



## 2018-19 School Improvement & Title 1 Plan

Garfield Elementary School  
Monique Beane, Principal

### READING ACTION PLAN

#### Key Performance Outcome:

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

#### 2017-18 SBA Results

Grade 3				Grade 4				Grade 5			
Overall: 59.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 67.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 71.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	28.1	42.1	29.8	<b>Reading</b>	18.8	49.3	31.9	<b>Reading</b>	14.5	58.0	27.5
Listening and Speaking	7.0	68.4	24.6	Listening and Speaking	11.6	62.3	26.1	Listening and Speaking	11.6	56.5	31.9
Writing	17.5	49.1	33.3	Writing	14.5	52.2	33.3	Writing	5.8	62.3	31.9
Research/Inquiry	15.8	40.4	43.9	Research/Inquiry	10.1	53.6	36.2	Research/Inquiry	5.8	60.9	33.3

Strategic Plan Reference	Reading Action Items (Actions that <b>improve</b> 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"> <li>Unpack assessments and use the balanced literacy model to plan instruction (grade level, building, and district instructional coaches)</li> </ul>	<ul style="list-style-type: none"> <li>DRA Progress Monitoring, Running Records (K-2)</li> <li>DRA data (K-2)</li> <li>i-Ready Diagnostic Tests - fall &amp; spring (3rd-5th)</li> <li>i-Ready Progress Monitoring Tests</li> <li>Unit Assessments (Reach for Reading)</li> <li>WaKids</li> <li>KARK (Kindergarten assessment)</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Analyze literacy assessments and check equity target goal</li> </ul>	<ul style="list-style-type: none"> <li>Reach for Reading unit assessments</li> <li>DRA</li> <li>LARK (kindergarten assessment)</li> <li>Equity targets</li> <li>i-Ready student Profile data/Diagnostic Tests 3rd-5th</li> </ul>

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>Integrate GLAD, Eric Jensen (engagement), and Hattie’s strategies throughout reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit data (vocabulary)</li> <li>i-Ready Vocabulary Assessment</li> </ul>
TL 1.2	<ul style="list-style-type: none"> <li>Provide opportunities for students to read independently</li> <li>Monitor growth through AR in 1st through 5th grades</li> </ul>	<ul style="list-style-type: none"> <li>AR participation and success data</li> <li>Comprehension (K-5)/DRA scores (K-2)</li> <li>i-Ready student profile data/Diagnostic Tests</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Implement reading interventions (LLI) for students in grades ADK-4 who are below standard</li> </ul>	<ul style="list-style-type: none"> <li>DRA scores (K-2)</li> <li>KARK (kindergarten assessment)</li> <li>LLI assessments</li> <li>SBA Interim assessments for formative data</li> <li>i-Ready Reading Assessments</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Provide intermediate students regular access to i-Ready reading lessons to increase differentiated learning opportunities (computer led lessons)</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready (student profile data) Diagnostic Tests</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Implement reading interventions for intermediate students using profile data from i-Ready Diagnostic assessments</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready (student profile data) Diagnostic Tests</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Staff will provide opportunities for students on Imagine Learning English (ILE) before school or during the day to increase language acquisition skills</li> </ul>	<ul style="list-style-type: none"> <li>ILE data</li> <li>Attendance data</li> <li>ELPA 21 data/scores</li> <li>Comprehension/DRA levels and i-Ready profile data</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Provide instruction in letters, sounds, and phonemic awareness to K-2 students</li> </ul>	<ul style="list-style-type: none"> <li>KARK data for letters, sounds, and phonemic awareness (K)</li> <li>Core phonics, letter/sounds assessment</li> <li>Reach for Reading</li> <li>DRA – growth monitoring</li> </ul>
TL 1.1 TL 1.2	<ul style="list-style-type: none"> <li>Grade level teams (3rd-5th) will administer, score and analyze SBA Interim Block Assessments to identify area of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim Block Assessments</li> </ul>

