



2017-18 School Improvement and Title I Plan

Garfield Elementary School
Monique Beane, Principal

READING ACTION PLAN

Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

2016-17 SBA Results

Grade 3				Grade 4				Grade 5			
Overall: 58.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 59.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	32.9	37.1	30.0	Reading	11.4	55.7	32.9	Reading	33.3	46.7	20.0
Listening and Speaking	11.4	67.1	21.4	Listening and Speaking	14.3	62.9	22.9	Listening and Speaking	21.7	60.0	18.3
Writing	15.7	52.9	31.4	Writing	17.1	44.3	38.6	Writing	20.0	55.0	25.0
Research/Inquiry	14.3	62.9	22.9	Research/Inquiry	12.9	51.4	35.7	Research/Inquiry	23.3	50.0	26.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 3.2 TL 3.3	<ul style="list-style-type: none"> Unpack assessments and use the balanced literacy model to plan instruction (grade level, building, and district instructional coaches) 	<ul style="list-style-type: none"> SBA Interim Assessment (3rd-5th) DRA Progress Monitoring, Running Records (K-2) DRA data (K-2) i-Ready Diagnostic Tests (3rd-5th) i-Ready Progress Monitoring Tests Unit Assessments (Reach for Reading)
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"> Reach for Reading unit assessments Equity targets i-Ready student Profile data/Diagnostic Tests
TL 1.2 TL1.3	<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 Reach for Reading unit assessments Formative assessment data (grade level specific)

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2	<ul style="list-style-type: none"> • Provide opportunities for students to <ul style="list-style-type: none"> ○ Read independently ○ Set Accelerated Reader (AR) and independent reading goals ○ 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 (K-s) • i-Ready student profile data/Diagnostic Tests
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 	<ul style="list-style-type: none"> • DRA scores (K-2) • LLI assessments • SBA Interim assessments • i-Ready Reading Assessments
TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Provide intermediate students regular access to i-Ready reading lessons to increase differentiated learning opportunities (computer led lessons) 	<ul style="list-style-type: none"> • i-Ready (student profile data) Diagnostic Tests
TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Implement reading interventions for intermediate students using profile data from i-Ready Diagnostic assessments. 	<ul style="list-style-type: none"> • i-Ready (student profile data) Diagnostic Tests
TL 1.2 TL 1.3	<ul style="list-style-type: none"> • 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 and i-Ready profile data
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"> • KARK data for letters, sounds, and phonemic awareness (K)
TL 1.1 TL 1.2	<ul style="list-style-type: none"> • Administer, score, and analyze SBA Interim Block Assessments to identify areas of instructional focus in grades 3 – 5. 	<ul style="list-style-type: none"> • SBA Interim Block Assessments

WRITING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 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: 58.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 59.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	32.9	37.1	30.0	Reading	11.4	55.7	32.9	Reading	33.3	46.7	20.0
Listening and Speaking	11.4	67.1	21.4	Listening and Speaking	14.3	62.9	22.9	Listening and Speaking	21.7	60.0	18.3
Writing	15.7	52.9	31.4	Writing	17.1	44.3	38.6	Writing	20.0	55.0	25.0
Research/Inquiry	14.3	62.9	22.9	Research/Inquiry	12.9	51.4	35.7	Research/Inquiry	23.3	50.0	26.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
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 Grade Level Writing Assessments for Narrative, Opinion, and Informative/Explanatory writing (3-5) SBA Interim Assessments
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Integrate GLAD strategies for effective language/grammar acquisition Use graphic organizers for process writing and response to reading students evaluate their writing using student friendly rubrics/ BFTL K-2 anchor papers Integrate note taking forms Confer with students about writing, giving them opportunities to revise with accurate feedback 	<ul style="list-style-type: none"> SBA Interim Assessments Common Grade Level writing assessments for Narrative, Opinion, and Informational/Explanatory writing (3-5) 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 Reach for Reading writing (3-5) David Matteson benchmarks (3-5)
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) 	<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

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 3.2 TL 3.3	<ul style="list-style-type: none"> 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"> Interim block assessments Unit Assessment data (Reach for Reading) Formative assessments

