



## 2024 - 2025 School Improvement & Title 1 Plan

Garfield Elementary School

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<b>ELA ACTION PLAN</b> <b>Key Performance Outcome:</b> Increase student achievement in ELA by 3%.	
<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?
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"> <li>• Grades 1-5 <i>Reach for Reading</i> Unit Assessment data</li> <li>• K-5 i-Ready reading data</li> <li>• K-2 Phonological Awareness and CORE Phonics formative data</li> <li>• K-2 ORF data (fluency and comprehension)</li> <li>• Reach 3-5 Oral Reading passages (fluency and comprehension)</li> <li>• KARK data</li> </ul>
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"> <li>• K-5 <i>Reach for Reading</i> Unit Assessment data</li> <li>• 1st-5<sup>th</sup> i-Ready reading data</li> <li>• WIDA data</li> <li>• SBA Interim Assessment Blocks</li> <li>• ORF data (fluency and comprehension)</li> </ul>
Use data to inform both Tier 1 and flexible group instruction for all students.  Increase the use of extended day reading for interventions.	<ul style="list-style-type: none"> <li>• <del>K</del>1st-5 <i>Reach for Reading</i> Unit Assessment data</li> <li>• K-5 i-Ready reading data</li> <li>• WIDA data</li> <li>• SBA data</li> <li>• IL (Imagine Learning)</li> <li>• KARK</li> <li>• ORF data</li> <li>• Extended Day i-Ready Data</li> </ul>

<b>Writing 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?
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"> <li>• 3-5 Reach for Reading Unit Writing Project data</li> <li>• Grade level writing rubrics</li> <li>• Formative classroom-based assessments</li> <li>• Imagine Learning Usage</li> <li>• i-Ready (K-5)</li> <li>• K-1 BFTL (Building Foundations That Last)</li> </ul>
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"> <li>• 3-5 Reach for Reading Unit Writing Project data (scored with district writing rubrics)</li> <li>• On-Demand Writing Units</li> <li>• District grade level rubrics</li> <li>• Formative classroom-based assessments</li> <li>• WIDA data</li> <li>• SBA data</li> </ul>
Build and collaborate in Vertical Teams (K-2, 3-5 for reading and writing, K-5 ML). Work collaboratively to align instructional practices, intended learning progressions and build student learning paths.	<ul style="list-style-type: none"> <li>• District grade level rubrics</li> <li>• Formative classroom-based assessments</li> <li>• WIDA data</li> <li>• SBA data</li> <li>• admin-LIF data presentations</li> <li>• Learning Walks</li> </ul>
Use data to inform explicit Tier 1 instruction to improve K-5 student performance in organization of ideas, text-based evidence, and writing conventions.	<ul style="list-style-type: none"> <li>• SBA data</li> <li>• 3-5 district rubrics</li> <li>• K-1 BFTL Benchmarks</li> <li>• 2<sup>nd</sup> grade level writing rubrics (tied to 3<sup>rd</sup> grade district rubrics)</li> </ul>

<b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b> Increase student achievement in Mathematics by 3%.	
<b>Math 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?
Teachers use the EPS Storylines and Instructional Snapshot and CCSS 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.	<ul style="list-style-type: none"> <li>• K-5 i-Ready Results</li> <li>• Illustrative Math Cool down results</li> <li>• Unit Assessments</li> </ul>
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.	<ul style="list-style-type: none"> <li>• K-5 i-Ready Results</li> <li>• Unit Assessments</li> <li>• WIDA data</li> <li>• Illustrative Math Cool down results</li> </ul>
Use formative data to inform both Tier 1 and flexible intervention groups and instruction for all students.	<ul style="list-style-type: none"> <li>• K-5 i-Ready Results</li> <li>• Illustrative Math Cool down results</li> <li>• SBA interim blocks</li> </ul>

<b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b> Increase students meeting standard on the WCAS by 10%.	
<b>Science 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 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"> <li>Notebook evidence includes labeled diagrams/created models, written explanations, completed sentence stems, and academic vocabulary</li> </ul>
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"> <li>Formative and summative classroom-based assessment data</li> </ul>
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"> <li>Written and verbally expressed explanations using evidence from multiple sources</li> <li>Notebook evidence of students' ability to construct and support scientific arguments and critique arguments utilizing evidence</li> </ul>
Utilize GLAD and other language strategies (QSSSA) to increase student discourse and language development.	<ul style="list-style-type: none"> <li>Formative and summative classroom-based assessment data</li> </ul>
STEM specialist present to staff examples of what a 5th grade student is expected to do on the WCAS.	<ul style="list-style-type: none"> <li>Summative classroom-based assessment data</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 overall of nine characteristics of high performing schools (parent EES) survey results completed by 10% as measured by total number (2024 survey).

**Welcoming Culture:** Increase diversity and participation in school events.

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

**Equitable and Accessible Opportunities:** 80% of ML 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.

- Increase community partners supporting and working with GAE
- Increase student, parent, and teacher participation
- Diversity of stakeholders represented and participating

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.

