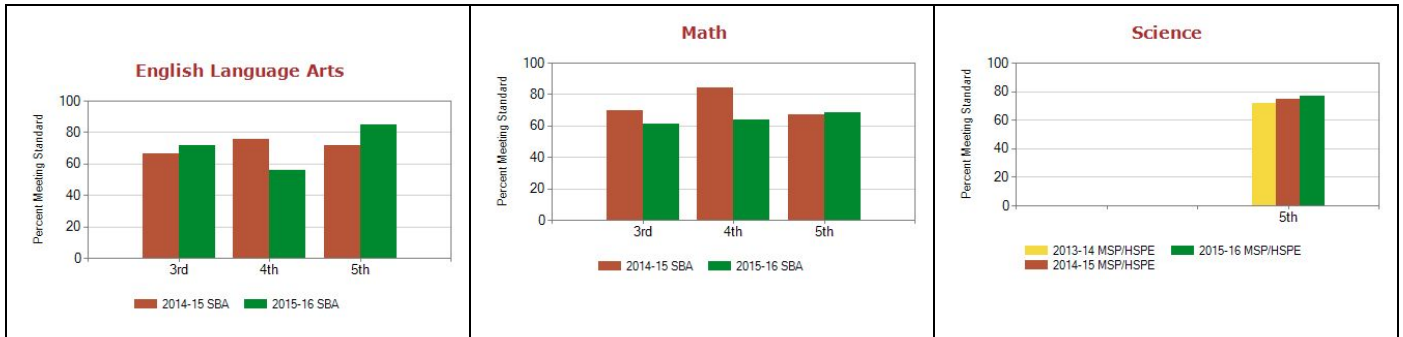


# Garfield Elementary School Improvement Plan

## 2016 - 2017

<b>Enrollment</b>	419
<b>Free/Reduced Lunch</b>	57.5%
<b>Special Services</b>	27.7%
<b>English Language Learners</b>	6.4%
<b>Unexcused Absence Rate</b>	0.00%
<b>Suspensions</b>	49

### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



## Communication Goal:

All Garfield teachers will communicate positively with parents/guardians of their students during the course of the year beyond conferences as measured by: classroom newsletters, phone call and email logs, additional opportunities to meet, and invitations to the classroom or field trips.

We will communicate major initiatives, school data and areas of focus to families during Curriculum Night.

Monthly phone messages will be sent out to all families to notify them of upcoming Garfield events.

Every effort will be made to ensure all families who require interpreting/translating services will have these provided for significant school matters, including conferences and school/parent meetings.

# Achievement Goals:

## ELA:

**P:** By June, 2017, 75% of preschoolers (those who will attend kindergarten in fall of 2017), will take multi-interactional turns on a given topic with peers and adults as measured by observations during small and large group activities (ex. snack, story lab, buddy reading, make-believe center play and structured table activities).

**K:** By the end of the school year, 55% of Garfield kindergartners, enrolled for 7 months or more, will be able to correctly score at least 35 letter sounds on nonsense word fluency for reading and be able to produce a guided writing sample using beginning and ending sounds as measured by DIBELS and a grade level rubric for writing.

**1:** By June 20, 2017, a minimum of 75% of all first graders who spend 8 months or more at Garfield will benchmark in reading as measured by the Dibels Next assessment Nonsense Words Fluency CLS (Wonders recommended benchmark of 58). Strategies include: small groups “just right” instruction and 45 additional reading instructional minutes for all students. Based on assessment results, some students will receive 30 additional instruction minutes.

**2:** A minimum of 80% of all 2nd graders attending Garfield for at least 8 months will meet the ELA Wonders Fluency Goal of 87 wpm with 98% accuracy by June 2017. T & L strategies include: small and whole group differentiated, leveled instruction with Wonders components and instructional materials supported by teachers and paraeducators.

**3:** By June 2017, a minimum of 70% of all 3rd graders will meet the growth norm standard of 10.3 on the spring MAP reading assessment. T&L strategies include comprehension skill building through Wonders, literature circles and read-alouds.

**4:** By the end of May 2017, 80% of all fourth grade students will reach benchmark (50th percentile or above) as measured by the spring scheduled MAP assessment.