# WRITING ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

The target for the 2018-19 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: 59.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 67.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 71.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28.1	42.1	29.8	Reading	18.8	49.3	31.9	Reading	14.5	58.0	27.5
Listening and Speaking	7.0	68.4	24.6	Listening and Speaking	11.6	62.3	26.1	Listening and Speaking	11.6	56.5	31.9
<b>Writing</b>	17.5	49.1	33.3	<b>Writing</b>	14.5	52.2	33.3	<b>Writing</b>	5.8	62.3	31.9
Research/Inquiry	15.8	40.4	43.9	Research/Inquiry	10.1	53.6	36.2	Research/Inquiry	5.8	60.9	33.3

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> 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"> <li>Integrate GLAD strategies, Eric Jensen (engagement), and Hattie's strategies for effective language/grammar acquisition Eric Jensen (engagement) strategies</li> <li>Use graphic organizers for process writing and response to reading</li> <li>students evaluate their writing using student friendly rubrics/ BFTL K-2 anchor papers</li> <li>Teachers confer with students about writing, giving them opportunities to revise with accurate feedback</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim assessments – formative assessment</li> <li>Common grade level writing assessments for narrative, opinion, and informational/explanatory writing (3-5)</li> <li>David Matteson benchmarks</li> <li>ELPA21</li> <li>Student writing self-reflections/rubric</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Explicitly teach and integrate the three forms of writing (Opinion, Narrative, Informative) throughout content areas</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-created common writing assessments</li> <li>Reach for Reading writing (K-2)</li> <li>David Matteson benchmarks (K-2)</li> </ul>
TL 3.2 TL 3.3	<ul style="list-style-type: none"> <li>Administer, score, and analyze SBA Interim Block Assessments to identify areas of instructional focus (3rd-5th grade)</li> </ul>	<ul style="list-style-type: none"> <li>SBA interim block assessments</li> <li>Writing trend data from SBA 2015-2016</li> <li>SBA writing rubric 3-5</li> </ul>
TL 3.2 TL 3.3	<ul style="list-style-type: none"> <li>Teachers will use the data from the SBA Interim and common formative/summative assessments to identify students needing more support</li> </ul>	<ul style="list-style-type: none"> <li>Interim block assessments – formative assessment</li> <li>Unit assessment data (Reach for Reading)</li> <li>Formative assessments</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 59.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 73.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	15.5	27.6	56.9	Concepts and Procedures	16.2	26.5	57.4	Concepts and Procedures	24.6	42.0	33.3
Problem Solving and Modeling & Data Analysis	20.7	37.9	41.4	Problem Solving and Modeling & Data Analysis	11.8	50.0	38.2	Problem Solving and Modeling & Data Analysis	15.9	49.3	34.8
Communicating Reasoning	12.1	36.2	51.7	Communicating Reasoning	10.3	44.1	45.6	Communicating Reasoning	18.8	58.0	23.2

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> 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"> <li>Unpack assessments and use the balanced mathematics model to plan instruction (grade level, building and district instructional coaches)</li> </ul>	<ul style="list-style-type: none"> <li>District unit assessments</li> <li>Kindergarten KARK assessment</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Integrate GLAD, Eric Jensen (engagement), Hatti's strategies, CCSS, and mathematical practices into lessons to develop conceptual understanding and increase procedural fluency</li> </ul>	<ul style="list-style-type: none"> <li>District unit assessments</li> <li>i-Ready Diagnostic Tests</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Provide students up to 45 minutes i-Ready math lessons to increase differentiated learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>District unit assessments</li> <li>Kindergarten KARK assessment</li> <li>i-Ready Diagnostic Tests</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Engage students in rigorous tasks that promote reasoning and problem solving (e.g. 3-Act tasks, performance tasks, and SBA released items)</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim assessments – formative assessment</li> <li>District unit assessments</li> <li>Kindergarten KARK assessment</li> </ul>
TL 3.2 TL 3.3	<ul style="list-style-type: none"> <li>Reflect on student work and disaggregate data to create differentiated groups and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>SBA Interim assessments</li> <li>District unit assessments</li> <li>Kindergarten KARK assessment</li> <li>i-Ready Diagnostic Tests</li> </ul>

