

# GARFIELD ELEMENTARY

505 Madison Avenue  
Toppenish, Washington 98948  
509-865-4575

## School Improvement/Title I Plan



### *Mission*

*Garfield students, staff, parents, and community will work together to achieve our potential as learners and quality citizens of our diverse world.*

Provided by School Improvement Assistance  
Office of Superintendent of Public Instruction

**2008 - 2010**

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**Guiding Principles of School Improvement Planning**

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives or as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School improvement planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of

every student.

- Readiness is a primary factor and can have a major impact on staff cohesiveness, trust levels and perhaps most important, student growth.

## **Nine Characteristics of High-Performing Schools**

Nine Characteristics of High-Performing Schools are research-based components of school improvement:

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement



## **Description of School Community and Team Members**

### **Overview of Garfield Elementary**

Garfield Elementary is one of four elementary schools located in Toppenish, Washington. Toppenish is located in the heart of the Yakima Valley on the Yakama Indian Nation Reservation. The Toppenish economy is largely based on agriculture and tourism. The community is rural in nature and faces many economic difficulties associated with a decline in agricultural revenues and jobs. The community of Toppenish has been proactive in dealing with issues associated with poverty and has a “Safe Haven” after school center for children that also provides a variety of community resource services.

Toppenish School District has the fifth largest percentage of second language learners in

the state. This is reflected at Garfield Elementary with a 45.3% ELL population. The school population also mirrors that of the community with 82.6% of our students Hispanic, 14.9% Native American and 2% White. 99% of our students are eligible for free or reduced lunch. Because of the agricultural base of the community, many of our students travel to California, Mexico, and Texas in the winter months. This causes a significant interruption of learning. This, along with other economic factors, has contributed to a 22.4% mobility rate for the school.

Garfield Elementary had an average enrollment of 402 students for the 2006-2007 school year. This was a seven-student increase from the year prior. The student population consisted of 51% boys and 49% girls. The ethnicity of the school was 82.6% Hispanic, 14.9% American Indian, .2% Black and 2% White. Our unexcused absence rate was 0.0% as compared to .2% for the 05-06 school year. 99% of our students were eligible for free or reduced lunch, 45.3% qualified for the transitional bilingual program, 9.3% of our students received special services and as of May 2007, 13.5% of our students were classified as migrant.

The certificated teaching staff (22) at Garfield had an average of 12 years of teaching experience, with 59.1% of them holding at least a Master's Degree in teaching. **All Garfield teachers fall into the category of Highly Qualified as defined by the Federal Government's No Child Left Behind.**

## **Leadership/Planning Team Members**

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**Loretta Fendell** Kindergarten Teacher

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**Jan Vivian** First Grade Teacher

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**Cathy Anderson** Second Grade Teacher

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**Catherina Mattern** Third Grade Teacher

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**Cindy Nichols** Fourth Grade Teacher

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**Margo Wold** Fifth Grade Teacher

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**Shauna Church** Special Education

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**Madeline Dunn** Reading Coach

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**Jody Freepons** Counselor/Psychologist

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**Kathy Garza** Paraprofessional

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**Irene Trujillo** PTO President/Parent

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**Beatrice Aguayo** PTO Treasurer/Parent

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**Veronica Vargas** PTO Secretary/Parent

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**Matt Piper** Principal



## **School Portfolio**

### **Purpose of Plan**

The planning process and the School Wide Plan (SWP) is designed to help facilitate systemic change in the entire educational program of a high poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Garfield Elementary's School Improvement/Title I School Wide Plan has been developed to give focus and direction to building staff as we work together to meet the social, emotional, and academic needs of all of our students. The school improvement process and plan has been developed under the guidance of the Office of the Superintendent of Public Instruction (OSPI) and the Toppenish School District. With these supports, we have gathered perceptual and achievement data and have used the results/findings to define our improvement goals. To support the successful attainment of our goals, we have researched and implemented "best practices" into our instructional day. The plan has been designed to meet the individual needs of all students, most importantly those who have not had the same advantages as others and who have historically been underserved. The plan provides teachers and our support staff with the identified professional development they will need in order to successfully implement the plan and continue to enhance their professional offerings. Garfield Elementary's School Improvement/Title I School Wide Plan makes public the instructional program offered by the Garfield team and outlines what needs to be put into place in order to build capacity and to sustain the improvements and success that we have already achieved.

Another key component that was considered in the development of our plan, was the need to communicate to and involve all of our parents in the school improvement process. The plan defines the critical role parents must play in the education of their children. Embedded throughout the plan, are ways in which parents can be involved/engaged in the process and specifies the supports the school will provide in order to facilitate the continued growth and achievement of their children. Our goal here is to create a partnership of learning where we are all working together to "leave no child behind".

## **Shared Vision and Guiding Principles of Garfield Elementary**

### **Mission Statement**

*Garfield Students, staff, parents and community will work together to achieve our potential as learners and quality citizens of our diverse world.*

### **Garfield Elementary Beliefs**

- ❖ We believe in the excitement and joy of learning. We believe in teaching students to be independent thinkers and problem solvers.
- ❖ We believe families, and the community are partners in the education of our students.
- ❖ We believe all people must be treated equally and we respect all cultures.
- ❖ We believe in guiding students in making good life choices and accepting responsibility for their behaviors.
- ❖ We believe in providing a safe and positive environment where we all care about each other.
- ❖ We believe in communicating high expectations for all.
- ❖ We believe in providing all students the opportunity to learn and be successful.
- ❖ We believe in providing our students with the knowledge, attitudes and skills that will prepare them to become productive citizens.

## Creating a School Portfolio

### Conducting a Comprehensive Assessment of Strengths and Areas of Concern\_\_

Garfield Elementary's portfolio provides a means for on-going assessment, communication and continuous improvement. The school's portfolio contains data in four categories, (1) demographic, (2) school context, (3) student achievement, and (4) perception. Data will be added annually to reflect progress toward our goals.

Garfield Elementary is one of four elementary schools located in Toppenish, Washington. Toppenish is located in the heart of the Yakima Valley on the Yakama Indian Nation Reservation. The Toppenish economy is largely based on agriculture and tourism. The community is rural in nature and faces many economic difficulties associated with a decline in agricultural revenues and jobs. The community of Toppenish has been proactive in dealing with issues associated with poverty and has a "safe Haven" after school center for children that also provides a variety of community resource services.

Toppenish School District has the fifth largest percentage of second language learner in the state. This is reflected at Garfield Elementary with a 45.3% ELL population. The school population also mirrors that of the community with 82.6% of our students Hispanic, 14.9% Native American and 2% White. 99% of our students are eligible for free or reduced lunch. Because of the agricultural base of the community, many of our students travel to California, Mexico, and Texas in the winter months. This causes a significant interruption of learning. This, along with other economic factors, has contributed to a 22.4% mobility rate for the school.

Our data day review, once again demonstrated that our focused, intentional efforts are continuing to have a positive impact on the achievement of our students.