**5:** A minimum of 75% of all 5th graders will meet standard on the ELA portion of the Smarter-Balanced Assessment. T & L strategies will include close reading strategies focused on nonfiction texts. We will also focus on fluency/accuracy/comprehension strategies.

### ELA SPED

As measured by the fourth grade SBAC there was a 33% opportunity gap between this subgroup and all students in the grade. We hope to reduce that gap for this cohort by 7-10%, bringing the percentage of students at or above standard in this subgroup to 30-33%.

### ELA POVERTY

As measured by the third grade SBAC there was a 13% opportunity gap between this subgroup and all students in the grade. We hope to reduce that gap for this cohort by 5%, bringing the percentage of students at or above standard in this subgroup to approximately 64%.

## MATH:

**P:** By June 2017, 75% of preschoolers (those who will attend kindergarten in fall of 2017) will correctly rational count 10 objects in multiple configurations as measured by teacher designed checklist/assessments. T & L strategies include counting collections, small group interventions and embedded activities throughout the day (ex. snack, make-believe center play, motor games).

**K:** 70% of kindergarten students, who have been enrolled at Garfield for seven months or more, will be able to correctly identify object/number relationship for numbers 0-20 by the end of the year as measured by Bridges Benchmark Assessments. T & L strategies include counting collections (manipulatives), Number Corner, Bridges Workplaces, and small group interventions.

**1:** By June 20, 2017, a minimum of 75% of all first grade students who spend at least 8 months or more at Garfield will determine the unknown whole number in an addition or subtraction equation relating three whole numbers as measured by the Bridges Math Comprehensive Growth Assessment. Strategies include: small group instruction, concrete tools (number racks, tens frames, number lines, hundreds charts, unifix cubes, counting pieces, etc.), and teacher modeling and practice.

**2:** By June 2017, a minimum of 80% of all 2nd grade students attending Garfield for at least 8 months, will be able to accurately find the difference between two 2- digit numbers as determined by Bridges Benchmark Assessments. T&L strategies include Bridges lessons, small group instruction, use of concrete tools, Number Corner and Work Station games as well as targeted intervention support.

**3:** By June 2017, a minimum of 70% of all 3rd graders will meet the growth norm standard of 13.0 on the spring MAP math assessment. T&L strategies include Bridges lessons, Number Corner and Work Station games as well as targeted intervention support.

**4:** By the end of May, 2017, 80% of all fourth grade students will reach benchmark (50th percentile or above) as measured by the spring scheduled MAP assessment.

**5:** A minimum of 80% of all 5th grade students will meet standard on the math Smarter-Balanced Assessment. T & L strategies include the utilization of small math instructional groups and re-teaching of key concepts and vocabulary.

<b>MATH SPED</b>	<b>MATH POVERTY</b>
As measured by both the third and fourth grade SBAC there was approximately a 30% opportunity gap between this subgroup and all students in both grades. We hope to reduce that gap for these cohorts by 7-10%, bringing the percentage of students at or above standard in this subgroup to 36-40%.	As measured by both the third and fourth grade SBAC there was approximately a 8-9% opportunity gap between this subgroup and all students in both grades. We hope to reduce that gap for these cohorts by 5%, bringing the percentage of students at or above standard in this subgroup to 57% (4th) and 61% (5th).

