

READING ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

3rd Grade

Overall: 49.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	37.9	37.9	24.1
Listening and Speaking	19.0	67.2	13.8
Writing	34.5	44.8	20.7
Research/Inquiry	17.2	67.2	15.5

4th Grade

Overall: 57.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	22.9	41.7	35.4
Listening and Speaking	14.6	68.8	16.7
Writing	6.3	60.4	33.3
Research/Inquiry	25	43.8	31.3

5th Grade

Overall: 62.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	26.7	41.7	31.7
Listening and Speaking	15	65	20
Writing	15	58.3	26.7
Research/Inquiry	15	50	35

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) How will you know if this action is effective?
1.2 3.2	<ul style="list-style-type: none"> Meet during LIF and staff meetings to use unpacking documents, videos, and discussions to integrate CCSS and shifts throughout their work 	<ul style="list-style-type: none"> Common core aligned learning targets visible in all classroom
1.2 3.2	<ul style="list-style-type: none"> Meet during LIF and staff meetings to disaggregate data and to create/modify/utilize common formative and summative assessments 	<ul style="list-style-type: none"> Administer grade level/district common assessment
1.2 1.3	<ul style="list-style-type: none"> Integrate GLAD and Eric Jensen strategies throughout reading instruction 	<ul style="list-style-type: none"> Walk through evidence of GLAD strategies
1.3	<ul style="list-style-type: none"> Increase individual and overall participation and comprehension in Accelerated Reader (AR) Implement a school-wide AR competition and recognition Increase participation in summer reading challenge 	<ul style="list-style-type: none"> AR quiz data (80% or higher) AR participation data Results of summer reading challenge
1.1	<ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) will be implemented as a 	<ul style="list-style-type: none"> DRA scores

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) How will you know if this action is effective?
1.2	primary reading intervention for students in grades ADK- 3 who are below standard, and for students in grade 4 and 5 who are significantly below standard	<ul style="list-style-type: none"> • Common assessments
1.2	<ul style="list-style-type: none"> • Staff will participate in data meetings to monitor and adjust reading instruction based on grade level data analysis. 	<ul style="list-style-type: none"> • Data meeting notes • LIF notes • Data spreadsheets
1.2	<ul style="list-style-type: none"> • Imagine Learning English (ILE) groups will meet before school five days per week. 	<ul style="list-style-type: none"> • ILE data • Attendance sheets
3.2 3.3	<ul style="list-style-type: none"> • Embed common core shifts into instruction through the use of curriculum materials, core, and supplemental (3rd – 5th) <ul style="list-style-type: none"> ○ Close Reading, Accountable Talk, Writing from Sources 	<ul style="list-style-type: none"> • Checks for Understanding • SBA interim assessment
1.2 1.3	<ul style="list-style-type: none"> • Meet every 6-7 weeks in PLCs with instructional coaches, grade level teams, and administrator to review assessments, students work, and instructional strategies 	<ul style="list-style-type: none"> • DRA data • LLI • ILE • Student intervention plans

WRITING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

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3rd Grade

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4th Grade

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5th Grade

Overall: 62.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	26.7	41.7	31.7
Listening and Speaking	15	65	20
Writing	15	58.3	26.7
Research/Inquiry	15	50	35

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) How will you know if this action is effective?
1.2 3.2	<ul style="list-style-type: none"> Meet during LIF and staff meetings to use unpacking documents, videos, and discussions to integrate CCSS and shifts throughout their work 	<ul style="list-style-type: none"> LIF minutes Staff meeting agendas Common core aligned learning targets visible
1.2 3.2	<ul style="list-style-type: none"> Meet during LIF and team time to disaggregate data and to create/modify/utilize common formative and summative assessments 	<ul style="list-style-type: none"> Common assessments Use writing rubrics and David Matteson benchmarks Common scoring across intermediate grade levels
1.2 1.3	<ul style="list-style-type: none"> Integrate GLAD and Eric Jensen strategies throughout instruction 	<ul style="list-style-type: none"> Walk through evidence of GLAD strategies
1.2 1.3	<ul style="list-style-type: none"> Instruction in the three forms of writing (opinion, narrative, informative) Kindergarten through 5th grade 	<ul style="list-style-type: none"> Walk through evidence of student writing Student journal writing
1.2 1.3	<ul style="list-style-type: none"> Utilize Close Reading and writing strategies from sources <ul style="list-style-type: none"> K-2 teachers will use DMA strategies 	<ul style="list-style-type: none"> Student journal writing
1.2 1.3	<ul style="list-style-type: none"> Administer, score, and analyze SBA Interim Block Assessments to identify areas of instructional focus, 3rd – 5th 	<ul style="list-style-type: none"> SBA Interim Block Assessment

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade

Overall: 48.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	42.4	33.9	23.7
Problem Solving and Modeling & Data Analysis	30.5	42.4	27.1
Communicating Reasoning	20.3	50.8	28.8

4th Grade

Overall: 59.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	12.5	52.1	35.4
Problem Solving and Modeling & Data Analysis	20.8	47.9	31.3
Communicating Reasoning	14.6	54.2	31.3

5th Grade

Overall: 34.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	48.3	35	16.7
Problem Solving and Modeling & Data Analysis	38.3	43.3	18.3
Communicating Reasoning	28.3	58.3	13.3