When comparing Garfield's data to that of the rest of the district, it was again evident that Garfield continues to out perform the district in various areas. Our reading and math scores in third and fourth grade continue to be above those of the district. Our focus in the area of math, school-wide has helped us to remain slightly ahead of the rest. Our fourth grade team continues to work to integrate writing across the curriculum, which again has helped our fourth grade students to out perform their grade level peers throughout the district. The data made it very clear that we need to focus our efforts in fifth grade where we continue to be below the district in both reading and math.

When reviewing our data, we once again had numerous successes in which to celebrate. We continue to move students up through the levels in reading, math and writing. We are

consistently seeing students struggle less at all grade levels in the content strands. Our fluency scores at all grade levels are above the benchmarks set by Reading First.

We believe several factors played a part in the success of our students. One key is our professional development, which has been focused on identifying, and then implementing researched instructional best practices. We worked to tailor our early release times to continue to focus on solidifying the structure and function of our professional learning communities. In order to provide teachers the time required to collaborate, we began to work to modify our building schedule. This modified schedule, provided teachers PLC time, which was focused around the assessment of student work and assessment data. This played a critical role in the adjustment of our planning and instruction. Grade level teams are now planning more together which is having a positive impact on curricular consistency and pacing. Up to this point, our efforts have been focused on fourth grade due to the requirements of AYP. Defined support systems (math communities, WASL club, coaching) played a critical role in the continued success of our fourth grade. We will now begin to restructure our “systems of support” to include all grades. In order to maintain a consistent progression of learning school-wide, we will begin to utilize vertical collaboration and a means of maintaining our growth. Again, the foundation will be the effective and efficient utilization of our PLC’s.

Along with our successes, there too are many challenges to overcome. As stated above, we must change our mindset and focus our efforts school-wide. By asking the question “Do systems look different at each grade level?” we will begin to take a closer look at what is currently in place and how can we develop a more balanced system across all grade levels. As our building data reveals, meeting the unique needs of our migrant/ELL students continues to be a challenge locally and across the state and nation. We will begin to take a more focused look at the level of student engagement in each class and adjust our instructional presentation by defining and implementing strategies that work to involve all students in the process of learning. The equitable distribution of resources is yet another challenge. A frustration for our staff is that although we continue to experience growth/success, the financial resources that have supported this success continue to dwindle. The question is then, “How can we maintain our positive trend with less resources?” Building instructional and leadership capacities have been and will continue to be the keys.

One factor that was brought to life, in all groups, was the role that attitude plays in creating a healthy, student-centered professional learning environment. The comment was made that if we are to continue to grow and help all children learn, we must be able to separate our personal from our professional attitudes. Authentic support for each other must be pervasive throughout the building. This is a key factor that has no monetary cost, yet has the potential of great rewards. Another factor that contributes to our challenges is that we must now change the mindset that the WASL is just a fourth grade test and begin to help all parties involved understand that there is a progression of learning, and that all grade levels play an important role in ensuring all students are meeting the standard. Teachers in the intermediate grades voiced their frustrations with certain Reading First mandates which they felt do not directly support reading in the content areas (i.e. science

and social studies). As we move beyond Reading First, we will need to continue to assess our system to ensure we are not discarding the best practices that got us to where we are.

Throughout the year we will continue to review our perceptual data as we work to align our improvement plan and to correct perceptions that get in the way of our success. As new questions and concerns are identified, we will make the needed adjustments so to keep the students, staff, and school moving in the right direction. Our desire to help all our children learn and our willingness to openly and honestly assess our individual/collective professional practices will be the keys to the continued success of all.


## **Assessing Strengths and Areas of Concern Using the Data Carousel – Also included in Comprehensive Needs Assessment**

Stakeholders analyzed data using a “data carousel” activity. Data displays were created for each data category. Stakeholders rotated and analyzed data to discern Garfield Elementary’s strengths and areas of concern. From these lists, a list of concerns were identified on which the plans of action were developed.

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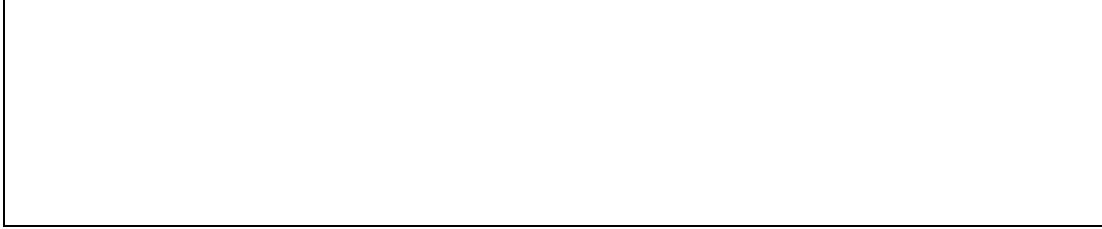
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teams are now planning more together which is having a positive impact on curricular consistency and pacing. Up to this point, our efforts have been focused on fourth grade due to the requirements of AYP. Defined support systems (math communities, WASL club, coaching) played a critical role in the continued success of our fourth grade. We will now begin to restructure our “systems of support” to include all grades. In order to maintain a consistent progression of learning school-wide, we will begin to utilize vertical collaboration and a means of maintaining our growth. Again, the foundation will be the effective and efficient utilization of our PLC’s.

Along with our successes, there too are many challenges to overcome. As stated above, we must change our mindset and focus our efforts school-wide. By asking the question “Do systems look different at each grade level?” we will begin to take a closer look at what is currently in place and how can we develop a more balanced system across all grade levels. As our building data reveals, meeting the unique needs of our migrant/ELL students continues to be a challenge locally and across the state and nation. The percentage of ELL students meeting standard dropped in grades three through five, but the drop was more significant in grade four. We will begin to take a more focused look at the level of student engagement in each class and adjust our instructional presentation by defining and implementing strategies that work to involve all students in the process of learning. The equitable distribution of resources is yet another challenge. A frustration for our staff is that although we continue to experience growth/success, the financial resources that have supported this success continue to dwindle. The question is then, “How can we maintain our positive trend with less resources?” Building instructional and leadership capacities have been and will continue to be the keys.

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## Demographic Data

Garfield Elementary had an average enrollment of 402 students for the 2006-2007 school year. This was a seven-student increase from the year prior. The student population consisted of 51% boys and 49% girls. The ethnicity of the school was 82.6% Hispanic, 14.9% American Indian, .2% Black and 2% White. Our unexcused absence rate was 0.0% as compared to .2% for the 05-06 school year. 99% of our students were eligible for free or reduced lunch, 45.3% qualified for the transitional bilingual program, 9.3% of our students received special services and as of May 2007, 13.5% of our students were classified as migrant.