<p><b>SCIENCE:</b></p> <p><b>P:</b>By June 2017, 75% of preschoolers (those who will attend kindergarten in fall of 2017) will participate in science explorations using the five senses as measured by teacher observations.</p> <p><b>K:</b> By the end of the year, a minimum of 70% of Garfield kindergarteners who have attended Garfield for 7 months or more, will be able to identify and label the 4 parts of a tree: leaves, branches, trunk, and roots as measured by curriculum based assessment.</p> <p><b>1:</b> By June 2017, 80% of all 1st grade students will demonstrate understanding of the plant life cycle as measured by teacher made, grade level assessments.</p> <p><b>2:</b> By June 2017, a minimum of 80% of all 2nd grade students attending Garfield for at least 8 months, will demonstrate understanding of the insect life cycle based on grade level assessment.</p> <p><b>3:</b> By June 2017, all 3rd graders will experience Habitat and Earth Materials science units. A minimum of 80% of all 3rd graders will achieve a score of 70% or above on summative unit assessments.</p> <p><b>4:</b> By the spring of 2017, 80% of all 4th graders will successfully participate in Garfield’s Science Expo using the scientific method to conduct an experiment as measured by their participation and evaluation in the event.</p> <p><b>5:</b> A minimum of 80% of 5th graders will meet standard on the MSP science assessment. T &amp; L strategies include two science inquiry lessons using the scientific method.</p>	
<b>SCIENCE SPED</b>	<b>SCIENCE POVERTY</b>
As measured by last year’s fifth grade MSP results there was approximately a 34% opportunity gap between this subgroup and all students in the grade. We hope to reduce that gap for this year’s cohort by 7-10%, bringing the percentage of students at or above standard in this subgroup to 57-60%.	As measured by last year’s fifth grade MSP results there was approximately a 15% opportunity gap between this subgroup and all students in the grade. We hope to reduce that gap for this year’s cohort by 5%, bringing the percentage of students at or above standard in this subgroup to 74%.

**P**rofessional Growth Goal:

<p>Garfield will provide an additional 6 hours of professional development for any staff member attending a book study facilitated by Professor Sherry Walton. Based on the Milner Book, <u>Start Where You Are But Don’t Stay There</u>, this book study will cover topics regarding cultural competence and working with students and families from diverse backgrounds.</p> <p>Garfield will use early release days to focus on the implementation of the new Wonders ELA program and Bridges Math program. This time, with the addition of 18 professional development hours, will utilize Professional Learning Communities as a means for reviewing student performance and instructional interventions as well as foundational work on establishing high functioning collaborative teams.</p> <p>Garfield will also offer professional development for staff to complete their first aid/CPR training.</p>
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## **S**afety Goal:

All staff will focus on enhancing school safety throughout the school year. Schoolwide strategies will include:

1. All staff will wear their personal IDs whenever on campus.
2. All staff will work together to assure all exterior doors - other than main entrance - remain closed and locked 100% of the time.
3. Each month we will practice either an earthquake, fire, lockdown, or shelter in place drill.
4. We will review safety measures with students if an emergency should occur at recess or lunch time.
5. We will communicate a summary of emergency plans to our families.

## **P**BIS:

- We will hold Tier 1 meetings one time per month. At these meetings we will:
  - Review discipline data
    - Including disaggregated so we can monitor discipline and race data
  - Plan, revise and develop positive recognition system, so it continues to be effective
  - Recreate common area posters for our guiding principles
- All classroom teachers will teach Second Steps curriculum. This curriculum teaches and practices social and emotional development skills including empathy, conflict resolution and problem solving.
- A small group of fourth grade students will participate in an after school class titled “Peacemakers Club”. This club will cover topics of problem solving and conflict-resolution. It is hoped that this group will then become leaders in our school in teaching and discussing these skills with other students.
- Tier 2 Team meets bimonthly to review student-specific plans, data and how we can best utilize the work of our Behavior Technician.

## **S**TRENGTHS:

- Garfield has an effective reading and math intervention system. In some cases students receive 3 levels of support for language development.
- Staff commitment to serving the needs of our diverse student body is evidenced through the attendance of over 35 staff members in our professional development offering covering issues of diversity.
- Garfield staff embrace a shared-leadership model and assume a variety of leadership roles in our school. These range from membership on one of our committees to participation and support of one of our many after school opportunities for students and families.
- In regard to our students who receive free and/or reduced lunch prices, we saw success in reducing the opportunity gap among some grade levels.

## **O**PPORTUNITIES FOR SCHOOL GROWTH:

We continue to strive for greater knowledge and connection with our families from diverse backgrounds. This work includes our efforts this year in participating in a book club but will need to be a continued area of focus as we serve students and work with families.

Garfield has a strong tradition of reviewing student data and using this information to guide instruction. With the addition of several new staff members it is important for our school to revisit Professional Learning Communities (PLCs). This effort will include having staff attend PLC conferences, implementing foundational aspects of this model and incorporating and enhancing our existing intervention system with this renewed focus.