our School	Our District	National Norm
Reading Grade 2	190	193	190	191	194	190
Grade 3	201	205	200	203	204	200
Grade 4	213	212	207	209	210	207
Grade 5	216	217	212	216	217	212

2007-08 2008-09

	Our School	Our District	National Norm	Our School	Our District	National Norm
Math Grade 2	189	194	191	191	195	191
Grade 3	203	205	203	206	207	203
Grade 4	220	215	211	212	215	211
Grade 5	224	222	220	221	223	220

OUR SCHOOL IMPROVEMENT PLAN

GOAL AREA 1: READING

SCHOOL CULTURE: The school prides itself on making it work, no matter what it takes. The school motto: "As Madison Lions, we succeed with pride." We help students strive towards common expectations and high quality work towards independence and initiative. As we move towards incremental changes at the classroom level, we will see students who have a clearer vision of what success looks and sounds like.

HISTORICAL CONTEXT: In 1997, when the first WASL scores went public, Madison's reading scores were the lowest in the District and one of the lowest in the region. The veteran staff said that those scores were a "wake up" call for doing something different. Teachers opened their doors, began a collaborative process of school-wide reform, and the results have been significant. The longitudinal data shows a steady climb of spring 2009 WASL Reading scores to 84%(3rd), 88%(4th) and 74%(5th). That is momentous improvement from our starting point in 1997 at 58%.

SCHOOLWIDE COHERENCE: What have we done? Reading has been a long-term focus at Madison. During that time, the staff has made major changes as part of its school-wide reform, modeled after Success for All. This long-term focus on reading has shown continued improvement.

2008-09 DISTRICT OPERATING BUDGET

INCOME

Local, Taxes.....	\$16,590,990.00.....	19.75%
Local, Non-tax.....	\$3,809,530.00.....	4.54%
State, General.....	\$46,734,884.00.....	55.64%
State, Special.....	\$8,512,436.00.....	10.13%
Federal.....	\$7,820,557.00.....	9.31%
Other.....	\$530,412.00.....	0.63%
Total.....	\$83,998,809.00.....	100%

EXPENDITURES

Salary Costs.....	\$73,388,832.00.....	82.62%
Supplies/Equipment.....	\$8,126,767.00.....	9.28%
Purchased Services.....	\$6,895,019.00.....	7.87%
Travel.....	\$138,727.00.....	0.16%
Capital Outlay.....	\$62,390.00.....	0.07%
Total.....	\$87,611,735.00.....	100%

Expenditure per Student FTE.....\$9,961.31

You Are Invited

The Olympia School District welcomes and encourages volunteer involvement from parents and other members of the community. Every year, more than 3,600 citizens donate their time to Olympia schools, giving nearly 150,000 hours. Examples of volunteer work include tutoring students, helping out in school libraries or offices, assisting teachers with daily assignments or special projects, being a guest speaker, serving as an Art Partner or Lunch Buddy and serving on School-Based Management Councils, planning or advisory committees. To volunteer, drop by or call Madison Elementary School at 596.6300.

FOR MORE INFORMATION

If you would like more details about student achievement and demographics or to see the No Child Left Behind report for Madison Elementary School, visit the OSPI Website at www.k12.wa.us and click on the School Report Card.

For other information about **Madison Elementary School**, please call 596.6300 or visit the Olympia School District website at www.osd.wednet.edu.

Schoolwide coherence is the foundation for who we are today:

- A school culture that will do whatever it takes to improve learning for all its students.
- All day kindergarten, tuition-free.
- School-wide uninterrupted reading block for 85 minutes.
- Students taught at their instructional levels in a walk to read model.
- All certified staff teach a reading group including the librarian, special education and Title 1 teachers.
- Supplementary technology programs (Waterford, Fast ForWord, Read Naturally, Earobics) provide extra support for kindergarten and primary students.
- Community support through Lunch Buddy and Reading Buddy programs.