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# Student Achievement Data

## 3<sup>rd</sup> Grade WASL Trend

In the 2005-06 school year, Garfield students were tested in reading and math on the Washington Assessment of Student Learning (WASL). Below are the benchmark scores for reading and math:

<b>School Year</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Reading</b>	<b>46.4%</b>	<b>47.9%</b>
<b>Math</b>	<b>40.6%</b>	<b>39.4%</b>

## 4<sup>th</sup> Grade WASL Trend

Garfield students are tested on the Washington Assessment of Student Learning – WASL in the fourth grade. All students in the fourth grade were tested. Below is a five-year comparison of the percentage of students meeting or exceeding the standards:

<b>School Year</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Reading</b>	<b>39.4%</b>	<b>58.9%</b>	<b>68.3%</b>	<b>89.3%</b>	<b>77.3%</b>
<b>Math</b>	<b>54.5%</b>	<b>49.3%</b>	<b>40.0%</b>	<b>60.7%</b>	<b>58.7%</b>
<b>Writing</b>	<b>42.4%</b>	<b>38.4%</b>	<b>16.7%</b>	<b>54.2%</b>	<b>54.7%</b>

## 5<sup>th</sup> Grade WASL Trend

Garfield fifth grade students are tested in reading, math and science on the Washington Assessment of Student Learning – WASL. Benchmark scores have been established for all three content areas. Below are the benchmark scores:

<b>School Year</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Reading</b>			<b>37.9%</b>	<b>41.1%</b>
<b>Math</b>			<b>13.8%</b>	<b>30.4%</b>
<b>Science</b>	<b>5.8%</b>	<b>9.3%</b>	<b>4.9%</b>	<b>5.4%</b>

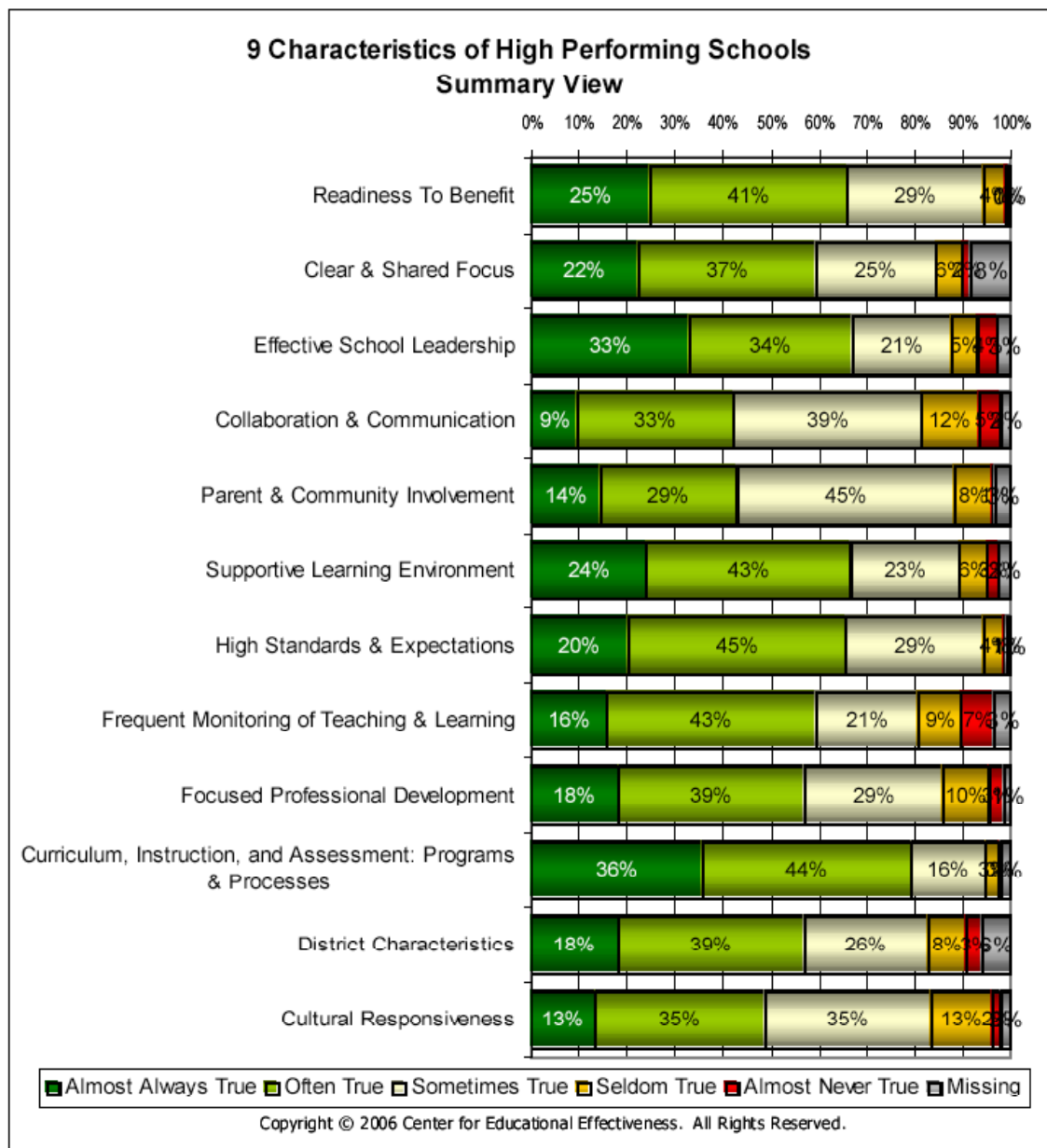
## Dynamic Indicators of Basic Early Literacy – DIBELS Data

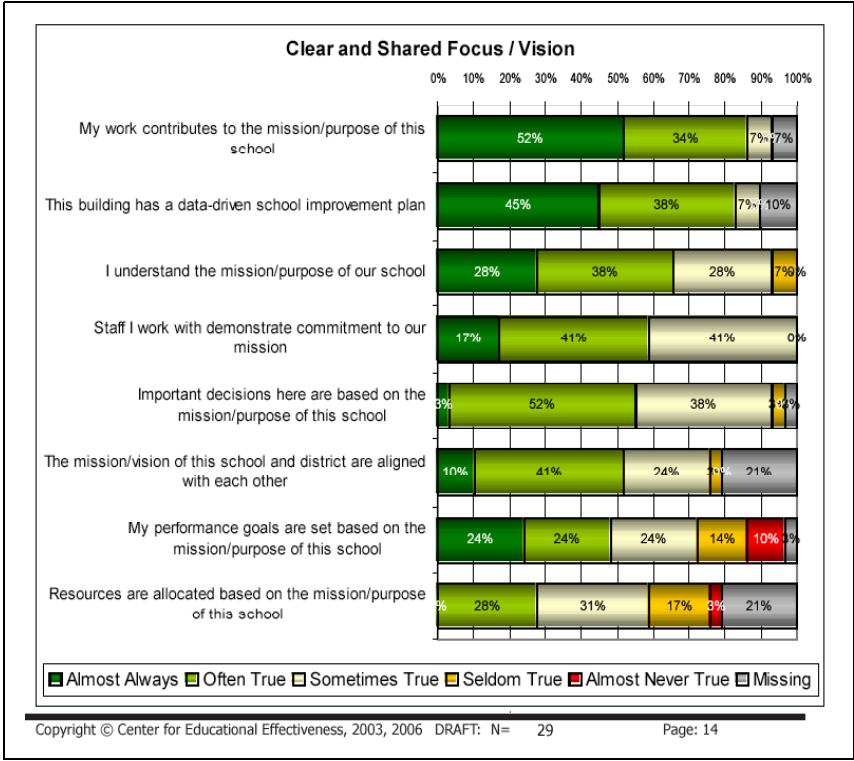
The data below represents the percentage of students who achieved grade level benchmark in the Fall (F) Winter (W) and Spring (S) as measured by the standard establish by Reading First.

