

Madison Elementary School
Components of Our Schoolwide Plan
North Dakota Title One Conference
Monday, October 8th, 2007

Our Success Story

In March 2002, Madison Elementary School was identified for program improvement under the newly enacted No Child Behind Act. We entered at Year Three under the new law and our lack of success made the front page of the Fargo Forum. Since that time we have turned over many staff and transformed our building culture from one of low expectations to a place where we have high expectations for student learning. We have changed the identity of our school climate reducing incidents by three hundred percent and have seen an significant increase in our math achievement and reading results that have made Adequate Yearly progress for the last five years.

The following are some of the key factors in our improvement:

*Establishing a process for decision making in our building and believing in the schoolwide planning process – DATA AT THE CENTER OF OUR DECISIONS. (Team Leader Council – Action Research Teams – Learning Teams – Classroom Teams) Team Leader Council members and Action Research leaders play a major role in forming the specifics of our school’s improvement plan and professional development. Action Research Teams use the same process for decision making as our school’s leadership team and we respect the work each target area team does and plan their recommendations for improvement.

*Using a schoolwide discipline process that emphasizes positive behavior and involves an investment in relationships by all staff. Teach social skills explicitly each day in morning meeting structure. Common language for classroom management, strategies, and discipline.

*Emphasis on professional development and classroom implementation – principal as an instructional leader and teachers holding each other accountable for instructional practices. Grade level and cross-grade level planning and collaboration time. Regular time structure for curricular development, assessment analysis (writing assessment), and student achievement data. Literature review connected to building needs identified through data analysis.

*Leadership - A leader who has lead according to the needs of the building, and has worked to build capacity within our school. Being willing to fight the good fight when it impacts students negatively and inhibits teacher effectiveness.

*Common instructional language in literacy and mathematics.

*Inclusive classroom model – weekly classroom team meetings with emphasis on organization of the classroom to differentiate – using a variety of service options to address student needs and maximize student learning.

*Full-day kindergarten – emphasis on early literacy development and written language.

The Challenges We Continue To Face

***Reading Achievement and English Language Learner Population:**

Our math results would indicate tremendous improvement over the past five years but our reading remains to be a challenge with seventy-one of our two-hundred and eighteen students being considered English Language Learners. While reading performance has met Adequate Yearly progress standards it has not shown a steady increase that correlates to our math performance.

***Transient Population:**

Over the past five years we have averaged between 10 – 15 percent student turnover rate. This is a significant percentage of our total student population that presents great challenges in how we service and support students in the classroom as well as accelerate learners who are missing background knowledge necessary to perform well at their grade level.

***Demands of Curriculum Offering in a Large District:**

Fragmented schedules, traveling teachers, increased special curricular offerings, and large number of field trips that are disconnected to the curriculum. (Art, Band, Orchestra, Keyboarding, Junior Achievement, Marketplace for kids etc..) Classroom teachers are accountable for student achievement but have little say or control over how time is allocated. Should it be different for high poverty schools?

***Daily Challenges Presented In A High Poverty Neighborhood:**

School must work hard to teach social skills and create clear expectations for rules that are different at school then at home or in the neighborhood. (Ruby Payne) Investment by all staff in forming meaningful relationships with students and their families to gain trust in the implementation of high expectations.

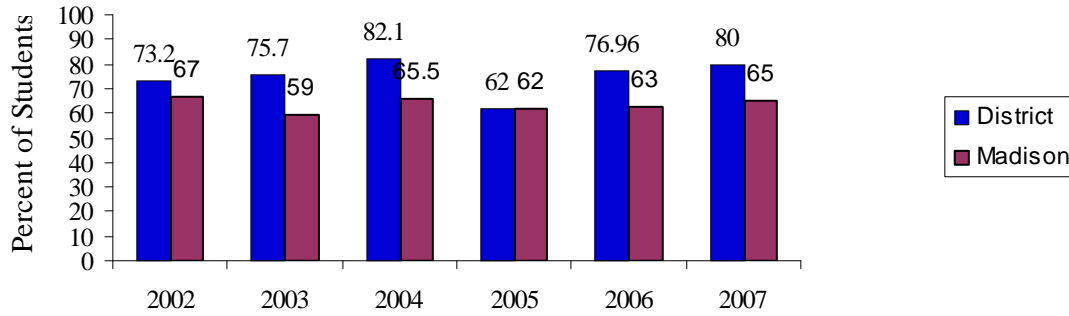
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**Madison Elementary School
4th Grade State Assessment Results**

Proficient in Reading

2002/2003/2004/2005/2006



**Madison Elementary School
4th Grade State Assessment Results**

Proficient in Math

2002/2003/2004/2005/2006/2007

