

READING ACTION PLAN
Key Performance Outcome:
2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3
Grade 4
Grade 5

Overall: 56.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 75.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	23.9	52.2	23.9	Reading	22.8	40.4	36.8	Reading	17.0	42.6	40.4
Listening and Speaking	7.5	71.6	20.9	Listening and Speaking	10.5	63.2	26.3	Listening and Speaking	4.3	70.2	25.5
Writing	16.4	47.8	35.8	Writing	22.8	43.9	33.3	Writing	8.5	53.2	38.3
Research/Inquiry	13.4	58.2	28.4	Research/Inquiry	17.5	47.4	35.1	Research/Inquiry	4.3	44.7	51.1

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 3.2 TL 3.3	<ul style="list-style-type: none"> Integrate CCSS and shifts into their lessons using best practices (Close Reading, Accountable Talk, Citing Evidence, Guided Reading, Shared Reading) 	<ul style="list-style-type: none"> SBA Interim Assessment (3rd-5th) DRA Progress Monitoring, Running Records DRA data
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Analyze literacy assessments and check equity target goal 	<ul style="list-style-type: none"> Reading unit assessments Equity targets
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Integrate GLAD and Eric Jensen (engagement) strategies throughout reading instruction 	<ul style="list-style-type: none"> ELPA scores/data Reading unit assessments
TL 1.2	<ul style="list-style-type: none"> Provide opportunities for students to read independently, set Accelerated Reader (AR) and independent reading goals, and monitor growth through AR in 1st through 5th grades 	<ul style="list-style-type: none"> AR Quiz data AR participation and success data Comprehension/DRA scores
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement reading interventions (LLI) for students in grades ADK-3 who are below standard and for students in grades 4 -5 who are significantly below standard 	<ul style="list-style-type: none"> DRA scores LLI assessments SBA Interim assessments

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Staff will provide opportunities for students on Imagine Learning English (ILE) before school or during the day to increase language acquisition skills 	<ul style="list-style-type: none"> ILE data Attendance data ELPA 21 data/scores Comprehension/DRA levels
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Provide instruction in letters, sounds, and phonemic awareness to Kindergarten students 	<ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK) assessment data for letters, sounds, and phonemic awareness (K)
TL 1.1 TL 1.2	<ul style="list-style-type: none"> Grade level teams (3rd-5th) will administer, score and analyze SBA Interim Block Assessments to identify area of instructional focus 	<ul style="list-style-type: none"> SBA Interim Block Assessments

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 56.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 75.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	23.9	52.2	23.9	Reading	22.8	40.4	36.8	Reading	17.0	42.6	40.4
Listening and Speaking	7.5	71.6	20.9	Listening and Speaking	10.5	63.2	26.3	Listening and Speaking	4.3	70.2	25.5
Writing	16.4	47.8	35.8	Writing	22.8	43.9	33.3	Writing	8.5	53.2	38.3
Research/Inquiry	13.4	58.2	28.4	Research/Inquiry	17.5	47.4	35.1	Research/Inquiry	4.3	44.7	51.1

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 3.2 TL 3.3	<ul style="list-style-type: none"> Identify and use Tier I and Tier II words to plan instruction 	<ul style="list-style-type: none"> Common Writing Assessments for Narrative, Opinion, and Informative/Explanatory writing SBA Interim Assessments
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Integrate GLAD strategies using Graphic Organizers, Writing Rubrics, Note Taking Forms, David Matteson K-2 anchor papers throughout writing instruction 	<ul style="list-style-type: none"> SBA Interim Assessments Common writing assessments for Narrative, Opinion, and Informational/Explanatory writing David Matteson benchmarks ELPA21
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Explicitly teach and integrate the three forms of writing (Opinion, Narrative, Informative) throughout content areas 	<ul style="list-style-type: none"> Teacher-created common writing assessments David Matteson benchmarks
TL 3.2 TL 3.3	<ul style="list-style-type: none"> Administer, score, and analyze SBA Interim Block Assessments to identify areas of instructional focus (3rd-5th grade) Teachers (K-5) will score writing together using the grade level rubrics Teachers will use the data from the SBA Interim and common formative/summative assessments to identify students needing more support 	<ul style="list-style-type: none"> SBA Interim Block Assessments Writing trend data from SBA 2015-2016 David Matteson writing benchmark k-2 SBA writing rubric 3-5