# SCIENCE ACTION PLAN

## Key Performance Outcome:

### 2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

#### 5th Grade

Overall: 59.9%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	41.4	58.6
Life Science	40.0	60.0
Earth and Space Science	42.9	57.1

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"> <li>Provide instruction utilizing district science kits</li> </ul>	<ul style="list-style-type: none"> <li>Grade level assessments 2nd – 5th EIE Kits</li> <li>Science Journals</li> <li>WCAS practice test</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Use science texts to support student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Science journals</li> </ul>
TL 1.2 TL 1.3	<ul style="list-style-type: none"> <li>Implement STEM challenge activities – utilize district resources including administering the WCAS practice test</li> </ul>	<ul style="list-style-type: none"> <li>Science kit usage data</li> <li>WCAS practice test</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

To increase family participation in school events for the 2018-19 school year. Data will be collected through attendance and compared to the previous year. Increase the number of volunteers participating in the Watch Dogs program at Garfield. Data will be collected.

<b>Strategic Plan Reference</b>	<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>• Create partnerships with community agencies to support Garfield students and families</li> <li>• PTA membership with the number of parents that volunteer at school</li> <li>• Create partnership with Navy</li> </ul>	<ul style="list-style-type: none"> <li>• Track number of students participating in YMCA swim program compared to 2016-17 data</li> <li>• Number of families participating with holiday support programs (VOA, and Perpetual Help) compared to 2016-17 data</li> <li>• Track number and days of volunteers</li> </ul>
TL5.3.a TL 5.2.b	<ul style="list-style-type: none"> <li>• Hold attendance conferences, and reading proficiency plan conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Number of conferences held for attendance</li> <li>• DRA and i-Ready</li> </ul>
TL 5.2.b	<ul style="list-style-type: none"> <li>• Continue to build and strengthen Natural Leaders parent program</li> </ul>	<ul style="list-style-type: none"> <li>• Track enrollment of Natural Leaders enrolled in the program and monitor attendance to Natural Leader meetings</li> </ul>
TL5b.2	<ul style="list-style-type: none"> <li>• Connect and build strong relationships with families of incoming kindergarteners to ensure a successful school experience</li> </ul>	<ul style="list-style-type: none"> <li>• Number of parents attending WA Kids conferences</li> <li>• Everett Ready</li> <li>• August parent orientation</li> </ul>
TL 5.2.b	<ul style="list-style-type: none"> <li>• Recruit and train for Watch Dog mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>• Number of volunteer dads monthly</li> </ul>
TL 5.2.b	<ul style="list-style-type: none"> <li>• Continue to build school to home weekend backpack program</li> </ul>	<ul style="list-style-type: none"> <li>• Number of volunteers</li> <li>• Create list of community partners for food donations</li> </ul>

**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 10% as measured by the total number of 2017-18 survey.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1	<ul style="list-style-type: none"> <li>Provide interpreters and support at each family event</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on the numbers of interpreters for each school event by sign in sheet compared to 2017-18 data</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>Communicate information to families on the implementation of PBIS</li> </ul>	<ul style="list-style-type: none"> <li>Newsletters, information sent in Tuesday folders</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Provide assistance to families when registering a student, accessing school bell and referrals to community resources</li> </ul>	<ul style="list-style-type: none"> <li>Obtain/create a community resource flyer in Spanish</li> <li>Track number of students going to School Bell compared to 2017-18 data</li> <li>Track number of backpacks given out in September</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>Communicate and measure service standards</li> </ul>	<ul style="list-style-type: none"> <li>CEE parent survey results</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>Identify and strengthen elements of the physical environment</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly campus walks results</li> </ul>
TL 5.1	<ul style="list-style-type: none"> <li>Increase pertinent school information to increase parent involvement and providing customer service</li> </ul>	<ul style="list-style-type: none"> <li>Percent of positive parent responses on CEE parent survey</li> <li>Increase information to families for participation at school events</li> </ul>