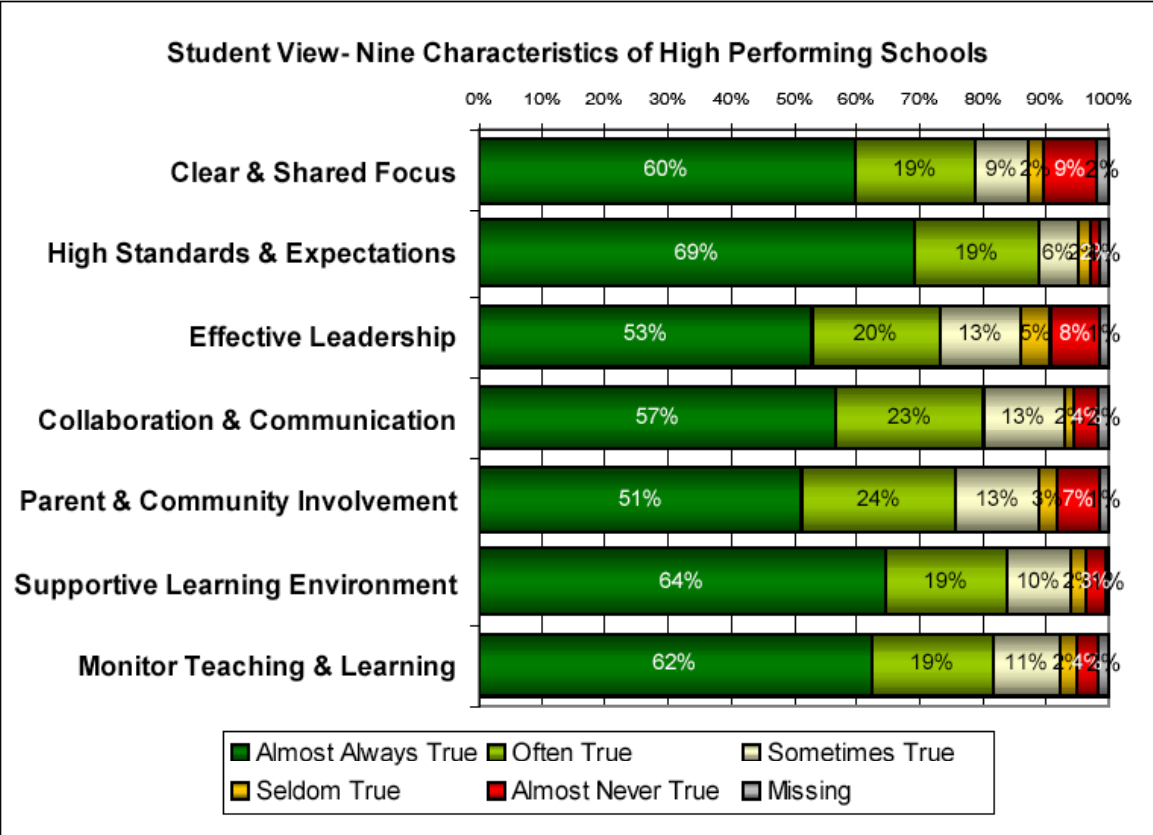
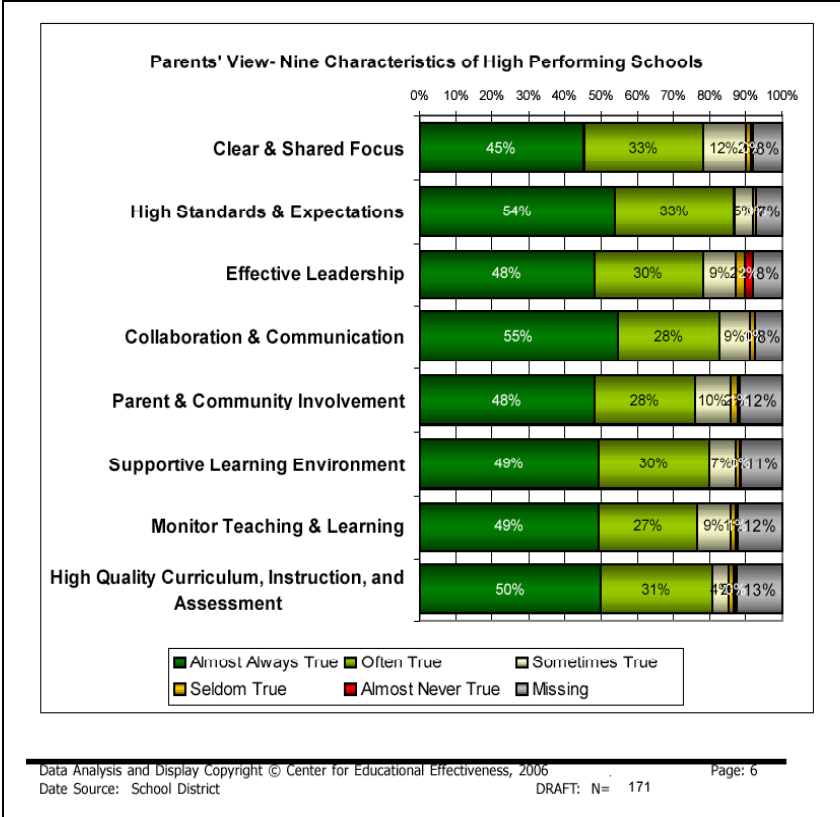
Year	Kinder			First			Second			Third			Fourth			Fifth		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
2007 - 08	17	72		87	74		50	62		48	63		57	58		59	66	
2006 - 07	10	64	95	86	51	72	53	69	61	51	60	79	61	71	67	62	55	62
2005 - 06	5	41	96	83	45	71	64	61	60	58	53	65	53	67	59	52	43	50
2004 - 05	7	52	97	76	57	68	54	65	65	43	51	50	40	46	50	57	55	54

# Perceptual Data

The following data was taken from the spring 06-07 perceptual survey conducted by the Center of Educational Effectiveness. Teacher, parent and student data is included. Summary details can be obtained by viewing the survey in its entirety from the Garfield office.









