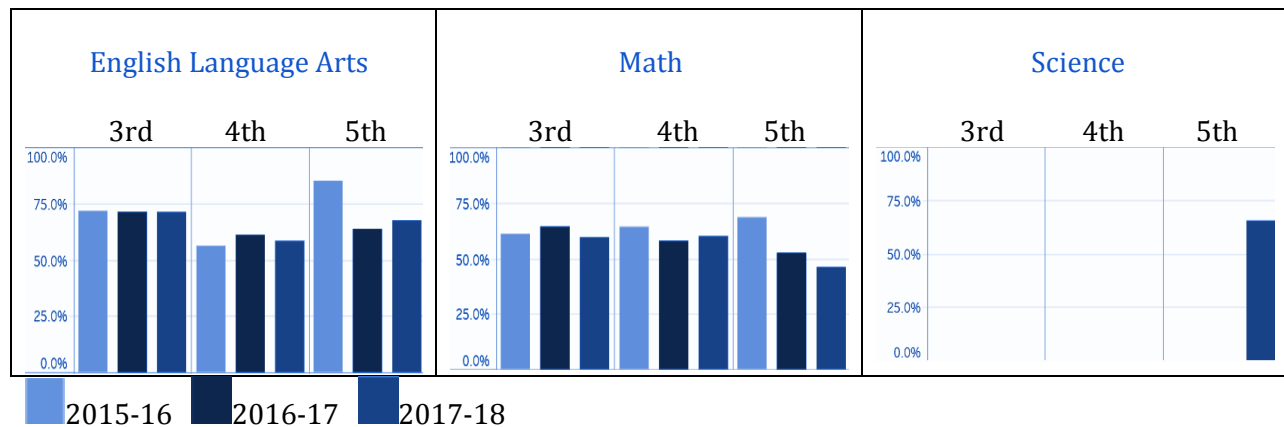


2018-19 Garfield School Improvement Plan

Enrollment	385
Free/Reduced Lunch	53.5%
Special Services	30.8%
English Learners	6.7%
Unexcused Absence Rate	0.003968%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
3 rd	71.6%	70.9%	70.9%
4 th	56.1%	61.1%	58.3%
5 th	85%	63.8%	67.2%

Math

GL	2015-16	2016-17	2017-18
3 rd	61%	64.4%	59.6%
4 th	64%	58%	59.9%
5 th	68.7%	52.4%	46%

Science

GL	2015-16	2016-17	2017-18
3 rd	---	---	---
4 th	---	---	---
5 th	---	---	65.3%

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 calls, 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.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

PRESCHOOL: By June 2019, 75% of preschoolers (those who will attend kindergarten in fall of 2019) will take multi-interactive turns on a given topic with peers and adults as measured by

observations during small and large group activities. (Example: snack, story lab, buddy reading, make-believe center, play and structured table activities.)

KINDERGARTEN: By the end of the school year 60% of Kindergarteners with eight (8) months enrollment, with 80% attendance (140 days) will say 60% of letter sounds and be able to produce a guided writing sample using beginning and ending sounds and a grade level rubric for writing.

FIRST GRADE: By June 2019, 75% or more of all first grade students who spend eight (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 and 30 additional minutes of reading instruction for all students (either in intervention groups or extension in the classroom).

SECOND GRADE: A minimum of 75% of all second graders attending Garfield for at least eight (8) months will meet the ELA Wonders fluency goal of 100 wpm with 98% accuracy by May 2019. T&L strategies include: small and whole group differentiated leveled instruction with Wonders components and instructional materials supported by teachers and paras.

THIRD GRADE: By June 2019, 70% of all third grade students who have been at Garfield for at least eight (8) months will reach benchmark as measured by the spring reading MAP.

FOURTH GRADE: By May of 2019, 80% of all fourth grade students will meet or exceed their personal ELA growth goal as determined by their MAP growth goal data.

FIFTH GRADE: A minimum of 70% of all fifth 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.

MATH ACHIEVEMENT GOALS:

PRESCHOOL: By June 2019, 75% of preschoolers (those who will attend kindergarten in fall of 2019) will correctly rational count ten (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. (Example: snack, make-believe center, play, motor games.)

KINDERGARTEN: By the end of the year Kindergarteners that have been in school eight (8) months with 80% attendance (140 days) 60% of students will assign objects to numbers (0-20) with 60% accuracy.

FIRST GRADE: By June 2019, 75% or more of all first grade students who spend at least eight (8) months or more at Garfield will use add and subtract numbers to 20. This will be measured by multiple Bridges assessments and classroom-based assessments throughout the year. Strategies include: small group instruction, concrete tools, (number racks, tens frames, number lines, hundreds charts, unifix cubes, counting pieces) teacher modeling and practice.

SECOND GRADE: A minimum of 70% of all second grade students attending Garfield for at least eight (8) months will be able to accurately find the difference between two 2-digit numbers as determined by team created assessment by May 2019. 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.

THIRD GRADE: By June 2019, 70% of students who have been at Garfield at least eight (8) months will grow a minimum of 10 points on the spring math MAP assessment.

FOURTH GRADE: By May of 2019, 80% of all fourth grade students will meet or exceed their personal math growth goal as determined by their MAP growth goal data.

FIFTH GRADE: A minimum of 70% of all fifth 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.

SCIENCE ACHIEVEMENT GOALS:

PRESCHOOL: By June 2019, 75% of preschoolers (those who will attend kindergarten in fall of 2019) will participate in science explorations using the five senses as measured by teacher observations.

KINDERGARTEN: By the end of the year, a minimum of 70% of Garfield kindergarteners who have attended Garfield for eight (8) months or more will be able to identify and label the four parts of a tree: leaves, branches, trunk, and roots as measured by curriculum based assessment.

FIRST GRADE: By June 2019, 80% or more of all first grade students will demonstrate understanding of the plant life cycle as measured by student science portfolio work.

SECOND GRADE: By May 2019, a minimum of 75% of all second grade students attending Garfield for at least eight (8) months, will demonstrate an understanding of the insect life cycle based on end-of- unit assessment.

THIRD GRADE: By June 2019, all third graders will experience Habitat and Earth Materials science units. A minimum of 80% of all third graders will achieve a score of 70% or above on summative unit assessments.

FOURTH GRADE: By May of 2019, 75% of all fourth grade students will show understanding of the scientific method as measured through teacher created pre and post assessments.

FIFTH GRADE: A minimum of 75% of all fifth grade students will meet standard on the WCAS (Washington Comprehensive Assessment in Science). T&L strategies include the utilization of science cadre materials and resources and re-teaching of key concepts and vocabulary.

PROFESSIONAL GROWTH GOALS:

- First Aid/CPR Training will be offered at Garfield.
- A three-hour offering will be held at Garfield to review new Science Standards and how FOSS Science covers these standards.
- All staff will be invited to participate in a training (six hours) about Trauma and Restorative Practices.
- There will be an ongoing training in Restorative Practices for those interested throughout the year.
- Early Release PLC time will have a primary focus on mathematics.
- This year we will focus on identifying common assessments, connected to our essential standards.
- As time allows we may move into the identification and development of interventions.
- Additional PLC time will be dedicated to enhancing parent connections and engagement.

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.
- Staff will participate in an ALICE training and follow District protocol in training students.

PBIS GOALS:

- We are working on revising our PBIS system to incorporate the vocabulary and areas of focus covered in the Second Step curricula.
- All classrooms will cover the Second Step curricula.
- We will continue to monitor discipline data with particular focus on racial representation.