<b>Strategic Plan Reference</b>	<b>Physically, Emotionally, and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>Strengthen the Zones of Regulation</li> <li>Implement the Second Step program K-5</li> <li>Implement PBIS</li> </ul>	<ul style="list-style-type: none"> <li>Track number of teachers teaching Second Step</li> <li>SWIS data</li> <li>PBIS feedback survey</li> </ul>
Tl 5.1.a	<ul style="list-style-type: none"> <li>Schedule regular safety team meetings to discuss school safety concerns</li> </ul>	<ul style="list-style-type: none"> <li>Track number of safety meetings, safety drill reports on yearly spread sheet</li> </ul>

<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>• Providing extended day opportunities for students who need language and academic support</li> </ul>	<ul style="list-style-type: none"> <li>• Data from i-Ready , ILE, Accelerated Reader (AR), DRA progress monitoring</li> </ul>
TL 5.4.b	<ul style="list-style-type: none"> <li>• Increase student participation in summer school programs</li> </ul>	<ul style="list-style-type: none"> <li>• Track attendance data – compared to 2017-18</li> </ul>
TL 5.4.b	<ul style="list-style-type: none"> <li>• Provide extended support in area of SEL</li> </ul>	<ul style="list-style-type: none"> <li>• Track attendance in coaching club</li> <li>• Use SWIS data to assess progress</li> <li>• Use student specific goals to track progress</li> </ul>
TL 5.4.b	<ul style="list-style-type: none"> <li>• Provide check-in support groups to general education Tier II students</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific student goals to track progress</li> <li>• Track attendance for check-in group</li> </ul>



## ATTENDANCE

### Key Performance Outcome(s):

To increase student attendance for all students. Tier I students - 80% will miss no more than 5% or less (10 days or less), tier II students – 15% will miss no more than 6-8% (11-20 days), and tier III students – 5% will miss no more than 10% (21+ days).

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>Implement “Attendance Matters” classroom based tardy and attendance incentive program: attendance awards targeting students meeting attendance goals, guidance lessons addressing attendance</li> </ul>	<ul style="list-style-type: none"> <li>Meet monthly with district appointed BECCA representative to review process, procedures to maintain compliance</li> <li>Meeting monthly with GAIT (Garfield attendance intervention team)</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Increase student’s awareness of their individual attendance and problem solve strategies to improve attendance.</li> </ul>	<ul style="list-style-type: none"> <li>3rd-5th grade students will graph their individual attendance during the school year and conference with School Social Worker as needed.</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Implement BECCA procedures in coordination with district attendance policies</li> </ul>	<ul style="list-style-type: none"> <li>Compare BECCA data over time and compare to 2017-18 data</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Meet monthly with district appointed BECCA representative to review process, procedures to maintain compliance</li> </ul>	<ul style="list-style-type: none"> <li>Track number of students identified as high risk and create intervention plan compared to 2017-18 data</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Meet monthly with family groups to increase understanding of impact of attendance</li> </ul>	<ul style="list-style-type: none"> <li>Measure meeting attendance</li> <li>Track the attendance of those students closely</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Recruit Community Truancy Board</li> </ul>	<ul style="list-style-type: none"> <li>Number of volunteers</li> <li>Monitor attendance of volunteers</li> </ul>
TL 5.1.a	<ul style="list-style-type: none"> <li>Implement Garfield Community Truancy Board meetings</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on effectiveness of meeting by tracking data of these through attendance</li> </ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

The target for 2018-19 school year is to increase the overall student usage of the Chromebooks in all content instructional areas.

<b>Strategic Plan Reference</b>	<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (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"> <li>• Use technology to assess the i-Ready program to increase student achievement in reading and math</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready student and class reports</li> </ul>
TL 1.2	<ul style="list-style-type: none"> <li>• Continue to use KWT using Chromebooks for grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student usage</li> </ul>
TL 1.2	<ul style="list-style-type: none"> <li>• Utilize Chromebooks for ELL students increase knowledge of English language</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly participation report</li> <li>• Student progress report</li> </ul>
TL 2.1	<ul style="list-style-type: none"> <li>• Provide students with engaging lessons utilizing the SAMR model as a guide               <ul style="list-style-type: none"> <li>○ Google Classroom</li> <li>○ Flipgrid</li> <li>○ Seesaw</li> <li>○ Maker Space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with technology facilitator</li> <li>• Student artifacts demonstrating learning</li> </ul>