## Improvement Goals

### Schoolwide Reform Strategies

Garfield's school wide reform strategies are incorporated into our action plans. We have established goals for reading, writing, math, and school climate and have included research based methods and instructional strategies in our plans. The staff will use the sustainability plan to guide their instructional strategies and improve student learning. The school wide building schedule has been under construction for the past two years. A schedule has now been established that provides grade level teams, 45 minutes daily, to work in their grade level professional Learning Communities (PLC's). The focus of this time is to collaborate with colleagues around individual and collective student data to increase student learning by meeting the individual needs of all students in the grade level. An additional 30 minutes of common planning time is also available for vertical collaboration. Based on the concerns identified the following action planning goals were identified:

**Reading :** 65% of our students at each grade level will be able to read at benchmark as indicated by Dynamic Indicator of Basic Early Literacy

(DIBELS) testing results

**Writing:** We will increase student writing scores each year by fully implementing the district adopted writing curriculum – Step Up to Writing

**Math:** 10% increase in WASL scores per year

**Climate:** We will increase the positive perception of Garfield Elementary as measured by the annual Center for Educational Effectiveness (CEE) perceptual survey

**Technology:** We will improve writing scores through the sharing and organization of thoughts. Scores will improve on the WASL by 5% annually as classes progress through the grade levels.


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## Study Process

### Action Planning Teams

As mentioned above, Garfield’s school wide reform strategies are incorporated into our action plans. We have established goals for reading, writing, math, and school climate and have included research based methods and instructional strategies in our plans. The staff will use the sustainability plan to guide their instructional strategies and improve student learning. The school wide building schedule has been under construction for the past two years. A schedule has now been established that provides grade level teams, 45 minutes daily, to work in their grade level professional Learning Communities (PLC’s).

The focus of this time is to collaborate with colleagues around individual and collective student data to increase student learning by meeting the individual needs of all students in the grade level. An additional 30 minutes of common planning time is also available for vertical collaboration.

Garfield Elementary's action planning were formed based on teacher expertise and interest. Teachers were asked to reflect on an area(s) of strength/interest, and were then provided the opportunity to be on the team in which they felt they could contribute the most. The focus of the teams is to ensure the plans are being consistently and accurately implemented and to provide support to building colleagues when clarification was needed.

**Action Planning Team Members:**

***Reading***

* Madeline Dunn	Reading Coach
Rose Ann Daniel	Media Specialist
* Jan Vivian	First Grade
Patti Sweesy	Fifth Grade
Rebekah Lee	Third Grade
* Barbra Muffett	Barbra Muffett

***Math***

* Emily Seigny	Math Coach
Bette Ann Rowe	Fourth Grade
* Loretta Fendell	Kindergarten
Erinne Steinmetz	First Grade
Lisa Tahkeal	Kindergarten
* Cathy Anderson	Second Grade
Terri Winckler	Fifth Grade
Claudia Tabayoyon	Third Grade
Cathy Cortes	Paraprofessional

***Technology***

Rose Ann Daniel	Media Specialist
* Margo Wold	Fifth Grade
Becky Calderon	Second Grade
* Jennifer Sanderson	First Grade/Technology Coach
* Shauna Church	Special Education
Rebekah Lee	Third Grade
* Catherina Mattern	Third Grade

***Writing***

Kristen Ballew	Kindergarten
Debbie Fay	Fourth Grade

Jennifer Sanderson First Grade  
\* Barbra Muffett Third Grade

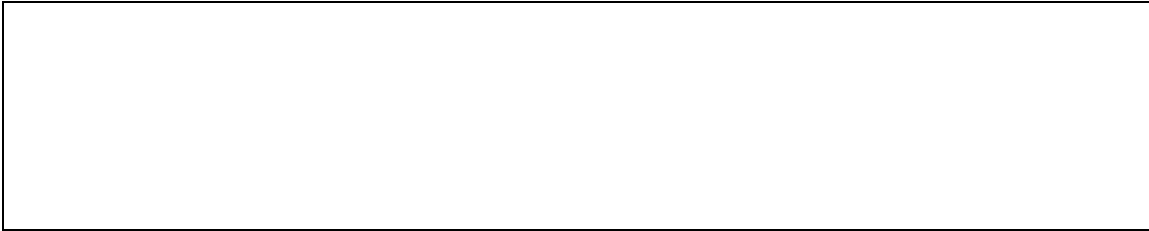
***Climate***

\* Cindy Nichols Fourth Grade  
\* Kathy Garza Paraprofessional  
Irene Trujillo Paraprofessional  
Rosa Godina Paraprofessional  
Gloria Ramirez Paraprofessional  
Erinne Steinmetz Enrichment  
Becky Calderon Second Grade  
Amelia Sanchez Paraprofessional  
Joyce Wasse Miller Paraprofessional  
Gracie Gonzales Second Grade  
\* Shauna Church Special Education  
Claudia Tabayoyon Third Grade

\* *Leadership Team Member*

## **Study Team Recommendations**

The Building Leadership Team meets monthly to review current student, grade level and building data. The role of the Leadership Team members is to keep the assessment of student data as the focus of grade level PLC team meetings. Insights gained from the grade level collaboration and building meetings are then forwarded to the appropriate action planning teams. The action planning teams meet formally three times per year to reassess the various action plans, review pertinent data and determine if and where adjustments/revisions are needed to be made to the action plan(s). Recommendations are made and action planning team members present their recommendations to the building staff on scheduled early release days. Feedback is solicited and encouraged. All building staff have the opportunity to share their thoughts and insights and building norms are used to guide the discussions. Once all stakeholders have had the opportunity to share, and the staff have agreed upon the revisions to be made to the action plans, action planning team leaders then submit the revisions which are added to the plan.





## **ACTION PLANS**

### **Instructional Program Description School-wide Reform Strategies**

The successful implementation of the instructional program is supported by the building schedule, which, for the past two years has been adjusted to support the state's three tier reading model. Grade level teams are provided 45 minutes daily to work in their grade level PLC's. The focus of the PLC's is to assess individual/collective student data and to adjust their planning and instruction to meet the students' individual needs. Another beneficial component of the revised schedule is the building-wide common planning time which teachers and grade level teams are encouraged to collaborate vertically. The building schedule has provided the platform on which the instructional program can be efficiently and effectively presented.

The key components of the reading program have been developed in complement to the requirements of Reading First. We have been using the Open Court Program as our core reading curriculum. It is a researched based program and is on the approved list of Reading First. The state's three tier reading model provides the structure in which our reading program is designed. We utilize the walk to read model building wide. Students are grouped based on the results of their spring DIBELS from the previous year and also where they score in the fall of the current year. We also administer and review the CORE survey, which tests students's phonics skills. The CORE assessment is conducted every 6 - 8 weeks. Data is assessed and intensive, strategic and benchmark groups are formed. Students are also provided a "second shot", tier II during a scheduled 45-minute workshop time. In the workshop time as well as the 90 block, we address the five reading components (phonemic awareness, phonics, vocabulary, fluency, and comprehension). The 2000 and 2002 Open Court Intervention guides are part of the core curriculum and read naturally, SIPPS and Earobics are supplemental interventions. Tier III before school interventions, are designed to assist students in grades Kg – 3, to provide them the extra support needed to get them to grade level benchmark. For students not attending the before school program, as much paraprofessional support as possible is provided during the instructional day. Resource students are provided the same curriculum in grades 1 – 3 and 4 – 5 and are supported with the Corrective Reading program. Instruction is

presented to students at their instructional level. Our ELL students, who have not yet transitioned fully into the English program, are also provided with as much paraprofessional support as possible throughout the day. We are continuing to pursue Professional development opportunities (SIOP, GLAD) focusing on ELL strategies which will help to provide our ELL learners the support they need to be successful.