Strategic Plan Reference	Mathematics Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
1.2 3.2	<ul style="list-style-type: none"> Meet during LIF and staff meetings to use unpacking documents, videos, and discussions to integrate CCSS and practices throughout their work 	<ul style="list-style-type: none"> Pre and post survey LIF minutes Common core aligned learning targets visible
1.2 3.2	<ul style="list-style-type: none"> Teams meet during LIF and team time to disaggregate data to create success time groups and monitor progress 	<ul style="list-style-type: none"> Common data spreadsheets saved on the (S:) drive Google Docs
1.2 1.3	<ul style="list-style-type: none"> Teachers will utilize highly engaging strategies during math instruction 	<ul style="list-style-type: none"> Walk through evidence of engaged students
3.2	<ul style="list-style-type: none"> Create/modify/utilize common formative and summative assessments 	<ul style="list-style-type: none"> Building and district common assessments End of Unit topic assessments
1.2 3.2	<ul style="list-style-type: none"> Participate in data meetings to monitor and adjust mathematics instruction based on grade level data analysis. 	<ul style="list-style-type: none"> End of Unit topic assessments
1.2 3.2	<ul style="list-style-type: none"> Administer, score, and analyze SBA Interim Block Assessments to identify areas of instructional focus, 3rd – 5th 	<ul style="list-style-type: none"> SBA Interim Block Assessment
1.2 3.2	<ul style="list-style-type: none"> Meet every 6-7 weeks in PLCs with instructional coaches, grade level teams, and administrator to review assessments, students work, and instructional strategies 	<ul style="list-style-type: none"> DRA data LLI Student intervention plans

SCIENCE ACTION PLAN

2014-15 MSP Results

5th Grade

Overall: 65.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	20	80
Inquiry	50	50
Application of Science	38.3	61.7
Domains	48.3	51.7

Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

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) How will you know if this action is effective?
1.3 3.3	<ul style="list-style-type: none"> Teachers will continue to gain knowledge about the science standards and the STEM engineering design process 	<ul style="list-style-type: none"> Grade level science meetings EIE kits taught by 1st – 5th grade teachers Common grade level science assessments
1.2 1.3 3.2	<ul style="list-style-type: none"> Teachers will increase the number of STEM and science extension opportunities for students 	<ul style="list-style-type: none"> EIE kits taught by 1st – 5th grade teachers Robotics Club Imagine Children's Museum – Science Club <ul style="list-style-type: none"> SCI/Phy Ed Night Participation in the District Celebration of Innovation Technology Fair Participation in District STEM Fair
1.2 1.3	<ul style="list-style-type: none"> Utilize district science kits and curriculum to teach to the grade level standards 	<ul style="list-style-type: none"> Science kits usage
1.2 3.2	<ul style="list-style-type: none"> Administer district created common assessments for science units 	<ul style="list-style-type: none"> District end of unit assessments

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase family participation in school events for the 2015-2016 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) How will you know if this action is effective?
5.2.b	<ul style="list-style-type: none"> Create Partnership with community agencies to support Garfield students and families 	<ul style="list-style-type: none"> Number of meetings Participation in Riverside community meeting YMCA swim program for 3rd graders Number of Holiday food baskets through Perpetual Help Church 1st Grade career day
5.3.a 5.2.b	<ul style="list-style-type: none"> Host parent events focused on: instruction, family support, and academic interventions 	<ul style="list-style-type: none"> Attendance Feedback forms
5.2.b	<ul style="list-style-type: none"> Build a Natural Leaders program at Garfield 	<ul style="list-style-type: none"> Number of natural leaders
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"> WA-Kids conferences Attendance

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 the nine characteristics of high performing schools (parent EES) survey results completed by 30% as measured by the total number of 2015 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) How will you know if this action is effective?
5.1	<ul style="list-style-type: none"> Provide interpreters and support at each family event 	<ul style="list-style-type: none"> Increase the number of families attending school events
5.1.a	<ul style="list-style-type: none"> Provide assistance to families when registering a student, school bell support, health appointments, housing, and counseling services 	<ul style="list-style-type: none"> Office/school social worker tracks the number of families and receives feedback on additional resources needed
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) How will you know if this action is effective?
5.1.a	<ul style="list-style-type: none"> Increase support to families and students 	<ul style="list-style-type: none"> Log the number of families that receive support through gift or shoe cards, backpack program, coats, and request from parents
5.1.a	<ul style="list-style-type: none"> Build a Natural Leaders program at Garfield 	<ul style="list-style-type: none"> Number of natural leaders
5.1.a	<ul style="list-style-type: none"> Schedule regular safety team meetings to discuss safety concerns and student safety 	<ul style="list-style-type: none"> Monthly safety drills reports Reduction of known safety issues
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) How will you know if this action is effective?
1.2.a	<ul style="list-style-type: none"> Provide extended day opportunities for students who need language and academic support 	<ul style="list-style-type: none"> Data from LLI and ILE Monitor attendance Analyze individual student assessments
5.4.b	<ul style="list-style-type: none"> Increase student participation in the Imagine Children's Museum Science Club 	<ul style="list-style-type: none"> Number of students participating Feedback forms

ATTENDANCE

Key Performance Outcome(s):

To increase student attendance from 81% of tier I students (students with 10 or less absences) to 84%, 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 2014-2051 data.

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) How will you know if this action is effective?
5.1.a	<ul style="list-style-type: none">Implement “10 or Less for Student Success” – classroom based attendance incentive program	<ul style="list-style-type: none">Primary and Intermediate classrooms with the least number of absences hold the attendance award for the monthStudents understand the importance of their attendance and the effects on the learning environment and their learningGraph and track attendance data
5.1.a	<ul style="list-style-type: none">Communicate to parents and families attendance requirements, including on early release and LIF Fridays	<ul style="list-style-type: none">Parents have a clear understanding of the district’s attendance policies and procedures
5.1.a	<ul style="list-style-type: none">Implement BECCA procedures in coordination with district attendance policies	<ul style="list-style-type: none">Students who are identified as tardy/attendance concern have improved attendance