MATH ACTION PLAN

Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

2016-17 SBA Results

3rd Grade				4th Grade				5th Grade			
Overall: 71.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 41.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	15.7	31.4	52.9	Concepts and Procedures	14.1	31.0	54.9	Concepts and Procedures	41.0	41.0	18.0
Problem Solving and Modeling & Data Analysis	12.9	47.1	40.0	Problem Solving and Modeling & Data Analysis	12.7	49.3	38.0	Problem Solving and Modeling & Data Analysis	29.5	49.2	21.3
Communicating Reasoning	11.4	47.1	41.4	Communicating Reasoning	14.1	57.7	28.2	Communicating Reasoning	32.8	54.1	13.1

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Unpack assessments and use the balanced mathematics model to plan instruction (grade level teams, building and district instructional coaches) 	<ul style="list-style-type: none"> District topic assessments Kindergarten KARK assessment
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Integrate GLAD, Eric Jensen strategies, CCSS, and mathematical practices into lessons to develop conceptual understanding and increase procedural fluency 	<ul style="list-style-type: none"> District topic assessments Kindergarten KARK assessment iReady Diagnostic Tests
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Provide student regular access to iReady math lessons to increase differentiated learning opportunities 	<ul style="list-style-type: none"> District topic assessments Kindergarten KARK assessment iReady Diagnostic Tests
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 iReady Diagnostic Tests

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 66.1%	Strand % Perf. Below	Strand % Perf. Similar
Systems	55.9	44.1
Inquiry	33.9	66.1
Application of Science	30.5	69.5
Domains	35.6	64.4

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
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 EIE Kits Science Journals WCAS practice test
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Use science texts to support student understanding 	<ul style="list-style-type: none"> Science journals
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement STEM challenge activities – utilize District resources when available 	<ul style="list-style-type: none"> Science Kit usage data

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase family participation in school events for the 2017-18 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 measure will you use to determine the success of your action items?
TL 5.2.b	<ul style="list-style-type: none"> • Create partnerships with community agencies to support Garfield students and families • Increase PTA membership with the number of parents that volunteer at school 	<ul style="list-style-type: none"> • Track number of students participating in YMCA swim program compared to 2016-17 data • Number of families participating with holiday support programs (VOA, and Perpetual Help) compared to 2016-17 data • Number of matches of Big Brothers/Big Sisters • The number of volunteers from Grove/Refuge Foursquare for campus clean up • Number of families at VOA on line registration at Emerson Elem
TL5.3.a TL 5.2.b	<ul style="list-style-type: none"> • Host parent events focused on supporting student learning: • Hold 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"> • Continue to build and strengthen 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
TL5b.2	<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
TL 5.2.b	<ul style="list-style-type: none"> • Recruit, train and build foundational year Watch Dog mentoring program 	<ul style="list-style-type: none"> • Number of volunteer dads monthly
TL 5.2.b	<ul style="list-style-type: none"> • Build Everett HS and North MS mentorship 	<ul style="list-style-type: none"> • Number of student mentors compared to 2016-17
TL 5.2.b	<ul style="list-style-type: none"> • Create school to home weekend backpack program 	<ul style="list-style-type: none"> • Number of volunteers • Create list of community partners for food donations

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 2016-17 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 measure will you use to determine success of your action items?
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 2016-17 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 2016-17 data Track number of backpacks given out in September
TL 5.1	<ul style="list-style-type: none"> Develop and implement Customer Service Plan 	<ul style="list-style-type: none"> Create customer service survey Distribute to PTA and Natural Leaders

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 measure will you use to determine the success of your action items?
TL 5.1.a	<ul style="list-style-type: none"> Strengthen the Zones of Regulation Implement the Second Step program 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 measure will you use to determine the success of your action items?
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 iReady, 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 data – compared to 2016-17

ATTENDANCE

Key Performance Outcome(s):

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 2016-17.