We are in the third full year of implementation of Everyday Math. There is no diagnostic assessment in place at this time although grade level teams are working with the district curriculum director and will include the math coach (08-09) to continue to develop both common unit assessments and use supplemental materials (which include GroundWorks, Building Math Ideas and Problem Solver) with pre and post tests that are aligned to the item specifications in mathematics for each grade level. These assessment tools as well as using WASL-like assessments provided by the state help grade level teams to adjust instruction and provide timely interventions for all students. The Math Action Planning Team provides for researching, analyzing and adopting an assessment tool and providing math training in the particular areas of problem solving and vocabulary. We currently have in place and will continue a problem solving intervention, math communities, for students to receive small group instruction in English and Spanish and is designed to support our resource students is establishing and firming their problem solving strategies. Math communities occur twice a month throughout the school year for our fourth grade students. We will work to expand the program to serve grades 3-5. The other math intervention, First Steps in Math, is an additional diagnostic analysis, which is designed to pinpoint areas of deficiency in numeracy. To further direct interventions, the diagnostic tasks in First Steps in Math will be used to support our Response to Intervention (RTI) model for mathematics. Along with the assessment tools and math interventions in place for each grade level, we will align our current math program to the new revised math standards for the 2008-2009 school year.

For the past three years, the district has been working to implement a formal writing curriculum. Writing curriculums were researched and the district, with the support of those who piloted the programs, chose “Step Up to Writing” as the new adopted Kg-5 writing program. The district has since hired national consultants to provide support and ongoing professional development to ensure fidelity across the grade levels and throughout the school. Teachers have worked in their grade level PLC’s to design lessons in which all students can participate at the current level of ability. Teachers are currently working to integrate writing into all content areas.

Beginning in the fall of the 2008 – 2009 school year, we will begin to put together an action planning team to create an action plan for science. We are currently part of the LASER consortium with ESD 105. The LASER (Leadership Assistance for Science Education Reform) program provides training and support for our kg – 5 teachers as they work to implement the inquiry-based skills to teach science and that focuses on what children already know and builds on their innate curiosity. The skills provided, help

students to acquire the scientific knowledge, understanding, and abilities they will need to have a positive science experience. By using the inquiry approach to learning, all students, including resource and ELL, are able to engage and participate at their current level of ability and understanding. LASER provides researched-based teacher trainings in three curriculum strands: Physical Science, Earth Science/Technology, and Life Science. The training enables our kg - 5 grade teachers to implement inquiry-based science in their classrooms. By using the Science and Technology for Children (STC) units, our teachers can teach children with age-appropriate concepts so students learn specific skills that will help to motivate them to learn and use science.

## **Instruction by Highly Qualified Staff**

No Child Left Behind (NCLB) Highly Qualified Teacher Qualifications Requirements

All teachers at Garfield Elementary meet the highly qualified teacher qualification requirements of NCLB. The requirements include:

- Teacher has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

Teachers are provided with multiple opportunities to enhance their content knowledge and instructional presentation.

The building/district provides bi-monthly early release days that are building directed and focus on a specific area of professional development. These days provide building staff (certificated/classified) the opportunity to collaborate collectively and with their grade level teams to ensure the consistency of support of the school-wide program goals. The entire Garfield staff participated in a book study (*On Common Ground – DuFour/Eaker*) which provided the foundational insights we needed to develop and firm our professional learning communities.

In complement to staff development, Garfield Elementary conducts family nights for parents and families. The parent nights are designed to provide parents with an understanding of district/state curriculums and to provide them with strategies that parents can utilize at home to reinforce and complement what is being taught at school.

Trainings are coordinated and are focused around successful student understanding and application of the state standards – EALR's/GLE's.

## **Instruction by Highly Qualified Paraeducator Staff**

## No Child Left Behind (NCLB) Highly Qualified Paraeducator Requirements

As of the 2006 – 2007 school year, all paraeducators at Garfield Elementary meet the highly qualified paraeducator guidelines of NCLB.

Throughout the Toppenish School District, highly qualified paraprofessionals are encouraged to further their education and pursue degrees in education. The district works closely with Heritage University to assist those interested in obtaining their degree.

The paraeducator staff are active participants in district and building professional development. They are included in the bi-monthly early release days. They are provided training to increase their knowledge of and ability to assist in instructing reading, writing, and math. To ensure the quality of instruction, the paraprofessional staff, attend daily trainings with the building reading coach to solidify their understanding and application of the key Open Court instructional and assessment strategies. During these daily trainings, the paraprofessional staff has the opportunity to question and clarify areas of uncertainty.

The paraprofessional staff play an important role in the assessment of student learning (CORE Phonics Survey, DIBELS Progress Monitoring) and assist the classroom teachers in disaggregating student data. By working with the building reading coach, data is analyzed and adjustments are made to their instructional presentations.

## **Attract High-Quality, Highly Qualified Teachers**

Garfield Elementary strives to attract highly qualified teachers. In addition to using a research-based math and reading curriculum, Garfield Elementary is committed to a coaching model. There is a full time reading coach and for the 2008 – 2009 school year, we will again have a half time math coach on site to provide imbedded professional development during the teaching day. In addition, Reading First and the district provide professional development opportunities to staff outside of the classroom. Staff members can obtain clock hours for their participation in district offered training. Toppenish School District is part of the LASER science cooperative through ESD 105. Extensive training in hands on minds on science instruction is provided through the cooperative to elementary teachers of science.

The district participates in the Teacher Induction Grant (TIG) which provides mentoring and support for new teachers. Given the nature of our student population, Toppenish School District offers support in obtaining an ESL endorsement through Heritage University. Garfield Elementary participates in the CEE survey, which provides perception data for the building.

## **Teacher Included in Assessment Decisions**

At Garfield Elementary looking at data and assessment results to adjust instruction during

teacher plan time as well as during daily grade level collaboration is an integral part of the teaching/learning cycle. Teachers and coaches disseminate data in order to identify individual student progress toward the standards. District plans align the state standards to the lessons being taught and assessments are then adjusted accordingly.

As a Reading First school, all students are DIBELS tested a minimum of 3 times a year. Progress is measured against a predetermined fluency standard. Between the formal testing dates, progress is graphed and monitored bi-weekly on progress monitoring booklets by the teacher. The reading coach inputs and compiles the data and reports the findings to grade level teams. Teachers then work with their team members to identify those students in which intervention is needed. Results are accessed by the state and included on the report card given to parents.

Garfield is in the process of working with the district to create common assessment for math. The common assessments will consist of OSPI released items that will be given to students. The items will then be scored and included in a student portfolio that will follow students grade 3-10.

