



2022-2023 School Improvement & Title 1 Plan

Garfield Elementary School

Kathleen Stilwell, Principal

ELA ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
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?
Teach rigorous, engaging reading lessons using best practices within the Science of Reading research for explicit instruction in Reach, modeling and scaffolding as needed.	<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Assessment data • K-5 i-Ready reading data • K-2 Phonological Awareness and CORE Phonics formative data • K-2 ORF data (fluency and comprehension) • Reach 3-5 Oral Reading passages (fluency and comprehension) • KARK data
Build students' academic and content-specific vocabulary, reading fluency, and comprehension through systematic phonics instruction, word study, GLAD strategies and academic discourse.	<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Assessment data • 1st-5th i-Ready reading data • WIDA data • Accelerated Reader • SBA Interim Assessment Blocks
Use data to inform both Tier 1 and flexible group instruction for all students.	<ul style="list-style-type: none"> • K-5 <i>Reach for Reading</i> Unit Assessment data • K-5 i-Ready reading data • WIDA data • SBA data

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?
Increase students' use of content specific vocabulary in their writing through focused, daily academic discourse and intentional instructional focus on vocabulary.	<ul style="list-style-type: none"> • 3-5 Reach for Reading Unit Writing Project data • District Writing Program • Grade level district writing rubrics • Formative classroom-based assessments • Imagine Learning • i-Ready (K-5)
Model and teach explicit writing instruction to write for a variety of authentic purposes; narrative, informational/explanatory, and opinion writing.	<ul style="list-style-type: none"> • 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics) • On-Demand Writing Units • District grade level rubrics • Formative classroom-based assessments • WIDA data • SBA data
During short-cycle and extended writing tasks, use data to inform explicit Tier 1 instruction to improve K-5 student performance in organization of ideas, text-based evidence, and clarity in support of ideas.	<ul style="list-style-type: none"> • Reach for Reading Unit Writing Project data (scored with district writing rubrics) • SBA data • 3-5 On-Demand Writing Units • K-5 district rubrics • Performance Matters

MATH ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.	
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?
<p>Teachers use the EPS Storylines and Instructional Snapshot to guide instructional decisions. Use the Illustrative Math Design Structure (Warm-Up, Activities - Launch, Explore, Synthesize, Lesson Synthesis, Cool Down and Centers). Teachers will foster productive struggle during the activities and give instruction (e.g. anchor charts, vocabulary, journals) during the daily Lesson Synthesis.</p>	<ul style="list-style-type: none"> • Illustrative Mathematics Implementation Reflection Tool • K-5 i-Ready Results • Illustrative Math Cool down results • Illustrative Math monitoring sheets • End of Unit Assessments
<p>During Illustrative Mathematics lessons, teachers foster strong student discourse and a culture of sharing mathematical thinking. Utilization of the Mathematical Language Routines and GLAD strategies to support students in building their own conceptual understanding of concepts.</p>	<ul style="list-style-type: none"> • K-5 i-Ready Results • End of Unit Assessments • WIDA data • Illustrative Math Cool down results • Illustrative Math monitoring sheets
<p>Use formative data to inform both Tier 1 and flexible intervention groups and instruction for all students.</p>	<ul style="list-style-type: none"> • K-5 i-Ready Results • Illustrative Math Cool down results • Illustrative Math monitoring sheets • SBA interim blocks

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) by 2027.	
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?
Utilize district NGSS Transition Guides for intentional planning and implementation of district adopted curriculum; implement the identified discourse strategies, question stems, etc. to ensure students are engaged in the three dimensions (DCI, SEP, CCC) of NGSS.	<ul style="list-style-type: none"> Notebook evidence includes labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary
Administer common formative and summative assessments (district created WCAS-aligned assessments, integrated lessons, kit assessments, OPSI WCAS training tests and released items) and meet as a PLC to collaboratively analyze data and plan next steps for classroom instruction and interventions.	<ul style="list-style-type: none"> Formative and summative classroom-based assessment data
Increase opportunities for students to write and speak using evidence from prior knowledge/experiences, readings, investigations, teacher demonstrations, observations, etc. to construct explanations and engage in argument from evidence (use academic vocabulary through Reach for Reading routines).	<ul style="list-style-type: none"> Written and verbally expressed explanations using evidence from multiple sources Notebook evidence of students' ability to construct and support scientific arguments and critique arguments utilizing evidence

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 overall of nine characteristics of high performing schools (parent EES) survey results completed by 10%.

Welcoming Culture: Increase diversity and participation in school events, and increased favorable responses on Panorama data.

Physical, Emotional and Intellectual Safety: Increase student and staff fluency with Tier 1 PBIS components and trauma-informed practices.