MATH ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 61.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 56.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	19.1	38.2	42.6	Concepts and Procedures	28.1	28.1	43.9	Concepts and Procedures	23.4	31.9	44.7
Problem Solving and Modeling & Data Analysis	11.8	55.9	32.4	Problem Solving and Modeling & Data Analysis	24.6	43.9	31.6	Problem Solving and Modeling & Data Analysis	21.3	42.6	36.2
Communicating Reasoning	4.4	60.3	35.3	Communicating Reasoning	21.1	42.1	36.8	Communicating Reasoning	23.4	44.7	31.9

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 3.2 TL 3.3	<ul style="list-style-type: none"> Teams will unpack assessments and plan instruction (grade level, building and district instructional coaches) 	<ul style="list-style-type: none"> District topic assessments Kindergarten KARK assessment
TL 1.2 TL1.3	<ul style="list-style-type: none"> Integrate CCSS and mathematical practices into lessons 	<ul style="list-style-type: none"> District topic assessments Kindergarten KARK assessment
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Utilize engagement strategies including GLAD, Eric Jensen and technology resources 	<ul style="list-style-type: none"> District topic assessments Kindergarten KARK assessment
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Engage students in rigorous tasks that promote reasoning and problem solving (e.g. 3-Act tasks, performance tasks, and SBA released items) 	<ul style="list-style-type: none"> SBA Interim assessments District topic assessments Kindergarten KARK assessment
TL 3.2 TL 3.3	<ul style="list-style-type: none"> Reflect on student work and disaggregate data to create differentiated groups and monitor progress (Success time groups) 	<ul style="list-style-type: none"> SBA Interim assessments District topic assessments Kindergarten KARK assessment

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

2015-16 MSP Results

5th Grade

Overall: 69.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	57.4	42.6
Inquiry	38.3	61.7
Application of Science	27.7	72.3
Domains	46.8	53.2

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Provide instruction utilizing district science kits 	<ul style="list-style-type: none"> Grade level assessments 2nd – 5th Engineering in Elementary (EIE) Kits Science Journals
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Performance Task SBA Interim Assessments 5th Grade Use science texts to support student understanding 	<ul style="list-style-type: none"> Science Kit usage data Science journals

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase family participation in school events for the 2016-2017 school year. Data will be collected through attendance and compared to the previous year. Build a Natural Leaders program at Garfield. Data will be collected as a baseline on the number of families committed to join this program.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.2.b	<ul style="list-style-type: none"> • Create partnerships with community agencies to support Garfield students and families 	<ul style="list-style-type: none"> • Track number of students participating in YMCA swim program compared to 2015-16 data • Track number of students who use YMCA family membership compared to 2015-16 data • Number of families participating with holiday support programs (VOA, and Perpetual Help) compared to 2015-16 data • Number of matches of BBBS • The number of volunteers from Grove/Refuge Foursquare for campus clean up
TL 5.3.a TL 5.2.b	<ul style="list-style-type: none"> • Host parent events focused on supporting student learning: • Attendance conferences, and LAP conferences 	<ul style="list-style-type: none"> • Number of conferences held for attendance and LAP
TL 5.2.b	<ul style="list-style-type: none"> • Recruit, train, and build a foundational year Natural leaders parent Program 	<ul style="list-style-type: none"> • Track enrollment of Natural Leaders enrolled in the program and monitor attendance to Natural Leader meetings
TL 5.2.b	<ul style="list-style-type: none"> • Connect and build strong relationships with families of incoming kindergarteners to ensure a successful school experience 	<ul style="list-style-type: none"> • Number of parents attending WA kids conferences