RECENT INNOVATIONS

- Response to Intervention (RTI): These gains can be attributed to the collaborative development of a Response to Intervention Model implemented in the last three years. We have focused on organizational coherence, ongoing decision-making based on academic data and implementing a series of tiered interventions.
- Assessment: Implementation of our K-5 schoolwide assessment program (WASL, DIBELS and MAP) help inform program decisions and student interventions. In the last three years, we have identified a timeline for school-wide implementation of key assessment tools. This has led to more informed analyses about student progress based on data.
- Tiered Interventions: Using the OSPI Reading Framework, we have built a model for interventions based on three levels of achievement. These students are monitored based on need:
 - o Benchmark students (progressing according to standard) are assessed three times a year.
 - o Strategic students (close to meeting standard) are assessed monthly.
 - o Intensive students (significant reading difficulties) are assessed weekly.
- Collaborative Data Teamwork: Student progress is analyzed during monthly Academic Data Teams specifically around reading. The meeting provides a format for structured conversations around student progress and instructional practice. It also helps determine reading group placement, reading instructional targets and interventions needed beyond the 85-minute reading block. It encourages teacher collaboration, sharing instructional strategies and a time to celebrate success. Our Reading Specialist coordinates the schoolwide reading efforts including the management of data and intervention support.
- Daily Five: The Daily Five Reading model is based on literacy learning and motivation research. The Daily Five is a series of literacy tasks: 1)reading to self, 2)reading with someone, 3)writing, 4)word work and 5)listening to reading. It helps students develop the habits that lead to a lifetime of independent literacy. This structure not only is based on a child-centered philosophy, but allows teachers to carefully and systematically train students to participate in each of the five components. Explicit modeling, practice, reflecting and refining take place during the launching phase, preparing the foundation for a year of meaningful content instruction tailored to meet the needs of each child.
 - o 28.5 hours of staff development hours were used last year to help operationalize the vision of Daily Five.
 - o The results – the staff developed a common understanding and common language for professional learning and a unified framework about reading instruction school-wide.
 - o The teachers expressed an interest in continuing to develop a deeper level of understanding of the Daily Five, particularly in “Working with Words/Vocabulary” for the 2009-10 year.

Continuing strategies:

- Refine Madison’s core values of balanced literacy through research, best practice and teacher knowledge
- Develop more collaboration around student progress.
- Improve communication around student placement.
- Maximize reading instruction with fewer interruptions/cancellations.
- Continue to use technology to differentiate learning experiences.
- Analyze WASL and other summative data.
- Increase background experience and vocabulary development .
- Enhance parent education in reading.
- Motivate students to read more by increasing reading opportunities.

New strategies:

- STANDARDS: What do we want Madison students to know and do?
 - o Create monthly lists of grade level READING/LITERATURE vocabulary (i.e. identify grade level standards for vocabulary knowledge).
- ASSESSMENT: How will we know if a Madison student has learned it?
 - o Create monthly assessment tools with benchmark standards of proficiency levels.
- INSTRUCTION – INTERVENTION: What will we do if a student doesn’t learn it?
 - o Use Robert Marzano’s 6-Step vocabulary instructional lesson format.
 - o Design supplementary interventions for vocabulary and word work.
- DIFFERENTIATION – ACCELERATION: What will we do if a student already knows it?
 - o Design supplementary enrichment activities which expand upon key vocabulary.

- COLLABORATION: How will we work together to make sure all students can learn?
 - o Use Collaboration Wednesdays to do this work.

GOAL AREA 2: MATHEMATICS

HISTORICAL CONTEXT: WASL data for Madison mirrors the state; there is overall math improvement, but our reading scores outperform our math achievement. For that reason, we continue to examine current practice. For the last five years, we dedicated a great deal of professional development in mathematical pedagogy, identifying core principles of high-quality math instruction, questioning strategies, multiple solution paths and increasing mathematical rigor in daily instruction. Results continue to be mixed in spite of using research based materials and best practice. We have determined that we do not have the same level of organizational coherence in math as we do in reading; we do not have leveled math groups across all grades, we do not have enough ongoing formative assessment data to make informed decisions about program or student need and we do not have the same level of intervention time as we do for reading.

Continuing strategies:

- 60-70-minute school-wide math block with intermediate students flexibly grouped.
- Placement and diagnostic assessments in math (MAP) for 2nd-5th grade students.
- Alignment of instruction to the Grade Level Expectations.
- Encourage projects that engage students in real life math.
- Use technology effectively to motivate, engage and differentiate learning experiences.
- Use teacher planning/PRIDE enrichment time to reinforce number sense concepts.
- Increase parent involvement by sponsoring Family Math Activities.
- Analyze WASL and MAP math data to determine areas of improvement and greatest needs.

New strategies:

- STANDARDS: What do we want Madison students to know and do?
 - o Create monthly lists of grade level MATH vocabulary (i.e. identify grade level standards for vocabulary knowledge).
- ASSESSMENT: How will we know if a Madison student has learned it?
 - o Create monthly assessment tools with benchmark standards of proficiency levels.
- INSTRUCTION – INTERVENTION: What will we do if a student doesn't learn it?
 - o Use Robert Marzano's 6-Step vocabulary instructional lesson format.
 - o Design supplementary interventions for vocabulary and word work.
- DIFFERENTIATION – ACCELERATION: What will we do if a student already knows it?
 - o Design supplementary enrichment activities which expand upon key vocabulary.
- COLLABORATION: How will we work together to make sure all students can learn?
 - o Use Collaboration Wednesdays to do this work.