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 measure will you use to determine the success of your action items?
TL 5.1.a	<ul style="list-style-type: none"> Continue “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"> Meet monthly with district appointed BECCA representative to review process, procedures to maintain compliance
TL 5.1.a	<ul style="list-style-type: none"> Increase student’s awareness of their individual attendance and problem solve strategies to improve attendance. 	<ul style="list-style-type: none"> 3rd-5th grade students will graph their individual attendance during the school year and conference with School Social Worker as needed.
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 2016-17 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 2016-17 data
TL 5.1.a	<ul style="list-style-type: none"> Meet monthly with family groups to increase understanding of impact of attendance 	<ul style="list-style-type: none"> Measure meeting attendance Track the attendance of those students closely
TL 5.1.a	<ul style="list-style-type: none"> Recruit Community Truancy Board 	<ul style="list-style-type: none"> Number of volunteers Monitor attendance of volunteers
TL 5.1.a	<ul style="list-style-type: none"> Implement Garfield Community Truancy Board meetings 	<ul style="list-style-type: none"> Collect data on effectiveness of meeting by tracking data of these through attendance

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for 2017-18 school year is to increase the overall student usage of the 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 measure will you use to determine the success of your action items?
TL 2.3 TL 3.3	<ul style="list-style-type: none"> • Use technology to assess the iReady program to increase student achievement in reading and math 	<ul style="list-style-type: none"> • iReady student and class reports
TL 1.2	<ul style="list-style-type: none"> • Continue to used 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 increase knowledge of English language 	<ul style="list-style-type: none"> • Weekly participation report • Student progress report
	<ul style="list-style-type: none"> • Provide students with engaging and relevant learning experiences and opportunities for them to demonstrate their learning through the use of SAMR model influenced lessons 	<ul style="list-style-type: none"> • Usage of Chromebooks • Documentation of collaboration with Technology Facilitator • Student artifacts demonstrating learning through the use of technology
	<ul style="list-style-type: none"> • Utilize district PD and resources: <ul style="list-style-type: none"> ○ Eduro Year 2 trainings ○ Technology Facilitator ○ LMS trainings ○ Menu of Options ○ Atomic Learning 	<ul style="list-style-type: none"> • Attendance at trainings offered (Tech Facilitator, colleague, LMS, Menu of Options) • Accessing Atomic Learning
	<ul style="list-style-type: none"> • Utilize a variety of technology resources and platforms including: <ul style="list-style-type: none"> ○ iReady ○ Flipgrid ○ Google Classroom ○ Seesaw ○ Epic! Classroom ○ Discovery Ed Classroom ○ Kahoot! 	<ul style="list-style-type: none"> • Usage of technology platforms implemented in classrooms • Documentation of collaboration with Technology Facilitator

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
<ul style="list-style-type: none"> • Kris Green 	<ul style="list-style-type: none"> • Reading Specialist 	<ul style="list-style-type: none"> • Reading support
<ul style="list-style-type: none"> • Monica Wagenhoffer 	<ul style="list-style-type: none"> • Math Specialist 	<ul style="list-style-type: none"> • Math support
<ul style="list-style-type: none"> • Barb Dubin 	<ul style="list-style-type: none"> • School Social Worker 	<ul style="list-style-type: none"> • Family partnerships • Welcoming culture • Attendance
<ul style="list-style-type: none"> • Erin Lemke 	<ul style="list-style-type: none"> • PTA President and Paraprofessional 	<ul style="list-style-type: none"> • Family partnership
<ul style="list-style-type: none"> • Mary Ouedraogo 	<ul style="list-style-type: none"> • Teacher, Leadership Team Member 	<ul style="list-style-type: none"> • Science, Reading, Writing
<ul style="list-style-type: none"> • Sue Hollenbeck 	<ul style="list-style-type: none"> • Teacher, Leadership Team Member 	<ul style="list-style-type: none"> • Reading, Writing
<ul style="list-style-type: none"> • Jade Crisler 	<ul style="list-style-type: none"> • Teacher, Leadership Team Member 	<ul style="list-style-type: none"> • Reading, Writing
<ul style="list-style-type: none"> • Megan Woodworth 	<ul style="list-style-type: none"> • Teacher, Leadership Team Member 	<ul style="list-style-type: none"> • Reading, Writing