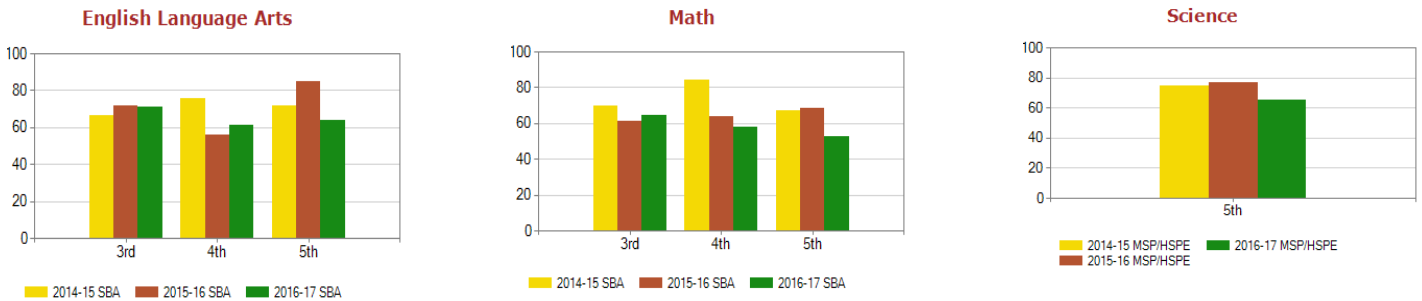


2017-2018

Garfield Elementary School Improvement Plan

Enrollment	412
Free/Reduced Lunch	57.5%
Special Services	27.9%
English Language Learners	6.8%
Unexcused Absence Rate	0.00%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

- 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.
- During Fall conferences teachers will review and sign Parent/School Compact with families and students.
- 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.
- Three Site Council Meetings will be held at a Community Center within the Garfield attendance area. These meetings will be an opportunity for us to hold meetings in families' neighborhoods with the purpose of eliciting questions and feedback, as well inform them of Garfield initiatives during the year.

Safety Goals:

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

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

- We will communicate a summary of emergency plans to our families.

Achievement Goals:

ELA

- **Preschool:** By June, 2018, 75% of preschoolers (those who will attend kindergarten in fall of 2018), will take multi-interactive 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, 65% of Garfield kindergartners, enrolled for 8 months or more, will be able to correctly score at least 80% of letter sounds (out of 26 letters) on nonsense word fluency for reading and be able to produce a guided writing sample using beginning and ending sounds and a grade level rubric for writing. ELL and speech would have support and untimed tests.
- **1st:** By June 2018, 75% or more of all 1st grade students who spend 8 months or more at Garfield will benchmark in reading as measured by the DIBELS Next Assessment Nonsense Words Fluency Correct Letter Sounds (Wonders recommended benchmark of 70+). Strategies include: small group flooding at “just right” instruction level, leveled spelling/vocabulary groups, and 45 additional minutes of reading instruction for all students. Based on assessment results, some students will receive 30 additional instruction minutes.
- **2nd:** A minimum of 75% 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 May 2018. T & L strategies include: small and whole group differentiated, leveled instruction with Wonders components and instructional materials supported by teachers and paraeducators.
- **3rd:** By June 2018, 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.
- **4th:** By the end of May 2018, 75% of all 4th grade students will reach benchmark (50th percentile or above) as measured by the spring scheduled MAP assessment.
- **5th:** A minimum of 70% 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

On 5th grade SBA, the number of special education student meeting standard will increase from 27% to 40%.

ELA POVERTY

As measured by the 3rd grade SBAC, 71% of this subgroup was at or above standard on the 2017 assessment. This percentage was statistically similar to the overall performance of all students. We expect to maintain this elimination of performance gap.

MATH

- **Preschool:** By June 2018, 75% of preschoolers (those who will attend kindergarten in fall of 2018) 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 in Garfield for 8 months or more will be able to correctly identify object number for numbers 0 to 20 by the end of the year as measured by Bridges benchmark assessments. Teaching and learning strategies include counting collections (manipulatives,) Number Corner, Bridges Workplaces and small group interventions.
- **1st:** By June 2018, 75% or more of all 1st grade students who spend at least 8 months or more at Garfield will use addition and subtraction within 20 to solve word problems as measured by the First Grade 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.
- **2nd:** A minimum of 75% 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 team created assessment by May 2018. 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.

