

OLYMPIA SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLAN (SIP)
2007-2008

SCHOOL: Garfield Elementary School

INTRODUCTION

School Profile and Description of Current Programs:

Garfield Elementary School benefits from having a diverse student body. During the 2006-2007 school year approximately 35% percent of our student body qualified as ethnic or racial minorities. Twenty-four students qualified for ELL support during the academic year. Approximately 50% of our students qualify for free or reduced lunch. Garfield is as a School-wide Title I building. Extended day and tuition-based all-day kindergartens served 35 students during the year. Approximately 40 students were served in Garfield's Preschool.

During the 2006-2007 school year 90 students in grades one through five received academic support in math through Title 1 and I-728 interventions. Approximately 77 students received support from Title I in reading. A total of 47 students in grades K-5 had Special Education Individualized Education Plans (IEPs). Support for students is provided through small group instruction, 1 to 1 instruction, whole class support, team teaching, and computer-assisted learning. Title I and I-728 assisted students receive academic support from the general education teacher, special education teacher, Title I or I-728 teacher and/or para-educators. We have extra para-educator student support in classrooms grades K-4. Grouping of Title I and I-728 students is flexible, may be multi-aged, and may include students who qualify for support services through ELL or Special Education.

Garfield offers a variety of programs and opportunities for students to learn and grow intellectually, socially, and emotionally. Extended day programs are offered before and after the regular school day to support and enrich student learning. Our Before School Reading program serves 41 students grades 2-5 to improve reading skills and abilities. An average of 28 students a day stay after school to attend Garfield's Homework Center. A variety of after school enrichment classes (MORE), covering topics such as art, music, woodworking, foreign language, recreational sports, juggling, beading, and gardening, are accessed by an additional 160+ students per session. Local colleges provide a variety of volunteers and work study aides to assist Garfield students and staff. Evergreen College is a special partner in this regard. In addition, high school students volunteer time to earn service learning hours. A community-based site, our school doors open early for families accessing the Y.M.C.A. onsite childcare and close late in the evening after a variety of groups have used the building for recreational and meeting activities. Our PTA provides many meaningful activities and celebrations throughout the year.

All certified teachers and para-educators at Garfield are "highly qualified" under the provisions of NCLB.

GOAL 1: READING

- Increase the percentage of students meeting standard on the Grade 3 Reading WASL from 75.8% in 2007 to 78.1% in 2008.
- Increase the percentage of students meeting standard on the Grade 4 Reading WASL from 78.8% in 2007 to 90.3% in 2008.
- Increase the percentage of students meeting standard on the Grade 5 Reading WASL from 80.6% in 2007 to 90.1% in 2008.

Action Plans:

1. We will continue to align our reading instruction and assessments to Washington State EALRs and GLEs.
2. At each grade level, we will use district-approved, grade level-selected, assessments (e.g. MAP, DRA, DIBELS, CBAs, others) at least 3 times per year (fall/winter/spring) to track student progress.
3. The data from these assessments will be collected and analyzed by the grade level teams for the purpose of informing and adjusting instruction and used to create appropriate interventions for students who perform below standard.
4. The data and the grade level analysis/conclusions will be collected by the principal for year-to-year perspective. We will use grade level-specific collaborative time for this purpose.
5. We will provide building-based intervention programs (e.g. Before School Reading instruction, reading tutors and buddies, focused small group work, Special Ed assistance, and Homework Club) for identified students.
6. We will provide additional assistance to identified students with Title 1, I-728, Evergreen Work Study staff, and volunteer resources.

GOAL 2: WRITING

- Increase the percentage of students meeting standard on the Grade 4 Writing WASL from 57.6% in 2007 to 65.7% in 2008.

Action Plans:

1. We will continue to align our writing instruction and assessments to Washington State EALRs and GLEs.
2. With a common format and vocabulary, we will use GLEs to create grade level rubrics/scoring guides for writing instruction and assessment. We will teach the fundamentals of these rubrics/scoring guides to students, help them to self-assess using them, and include them in the everyday fabric of our writing instruction.