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

To increase the overall percentage of nine characteristics of high performing schools (parent EES) survey results completed by 30% as measured by the total number of 2016 surveys submitted.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.1	<ul style="list-style-type: none"> Provide interpreters and support at each family event 	<ul style="list-style-type: none"> Collect data on the numbers of interpreters for each school event by sign in sheet compared to 2015-16 data
TL 5.1	<ul style="list-style-type: none"> Provide translated documents, flyers, newsletters, (classroom and school wide) announcements, connect-ed calls in multi-languages 	<ul style="list-style-type: none"> Track number of documents translated baseline data collected 2016-17
TL 5.1. a	<ul style="list-style-type: none"> Provide assistant to families when registering a student, accessing school bell and referrals to community resources 	<ul style="list-style-type: none"> Obtain/create a community resource flyer in Spanish Track number of students going to School Bell compared to 2015-16 data Track number of backpacks given out in September
Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.1 a	<ul style="list-style-type: none"> Zones of Regulation and 2nd Step will be implemented K-5 	<ul style="list-style-type: none"> Track Step 3.5 and Step 4 from Make Your Day Sheets to be entered in a spread sheet
TL 5.1 a	<ul style="list-style-type: none"> Schedule regular safety team meetings to discuss school safety concerns 	<ul style="list-style-type: none"> Track number of safety meetings, safety drill reports on yearly spread sheet
Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 1.2.a	<ul style="list-style-type: none"> Providing extended day opportunities for students who need language and academic support 	<ul style="list-style-type: none"> Data from Math Whiz, ILE, Accelerated Reader (AR), DRA (pre and post-test)
TL 5.4.b	<ul style="list-style-type: none"> Increase student participation in the Imagine Children’s Museum programs 	<ul style="list-style-type: none"> Track attendance – compared to 2015-16 data

ATTENDANCE

Key Performance Outcome(s):

To increase student attendance from 81% of tier I students (students with 10 or less absences) to 84% and decrease absences for tier 2 students (students with 11-20 absences) from 14% to 12%, and decrease tier 3 students (students with more than 20 absences) from 5% to 4% as compared to the 2015-2016.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 5.1.a	<ul style="list-style-type: none"> Implement “10 or Less for Student Success” classroom based tardy and attendance incentive program; attendance awards targeting students meeting attendance goals, guidance lessons addressing attendance 	<ul style="list-style-type: none"> Analyze attendance data monthly compared to 2015-16 data Analyze tier 1,2,3 monthly compared to 2015-16 data Analyze tardies compared to 2015-16 data
TL 5.1.a	<ul style="list-style-type: none"> Increase communication to parents and families the attendance requirements including early release and LIF Fridays 	<ul style="list-style-type: none"> Track early release and LIF day attendance compared to 2015-16 data
TL 5.1.a	<ul style="list-style-type: none"> Implement BECCA procedures in coordination with district attendance policies 	<ul style="list-style-type: none"> Compare BECCA data over time and compare to 2015-16 data
TL 5.1.a	<ul style="list-style-type: none"> Meet monthly with district appointed BECCA representative to review process, procedures to maintain compliance 	<ul style="list-style-type: none"> Track number of students identified as high risk and create intervention plan compared to 2015-16 data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for 2016-17 school year is to increase the overall student usage of Chromebooks in all content instructional areas.

All teachers will be proficient using their tablet during professional learning.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TL 2.3 TL 3.3	<ul style="list-style-type: none"> Implement technology integration training into classroom instruction and activities 	<ul style="list-style-type: none"> Pre/post assessment of what student know and learn
TL 1.2	<ul style="list-style-type: none"> Implement KWT using Chromebooks for grades 3-5 	<ul style="list-style-type: none"> Monitor student usage
TL 1.2	<ul style="list-style-type: none"> Utilize Chromebooks for ELL students to increase knowledge of English language 	<ul style="list-style-type: none"> Weekly participation report Student progress report
TL 1.2	<ul style="list-style-type: none"> Integrate technology/Chromebooks to apply Best Effort strategies 	<ul style="list-style-type: none"> SBA Interim Assessments
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Increase student understanding of the SAMR Model Implement the SAMR (Substitution, Augmentation, Modification, Redefinition) Model into instruction 	<ul style="list-style-type: none"> Students self-assess Technology based project or presentation 2016-17 baseline data collected