- 3rd: By June 2018, 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.
- 4th: By the end of May, 2018, 70% of all 4th grade students will reach benchmark (50th percentile or above) as measured by the spring scheduled MAP assessment.
- 5th: A minimum of 70% 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 and re-assessing key concepts and vocabulary.

MATH SPED

On the 5th grade SBA, the number of special education students meeting standard will increase from 18% to 30%.

MATH POVERTY

As measured by the 5th grade SBA, the number of students meeting/exceeding standards will increase from 44% to 50%.

SCIENCE

- Preschool: By June 2018, 75% of preschoolers (those who will attend kindergarten in fall of 2018) will participate in science explorations using the five senses as measured by teacher observations.
- K: By the end of the year, a minimum of 70% of Garfield kindergarteners who have attended Garfield for 8 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.
- 1st: By June 2018, 80% or more of all 1st grade students will demonstrate understanding of the plant life cycle as measured by teacher made, grade level assessments.
- 2nd: By May 2018, a minimum of 75% of all 2nd grade students attending Garfield for at least 8 months, will demonstrate understanding of the insect life cycle based on end of unit assessment.
- 3rd: By June 2018, all 3rd graders will experience Habitat and Earth Materials science units. A minimum of 80% of 3rd graders will achieve a score of 70% or above on summative unit assessments.
- 4th: By June 2018 all 4th grade students will be familiar with some of the new science standards as well as learn the scientific method for investigative science processes.
- 5th: A minimum of 75% 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

SCIENCE SPED

On the 5th grade MSP, the number of special education students meeting standard will increase from 33% to 43%. To facilitate this goal, special education teachers will collaborate with classroom teachers and incorporate necessary math and vocabulary lessons into specially designed instruction to support growth in science skills.

SCIENCE POVERTY

On the 5th grade MSP, the number of students in this demographic group meeting standard will increase from 59% to 65%. To facilitate this goal, teachers will incorporate interdisciplinary areas of focus in math that support scientific analysis.

Professional Growth Goals:

- Wednesday Early Release days will focus primarily on unpacking standards in Mathematics. This will include connecting standards to lesson/unit learning objectives and identifying essential standards at each grade level.
- Four hours of professional development to focus on the area of PBIS. This work will further align our understanding of school protocols, behavioral characteristics and management strategies in the class and on the playground.
- Four hours of professional development will focus on best practices in reading instruction.
- Four hours of professional development will focus on assessments and data collection, specifically as it relates to the Wonders and Bridges Curricula.
- Six hours of professional development will include a book study based on the book “Pedagogy of Confidence”.
- Eleven staff participated in the PLC Conference this past summer and join three others who attended last year.
- A one hour training for all staff covering the topic of childhood trauma.

PBIS Goals:

- We will hold Tier 1 meetings one time per month. At these meetings we will:
 - Review discipline data
 - Including disaggregated data so we can monitor discipline and race trends
 - Plan, revise and develop positive recognition system, so it continues to be effective
- 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 group of 5th grade students will participate in an after school class titled “Peacemakers Club”. This club will cover topics of problem solving and conflict-resolution. This group will join approximately five students who participated last year then become leaders in our school in teaching and discussing these skills with other students.
- Tier 2 Team meets two times a month to review student-specific plans, data and how we can best utilize the work of our Behavior Technician.
- Tier 2 Interventions will expand to more students, including check-in/check-out and sticker charts
- Several staff will attend a one day training on childhood trauma

Strengths:

- 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.

Opportunities For School Growth:

- Continued focus on building community among our staff and with our families. Through our Site Council and PTA we hope to offer multiple opportunities to bring our community together to socialize and learn from each other.
- Continued focus on becoming more culturally knowledgeable and responsive to our students and families.