## **Provide Assistance to Students Experiencing Difficulty**

Garfield Elementary provides effective, timely, additional assistance to students experiencing difficulties mastering standards. Individual student data is shared at grade level collaboration meetings (PLC's) and adjustments are made to planning and instruction as identified by the data. The below listed supports/interventions provide support for our ELL and resource students and provide valuable data for our Response to Intervention (RTI) model.

### **Breakfast Club:**

Tier 2/3 support for students in grades 1-3

### **Walk to Read Model:**

Grades 1-5, groups are selected based on data

### **Walk to Workshop:**

Students are grouped based on needs as indicated by diagnostic testing

### **Diagnostic Testing: Student Data**

DIBELS, Core Phonics Survey

### **SIPPS:**

Strategies for multisyllabic words

### **Math Intervention:**

Program targeting 4<sup>th</sup> graders needing strategies for mastering basic facts

**Math Communities:**

Community volunteers trained to work with small groups of 4<sup>th</sup> graders on problem solving strategies

**Parent/Student Conferences**

Formally in the fall and spring  
Ongoing as needed

**Family Nights:**

Focus on core content areas  
Strategies that families can use to help students succeed.

**Resource to General Education:**

Special Education and General Education are working together to provide a seamless transition between programs by aligning curriculum and instruction

**Extended day tutorial:**

Students receive additional support in Reading and Math



**Action Plans**

The following action plans were based upon an analysis of data in Garfield Elementary's portfolio and the recommendations from the action planning teams.

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### Garfield Elementary School Action Plans: Reading

**Goal: 65% of our students at each grade level will be able to read at benchmark as indicated by DIBELS testing.**

The Reading Committee at Garfield Elementary recommends and supports:	Date	Person(s) Responsible	Plan of Action
Increase reading score according to the following criteria:	ongoing	School staff	Garfield will teach 90 minutes of reading daily, 30 minutes of intervention daily, with extra interventions and before and after school reading programs as needed.
Increase phonemic awareness skills	ongoing	K-3-all staff, 4-5 as needed for intervention	Garfield staff will use Earobics, Road to the Code, Phonemic Awareness in Young Children by Marilyn J. Adams, and the Open Court curriculum.
Increase phonics skills	ongoing	K-3, all staff, 4-5 as needed for	Garfield staff will implement Open

		intervention	Court with fidelity. They will check for understanding using the every 5 lessons tests (kinder) every other lessons test (first grade) the CORE survey in grades 1-5, and the DIBELS benchmark tests with DIBELS progress monitoring. DIBELS progress monitoring will be given to every student every 2 weeks.
Communication with parents	ongoing	School staff	Garfield staff will use family night, open house, parent conferences, homework expectation letters and grade level meetings explaining DIBELS testing to parents. We will also give ideas and strategies to parents so they will be able to help their children.

Increase vocabulary skills	ongoing	School staff	Garfield staff will use the Open Court vocabulary strategy as modeled by Jennifer Ashlock to teach vocabulary. We will work on tier 2 words in addition to the words specifically indicated by the Open Court curriculum.
Increase fluency to match the reading first guidelines Our goal for the 2007-2008 school year is 65% benchmark for each grade level.	ongoing	School staff	Garfield staff will increase fluency using fluency practice with the paraprofessionals, progress monitoring, and Read Naturally. We will use the graphs from these programs to track fluency scores.
Increase comprehension	ongoing	School staff	Garfield staff will increase comprehension scores on the story selection tests and unit tests in the Open Court curriculum. We will use the Open Court strategies for comprehension with fidelity. We will also use the retell on DIBELS, Accelerated Reader tests, and WASL released items to practice comprehension and increase test scores. We will use the WASL results to show the increase in scores and analyze the students' progress.

## **Garfield Elementary School Action Plans: Writing**

**Goal:** Garfield Elementary is committed to increasing student writing scores each year by fully implementing the district adopted writing curriculum.

<b>The Writing Team at Garfield Elementary School supports and agrees to:</b>	<b>Date</b>	<b>Person(s) Responsible</b>	<b>Plan of Action</b>
Find the big picture for the writing initiative and publish it for the building. Teaching vs. Assigning Create long range and short term goals classroom by classroom Create a year-long plan, unit by unit, agree on 7 units with room for 1 unit to “go your own way.”	Beginning 07-08 School Year	Grade Level PLC’s	Define Teaching -vs- Assigning Develop grade level year-long writing plans that are tied to the state standards and that spiral from grade to grade.
<u>Expository Writing</u> -Present 2-column notes at every grade level across all grade levels	Ongoing	All Teaching Staff	Create a Grade Level Plan for the Year
Teach <u>sentence mastery</u> at each grade level building for the appropriate stage of the students. Identify sentences each grade level (when/where, O/P...)	Begin 2008 /2009 School Year	All Teaching Staff	Begin to formalize the instruction of sentence mastery at all appropriate grade levels. Identify a progression expectations at each grade level.
Teachers create a place for portfolios: Files within files Each student will compile a writing portfolio at every grade level.	Fall 07 Ongoing	Every Teacher and Student	Out line the ‘table of contents’ for the portfolio at the grade level to guide lesson planning and the gathering of materials.
<u>Active Reading/Listening</u> <u>Main Idea/Details</u> Use During Instruction as appropriate for grade level <u>Guided Highlighting</u> Marking the text, thinking about thinking	2007 -2008	All Teaching Staff	Begin to work with and implement the strategies involved in Active Reading and Listening. This includes guided highlighting.
<u>Vocabulary</u> Content and Tier 2 vocabulary	2007-2008	All Grade Levels	Breaking down the words, using word-learning strategies as presented by J. Ashlock for 2-5. Using Tier 1-3 words for K-1

## Garfield Elementary School Action Plans: Math

**Goal: 10% Increase in WASL scores per year**

<b>The Math Action Planning Team agrees to:</b>	<b>Date</b>	<b>Person(s) Responsible</b>	<b>Plan of Action</b>
Implement Everyday Math and other district	On-going	School Staff	Garfield staff will teach 90

approved curriculum.			minutes of math daily. We will use the “math plans” as our pacing and supplement with approved materials when data shows a need.
Teach problem solving along with strategies a minimum of two times per week. (Kinder will begin in January)	On-going	School Staff	Using WASL released items, OSPI sample test materials, Problem Solvers (1-5), Read It Draw It Solve It (K-1), Everyday Math’s Minute Math (K-2), Garfield staff will teach problem solving strategies. We will use a common language of I Need, I Know, Solve, and Explain to teach the steps.
Participate in on-going professional development.	As set by professional development calendar	School Staff	Staff will participate in district trainings, early release trainings, and collaboration meetings. The math interventionist will be available to help guide meetings and give support in the classrooms.
Teach math vocabulary in context.	On-going	School Staff	Using vocabulary strategies, word walls, and thinking maps students will be taught vocabulary in a meaningful context.
Use strategies that help English Language Learners.	On-going	School Staff	Staff will use strategies that promote student learning. This may include manipulatives, cooperative groups, vocabulary development, and real world connections.
Give common assessments.	As scheduled	Grade Level Staff	Currently Garfield has common assessments in Kinder, 2nd, 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade. These assessments (MAPS) will be given, scored and used to adjust instruction. The district will continue to create a common assessment for 1 <sup>st</sup> and 2 <sup>nd</sup> grade. In addition, teachers will have their students complete a mini-WASL that will be scored and used as an additional data piece.
Involve and inform the community.	As scheduled	Staff	Through family nights, parent letters, open houses, conferences and math communities the staff at Garfield will keep the community and families involved and informed in the area of mathematics.