3. Use of these rubrics/scoring guides will be part of a formal grade level assessment, one or more times during the school year. Data from this assessment will be used to inform and adjust instruction and to create appropriate interventions for students who perform below standard. We will use staff development time and building and grade level-specific collaborative time for this purpose.
4. We will provide additional assistance to struggling writers with Title 1, I-728, Evergreen Work Study staff, Special Ed assistance, and volunteer resources.
5. As part of our focus on science (see below), we will continue to integrate writing into science instruction and science into writing prompts.

GOAL 3: MATH

- Increase the percentage of students meeting standard on the Grade 3 Math WASL from 72.7% in 2007 to 80.4% in 2008.
- Increase the percentage of students meeting standard on the Grade 4 Math WASL from 60.6% in 2007 to 81.8% in 2008.
- Increase the percentage of students meeting standard on the Grade 5 Math WASL from 61.2% in 2007 to 71.7% in 2008.

Action Plans:

1. We will continue to align our math instruction and assessments to Washington State EALRs and GLEs.
2. Using MAP tests, classroom based assessments (CBAs), or other district approved assessments, we will assess all students at least 3 times per year (fall/winter/spring) to track student progress.
3. The data from these assessments will be collected and analyzed by the grade level teams for the purpose of informing and adjusting instruction and to use to create appropriate interventions for students who perform below standard.
4. The data and the grade level analysis/conclusions will be collected by the principal for year-to-year perspective. We will use grade level-specific collaborative time for this purpose.
5. We will provide building-based intervention programs (e.g. focused small group work, Special Ed assistance, and Homework Club) for identified students.
6. We will provide additional assistance to identified math students with Title 1, I-728, Evergreen Work Study staff, and volunteer resources.

GOAL 4: SCIENCE

- Increase the percentage of students meeting standard on the Grade 5 Science WASL from 55.2% in 2007 to 57.2% in 2008.

Action Plans:

1. We will continue to align our science instruction and assessments to Washington State EALRs and GLEs.
2. We will provide staff development to assist teachers in identifying best practices using Science Notebooks.
3. To facilitate Science Notebook implementation, we will create a vertically aligned science instruction vocabulary, based on the WASL Vocabulary for Grade 5 list provided by OSPI. Grade levels will identify parts of this vocabulary list.
4. Teachers will teach these words, in conjunction with student actions that are assessed by the 5th grade WASL and included in IDEA* science instruction.
5. All classroom teachers will teach at least one inquiry-based science lesson (can be within a FOSS kit).
6. We will increase the percentage of students participating in our annual science fair from 15% of our student population in 2007 to 20% of our student population in 2008. We will encourage staff to have classrooms participate as whole or small groups.

As part of our focus on writing (see above), we will continue to integrate writing into science instruction and science into writing prompts.

* The action words guiding students to respond to items on the Science WASL will be used and scored as indicated below:

action word	student action
I identify	name or point out
D escribe	name or point out and give details
E xplain	name or point out and give details and give reasons
A nalyze	name or point out and give details and give reasons for how parts affect each other

WORK TO BE DONE IN AREAS IMPORTANT TO OUR SCHOOL

SAFE AND INCLUSIVE SCHOOL:

Staff has developed a school-wide student behavior management plan designed to reduce fighting, bullying, intimidation, and insensitive language on the playground and in common areas. We are searching for a school-wide conflict resolution curriculum that will support, but not replace, our Lifeskills character education program. The parent and school bus drop off and pick up procedures and locations have been changed and will be monitored or revised to enhance student safety. Emergency plans for minor and major events will be revised. The quality and quantity of student supervision – before, after and during school – will continue to be monitored and improved.

DRAMA, MOVEMENT AND VISUAL ARTS:

We are working to energize drama and the arts as a part of the everyday fabric of our classrooms.

- Staff and parents visited Ptarmigan Elementary's dance/arts program this year. Next year we will assess staff/parent/community interest in pursuing a similar goal to intentionally integrate the arts.
- We will continue to train students and staff in brain dance techniques as a warm up for academics.
- We will seek to continue our partnerships with the Hands-On Children's museum (various activities) and Junior Programs (drama).
- Grade level teams will continue to focus on performance opportunities for their students including, but not limited to, Lifeskills assemblies and grade level plays and musicals.
- We will work with parent volunteers to explore establishing an art docent program to provide additional arts experiences for students.