GOAL AREA 3: WRITING

Continuing strategies:

- Publish, display and celebrate student writing.
 - o Display quality student work.
 - o Post student art work with accompanying writing on school website.
- Analyze 4th grade WASL results as well as primary classroom writing to improve instruction.
 - o Review WASL test results looking at strand strengths and weaknesses.
 - o Explore use of rubrics in writing at all grade levels.
 - o Make the reading-writing connection; determine how writing instructional time can be increased during the reading block as well as in homeroom.
- Increase writing opportunities within the school day, at home and after school.
 - o Integrate writing into after-school clubs (ex: Math Vocabulary Notebooks, Science Journals, Recipe Books, Art Sketchpads with written annotations).

New strategies:

- STANDARDS: What do we want Madison students to know and do?
 - o Examine state standards and the K-5 grade level expectations for writing.
 - o Applying the content vocabulary grade level lists into real writing opportunities.
- ASSESSMENT: How will we know if a Madison student has learned it?
 - o Create trimester writing prompts for each grade level with benchmark standards of proficiency levels.
 - o Develop grade level writing rubrics for narrative, expository and persuasive.
- INSTRUCTION – INTERVENTION: What will we do if a student doesn't learn it?
 - o Implement a strong, research-based writing curriculum that promotes the writing process, six+1 writing traits, extended writing-to-learn projects, and on-demand writing tasks.
 - o Utilize writing resources through technology.
- DIFFERENTIATION – ACCELERATION: What will we do if a student already knows it?
 - o Design supplementary enrichment writing activities.

- COLLABORATION: How will we work together to make sure all students can learn?
 - o Use Collaboration Wednesdays to do this work

GOAL AREA 4: SCIENCE

HISTORICAL CONTEXT: WASL data for Madison mirrors the state; there is uneven science improvement, but our reading scores outperform our science achievement. For that reason, we continue to examine current practice. Results continue to be mixed in spite of using research based materials and best practice. We have determined that we do not have the same level of organizational coherence in science as we do in reading; we do not provide the same amount of instructional time to science and we do not have rigorous assessment tools from the existing FOSS kits to make informed decisions about program or student needs. Further, we believe that many of our students from poverty lack connections to real science in the world; providing more enriching experiences as well as increasing background knowledge (field trips) would be beneficial for students to make connections to real world applications and science inquiry.

Continuing strategies:

- Analyze WASL results to determine areas of improvement and greatest needs.
 - o Staff scoring of WASL-released items to provide deeper understanding of scientific and test-taking vocabulary needed for WASL.
 - o Increase level of questioning which mirrors scientific method and process (as well as WASL format).
 - o Staff commitment to use WASL vocabulary (Word Walls, Science Dictionaries, etc). Make sure that all staff is given a copy of science WASL lists.
- Increase science opportunities within the school day, at home and after school.
 - o Offer on-going before and after-school science clubs.
 - o Use technology effectively to motivate, engage and differentiate learning experiences.
 - o Increase field trip funding and opportunities for science experiences.

New strategies:

- STANDARDS: What do we want Madison students to know and do?
 - o Re-examine state standards and the K-5 grade level expectations for science.
 - o Create monthly lists of grade level SCIENCE vocabulary (i.e. identify grade level standards for vocabulary knowledge).
- ASSESSMENT: How will we know if a Madison student has learned it?
 - o Create monthly vocabulary assessment tools with benchmark standards of proficiency levels.
- INSTRUCTION – INTERVENTION: What will we do if a student doesn't learn it?
 - o Use Robert Marzano's 6-Step vocabulary instructional lesson format.
 - o Design supplementary interventions for vocabulary and word work.
- DIFFERENTIATION – ACCELERATION: What will we do if a student already knows it?
 - o Design supplementary enrichment activities which expand upon key vocabulary.
 - o Provide technology as a resource for differentiated learning experiences.
- COLLABORATION: How will we work together to make sure all students can learn?
 - o Use Collaboration Wednesdays to do this work.

Legal Notice

The Olympia School District complies with all federal rules and regulations and does not discriminate on the basis of race, gender, age, color, national origin, sexual orientation, marital status or disability and does not tolerate sexual harassment. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Any reports of alleged sexual harassment or concerns about compliance and/or grievance procedures may be directed to the School District Title IX RCW 28A.640 Officer, Jeff Carpenter (360) 596-8544, and Section 504 and ADA Coordinator (360) 596-7530, Knox Administrative Center, 1113 Legion Way SE, Olympia, WA 98501.