- Number and frequency of student recognitions
- Evidence of welcoming environment (signage, multi-culture, and language)
- Increase PAW ticket utilization per classroom
- Increase number of classrooms implementing whole-class rewards and incentives

<p>Students present the morning announcements in multiple languages during the school year.</p>	<ul style="list-style-type: none"> <li>• Number of diverse languages and cultures to better create a sense of community and engagement involved in announcements and communications.</li> <li>• Number of video announcements</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
<p>Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step in all classrooms.</p> <p>Teacher training in RULER to build capacity and implementation of SEL building wide. Acquire more resources (technology and other) to aid in classroom implementation for RULER.</p>	<ul style="list-style-type: none"> <li>• Survey data (Panorama)</li> <li>• Discipline data</li> <li>• Teacher feedback</li> <li>• Use of Mindset Journals</li> <li>• Visibility of Second Step curriculum implementation</li> </ul>
<p>Continued implementation of Tier 1 and Trauma-Informed MTSS.</p> <p>Increase the use of restorative practices for interventions and improve communication regarding next steps following a behavior incident.</p>	<ul style="list-style-type: none"> <li>• Discipline and incident data</li> <li>• Coaching (Tier 1) data</li> <li>• Tier 2 and 3 data</li> <li>• SST spreadsheet – number of students and families supported with interventions and resources</li> </ul>
<p>Continue to build staff capacity and fluency around trauma informed practices and culturally sustaining teaching practices to ensure equitable outcomes for all.</p>	<ul style="list-style-type: none"> <li>• Professional learning opportunities that include time to plan how to implement the new learning</li> <li>• Number of student concerns entered by staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Walk-through observation data</li> </ul>
Equitable and accessible opportunities for all	
Continue to build amount of Extended Resource Room student inclusion and time with their peers as appropriate.	<ul style="list-style-type: none"> <li>• All students rostered in general education classes.</li> <li>• Number of EXRR students participating and time in general education classrooms</li> </ul>
Increase staff capacity in best practices for inclusion.	<ul style="list-style-type: none"> <li>• Professional learning opportunities focused on inclusion and best practices</li> <li>• Extended Resource Room staff-led professional learning</li> </ul>
<p>Increase push-in academic, behavior and social-emotional intervention and coaching.</p> <p>Increase use of different co-teaching strategies that best fit student needs and close gaps while also focusing on grade-level learning expectations.</p>	<ul style="list-style-type: none"> <li>• Increased paraeducator time in classrooms and supporting student learning.</li> <li>• Progress monitoring of student behavior and academics</li> <li>• Increase in co-teaching (Special Education teachers, coaches, etc.)</li> </ul>
Increase usage of ML strategies with students to make content more accessible.	<ul style="list-style-type: none"> <li>• Increase usage of GLAD strategies by providing GLAD training.</li> <li>• Increase student oral discourse in classrooms by using strategies such as QSSSA.</li> <li>• WIDA Scores</li> </ul>

## ATTENDANCE ACTION PLAN

### Key Performance Outcome(s):

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

<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?
Communicate impact of absences on school success with students and families consistently across multiple modalities.	<ul style="list-style-type: none"><li>• Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program</li><li>• Attendance at family meetings and conferences</li><li>• Communication in Tiger News regarding attendance</li><li>• School social media accounts</li><li>• Increased use of Blackboard Connect calls</li><li>• Family connection calls from counselor, teachers, and administrators</li></ul>
Monitor attendance and develop action plans during intervention process for students who are at risk of becoming chronically absent.  Increased focus on Primary Grades to instill a culture and habit of attending school	<ul style="list-style-type: none"><li>• Number of students identified as chronically absent or absent 10% of school days.</li><li>• Number of interventions including home visits (tracking student progress)</li></ul>
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"><li>• Attendance rates of students who receive home visit, engage in CTB, and/or are referred to outside agencies following the intervention</li><li>• Utilize partners to support increasing student attendance including, Improving School Attendance (ISA) consortium</li></ul>



## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

To highlight increase in family participation in school events for the 2024-2025 school year, attendance data and number of volunteers as compared to previous year will be utilized.

<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?
Expand the home backpack program/home deliveries.	<ul style="list-style-type: none"><li>• Number of students receiving assistance-</li></ul>
Build additional partnerships to increase accessibility and opportunity for Garfield students.	<ul style="list-style-type: none"><li>• Increase diversity and quantity of participation-</li></ul>
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 unwelcome or intimidated by school structures.	<ul style="list-style-type: none"><li>• 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</li></ul>
Provide multiple modalities for increased two-way parent communication for a more inclusive culture.	<ul style="list-style-type: none"><li>• Number of views of Tiger News (online parent newsletter), texts, emails, website, reader board updated with timely information frequently.</li></ul>
Solicit parent input regarding communication, events and learning opportunities and establish a feedback loop.	<ul style="list-style-type: none"><li>• Number of responses to surveys, feedback from events/activities/communication</li></ul>
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"><li>• Number and diversity of opportunities for student engagement and learning outside the school day</li><li>• Number and diversity of parent specific engagement and learning opportunities</li></ul>

## 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