Equitable and Accessible Opportunities: 77% of English Learner (EL) students will be on track to transition out of services within six years by 2027.

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?
Welcoming Culture	
Create Multi-Cultural Night that is inclusive and welcoming for all participants.	<ul style="list-style-type: none"> • Increase in Community partners • Increased attendance
Implement systems for positive reinforcement and recognition as part of Tier 1 PBIS. Establish building-wide goal of 5:1 (positive to corrective) and consistent use of PAW tickets.	<ul style="list-style-type: none"> • Number of students recognized • Evidence of welcoming environment (signage, multi-culture and language) • PAW ticket utilization per classroom • Number of classrooms implementing whole-class rewards and incentives.
Physically, Emotionally, and Intellectually Safe Environment	
Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step in all classrooms. Teacher training in RULER to build capacity and implementation of SEL building-wide.	<ul style="list-style-type: none"> • Survey data (Panorama) • Discipline data • Teacher feedback • Use of Mindset Journals • Visibility of Second Step curriculum implementation
Continued implementation of Tier 1 and Trauma-Informed MTSS.	<ul style="list-style-type: none"> • Discipline and incident data • Coaching (Tier 1) data • Tier 2 and 3 data • SST spreadsheet – number of students and families supported with interventions and resources

Continue to build staff capacity and fluency around trauma informed practices and culturally sustaining teaching practices to ensure equitable outcomes for all.	<ul style="list-style-type: none"> • Professional learning opportunities/exit tickets • Number of student concerns entered by staff • Walk-through observation data
Equitable and accessible opportunities for all	
Increase Extended Resource Room student inclusion and time with their peers.	<ul style="list-style-type: none"> • All students rostered in general education classes. • Number of EXRR students participating and time in general education classrooms
Increase staff capacity in best practices for inclusion.	<ul style="list-style-type: none"> • Professional learning opportunities focused on inclusion and best practices • Extended Resource Room staff led professional learning
Increase push-in academic, behavior and social-emotional intervention and coaching.	<ul style="list-style-type: none"> • Increased paraeducator time in classrooms and supporting student learning. • Progress monitoring of student behavior and academics

ATTENDANCE ACTION PLAN

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

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?
Communicate impact of absences on school success with students and families consistently across multiple modalities.	<ul style="list-style-type: none">• Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program• Attendance at family meetings and conferences• Communication in Tiger News regarding attendance
Monitor attendance and develop action plans during intervention process for students who are at risk of becoming chronically absent.	<ul style="list-style-type: none">• Number of students identified as chronically absent or miss 10% of school days.• Number of interventions including home visits
Implement home visits, community truancy boards (CTB), and agency referrals to provide support to students who have missed 10% of school days and their families.	<ul style="list-style-type: none">• Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention• Utilize partners to support increasing student attendance including, Improving School Attendance (ISA) consortium

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Garfield will foster increased family participation in school events, which will be measured through engagement, attendance and overall increased number of volunteers.

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?
Expand the home backpack program/home deliveries.	<ul style="list-style-type: none">• Number of students receiving assistance
Build additional partnerships to increase accessibility and opportunity for Garfield students.	<ul style="list-style-type: none">• Increase diversity and quantity of participation
Provide in-person and virtual online access to school events, meetings and activities to remove barriers and allow increased participation from all families including those that have previously felt unwelcomed or intimidated by school structures.	<ul style="list-style-type: none">• Number of parents logging in/attending online and in-person school events, activities, and meetings. The number of families that receive support via our EL, Special Services, and KIT
Provide multiple modalities for increased two-way parent communication for a more inclusive culture.	<ul style="list-style-type: none">• Number of views of Tiger News (online parent newsletter), texts, emails, responses to Sign-Up Genius, install digital reader board/new Garfield sign
Solicit parent input regarding communication, events and learning opportunities and establish a feedback loop.	<ul style="list-style-type: none">• Number of responses to surveys, feedback from events/activities/communication
Increase the opportunities for engagement by providing an array of school events encompassing multiple subject areas (art, reading, math, science).	<ul style="list-style-type: none">• Number and diversity of opportunities for student engagement and learning outside the school day• Number and diversity of parent specific engagement and learning opportunities

INSTRUCTIONAL TECHNOLOGY ACTION PLAN

Key Performance Outcome(s):

Increase student and staff capacity and fluency with the use of technology.

Instructional Technology Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Facilitated planning for grade level integration within specific lessons or units where there are intentional opportunities for students to design, create, make or otherwise add value in their work that is unique to the student.

Increased staff capacity in expanding the possibilities and opportunities boxlight screens afford.

Increase student access by utilizing and full implementation of enhanced audio systems.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Number of classroom lessons, activities integrating appropriate tools that enhance the learning objectives
- Number of classroom teachers utilizing boxlight and new audio systems.