TARGETED ASSISTANCE:

The Garfield Before School Reading Program served 41 students during the 2006-2007 school year. This Title 1 program teaches academic skills, learning strategies and gives comprehensible input which parallels themes, vocabulary, phonics and comprehension concepts taught in the regular classes.

Our English Language Learners (ELL) curriculum emphasizes reading, writing, listening and speaking in English. The ELL program supports students by teaching academic skills and learning strategies that parallel themes and concepts taught in the regular classroom. Garfield is a regional Newcomer Center for ELL students.

The Garfield Homework Center provides one-to-one and small group support to students to complete homework assignments, especially in reading and mathematics. The Homework Center extends the regular school day by about an hour and is offered three days a week. An additional bus run allows students to have this help.

Garfield piloted a WASL preparation and study group project in 2006-2007 and will provide this opportunity again in 2007-2008 if staff can be recruited to teach. This project, affectionately known as the WASL Booster Academy, offered additional WASL prep and practice to students identified as potentially needing a little extra assistance – above and beyond that provided to all student in classrooms – in order to meet standard on the WASL. Six groups at three grade levels met approximately 25 days for approximately 40 minutes to learn more about general test-taking strategies and test-specific tips and expectations.

A newly reconfigured and relocated Special Ed Resource Room provides an increase in focused service to students with IEPs. This new physical space helps students who are easily distracted to have quieter and more focused instruction.

Our Title 1 and I-728 teachers (both .5) provide significant student-specific interventions and subject assistance to all grade levels. Janet Erickson, I-728, provides reading, math and art services to third and fourth grade students. Tricia Campbell, Title 1, provides reading and math services to kindergarten, first and second grade students. Tricia also coordinates the Before School Reading Program for students in grades 2-5. Additionally, Eileen Connor, our librarian, provides supplementary and enrichment reading services to fifth grade students.

TECHNOLOGY IMPLEMENTATION:

Our primary 07-08 technology goal is to integrate workstations, other tech equipment, and new software into classrooms. Teachers will receive training on how to use new equipment and applications effectively. In addition, the Peer Coaching program will continue to be offered at various grade levels. The computer lab will be available for students and teachers to use on a regular basis, and it will help with accommodations for special education. Two staff members will be spending time with staff to model implementation of new technologies within the building throughout the year.

PARENT/COMMUNITY INVOLVEMENT ACTIVITIES TO IMPROVE STUDENT LEARNING:

Our Diversity Committee will meet monthly during the 2007-2008 school year to implement programs that educate the Garfield staff/students about the rich mix of cultures in Garfield's population. The committee will implement our \$5000 Celebrate Diversity grant will include language signs, multicultural murals, and culturally-specific multimedia packages "bookbags" for student and family use. The committee will continue to work to translate our newsletter and calendar into Spanish, Vietnamese and

other first languages spoken by our families. The committee will also continue to host Latino Families from throughout the District who are working on ways to help the OSD to be more inclusive of Latinos.

The Garfield Site Council regularly reviews and updates school-wide policies to enhance the educational and social experiences of all students. We strive for a logical and consistent approach to issues that affect students, staff, parents and community members. The Site Council serves as our visioning body – helping staff to stay focused on day-to-day goals, yet also to see use every opportunity to grow the whole child.

Garfield offers a huge variety of enrichment classes (MORE classes) throughout the entire school year. After school transportation is provided. Most classes are taught by parents, volunteers, and community members.

As an adjunct to Site Council, Garfield is experimenting with a once or twice per year meeting called “Building Community @ Garfield”. This meeting helps Site Council subcommittees to focus on specific school needs.

The Garfield PTA continues to partner with Garfield Staff to focus on enhancing, extending and enriching our students’ academic and extra-curricular lives. The PTA strives to build community with it’s many giving and celebratory activities through-out the year. Examples of events and activities we will pursue next year include: back-to-school barbeque, curriculum night enrichment, pumpkin carving, costume ball, fund raising, book fairs, holiday children’s store and holiday assistance to families, bingo, school plays and musicals, school carnival, science day and science fair, field day, several enrichment assemblies, fun run, spring fling, and the variety show.

Staff members and parent volunteers will work on a feasibility study concerning one or more Family Math and/or Family Science nights at Garfield.