<p>Create a plan that will provide interventions to students.</p>	<p>As needed</p>	<p>School Staff (help with staffing and scheduling from administration)</p>	<p>Garfield has an intervention plan that will help provide interventions for our students. We will use First Steps, GroundWorks, Problem solvers, Building Math Ideas and the Mathematics Assessment Sampler as supplemental intervention materials.</p>
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**Garfield Elementary School Action Plans: Climate**

**Goal:** We will increase the positive perception of Garfield Elementary as measured by the annual Center for Educational Effectiveness (CEE) perceptual survey.

<b>The Climate Committee at Garfield Elementary recommends and supports:</b>	<b>Date</b>	<b>Person(s) Responsible</b>	<b>Plan of Action</b>
Family Night and Special Activities	Monthly (dates set before school begins)	Staff, Parents and Students	Increase involvement of Staff, Parents and Students through sharing and implementing of ideas and responsibilities as evidenced by attendance. Encourage and help parents through the process of being "WATCH" cleared.
Time management for Staff	On-going, daily	All Staff	Staff, Departmental, and Grade Level meetings based on identified needs to increase professionalism and participation.
PLC Time for Support Staff	Weekly	Paraprofessional Support Staff	A set meeting time will be determined which will provide the paraprofessional team an opportunity to meet weekly to discuss and address issues and concerns.
Professional Tone in Communication with Staff, Students and Parents	On-going	Staff, Students and Parents	Staff, Departmental and Grade Level meetings that include parents and use a Code of Conduct and Meeting Norms to facilitate a positive school-wide atmosphere as evidenced by survey results.
Increase Communication with Parents	On-going	All Staff	All Garfield staff will increase the communication to parents by sending home notes of praise, concern and reminder notifications of classroom and school-wide events. All contacts will be documented.
Relationship Building with Staff, Parents and Students	On-going	Staff, Parents and Students	Increase positive relationships between Staff, Parents and Students through Conferences, Volunteers, Contact Logs, and Postcards as evidenced by survey results.
Students acquire and develop Character Education Traits	On-going Monthly	Staff, Students and Parents	Educating Parents and Students about District Character Education Traits through the Enrichment Classroom, Family Nights, and Student of the Month Awards.
Adult Literacy Programs	On-going, Annually	Building Staff, Parents	Provide language instruction for Non-English speaking adults with support from a local college.

Increased visibility of building-based successes throughout the building and community	On-going	Staff, Community Members and Parents	Providing information about success through the Garfield Newsletter, Parent Conferences, Family Nights, Open House, and Bilingual Parent Information and Reader Boards. Recognizing student success by displaying
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			evidence in classrooms and hallways.
Work to make the entrance/office area to our school more parent friendly.	On-going	All Staff.	Create a bilingual atmosphere where all calendars, event information are parent friendly.

**Garfield Elementary School Action Plans: Technology**

**Goal:** We will improve writing scores through the sharing and organization of thoughts. Scores will improve on the WASL by 5% annually as classes progress through the grade levels.

**Strategy:** Extend the current writing curriculum, through teachers integrating technology into the classroom in order to increase teacher and student technology literacy and overall to increase student achievement in writing.

**Rationale:** Technology improves performance when the application is integrated into the typical instructional day (Kulik, 2003).

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Teachers will generate graphic organizers using Inspiration for use in brainstorming, student lead graphic organizing, and outlining for Step Up to Writing as well as videos/images as writing prompts, in order to increase teacher technology skills and increase student writing achievement.	1-2 Early Release Days devoted to technology integration (1 being Inspiration)  Workshop on Demand	Writing Portfolio  (3-5) WASL Stem Questions  PILOT Survey  Teachers will use data during PLC's to inform writing instruction  United Streaming download data	Teachers  Building Technology Coaches  Principal  District Technology Coach	August 26, 2008 – August 25, 2009	<b>Classroom:</b>  1 Teacher Laptop w/ case  1 LCD Projector  1 Document Camera  Microsoft Office Suite  Inspiration  (K-2) 2 student standard based computers  (3-5) 4 student standard based computers  VGA Cable and VGA Adaptor  <b>Building:</b>  Wireless Connection  Video distribution server  AlphaSmart cart  Workshop on Demand  Peer Coaching	1 Teacher Laptop w/ case \$1100 ea  1 LCD Projector \$609 ea.  1 Document Camera \$540 ea  Microsoft Office Suite \$45 ea  Inspiration \$28 ea  (K-2) 2 student standard based computers \$1800  (3-5) 4 student standard based computers \$3600  VGA Cable and VGA Adaptor \$45  AlphaSmart Cart \$1500  <b>Funding Sources:</b>  Building Technology Budget  District Technology Budget  EETT Grant  M & O Levy  Peer Coaching Grant  Title III Funds  E-Rate  Administration Match Funds  Bilingual Funds  LAP Funds
Extend the activity above through student use of tools such as Alpha Smarts for small group discussion and input to a parent document on Inspiration in order to increase student technology skills and increase student writing achievement.	Workshop on Demand	Writing Portfolio  (3-5) WASL Stem Questions  PILOT Survey  Teachers will use data during PLC's to inform writing instruction	Teachers  Students  Building Technology Coaches  Principal  District Technology Coach	August 26, 2008 – August 25, 2009		

# Professional Development

Title 1 funds are used to support the coaching model as well as training in Professional Learning Communities to support the use of data. Through the development of teacher leaders in the coaching/mentoring model and through the Professional Learning Communities, sustainability is maintained and fostered in new and current teaching staff.

## Professional Development 2008 - 2009 Planning Grid

Date	Focus	Facilitator	Audience	Expected Outcomes - Impact
<b>8/26/07</b> LID 7 hours	AM Bldg Orientation  Origo Math Kg – 2 Knowing Math 3 - 5	Principal  Math Coaches	Kg – 5 Staff  Kg – 5 Teams	SOP Review – Expectations and Focus for the 08 – 09 School Year Begin a yr. long math focus, Intro Origo, Take next Steps with Knowing Mathematics Firm Cross District PLC's
<b>8/27/07</b> LID 7 hours	AM 8 – 12:00 – Marzano - The Art and Science of Teaching Part 1 PM 1 – 3:30 Math Standards	Curriculum Dir Elementary Principals	District Elementary Staff	We will begin our District – Wide book study: “The Art and Science of Teaching” Dr. Robert Marzano Our initial focus will be on LearningTargets/Goals We will also continue to align our current Kg – 5 math plans to the new State Standards
<b>8/28/08</b> District Pre Service	AM 8 – 12:00 – District Preservice PM 1 – 3:30 Classroom Preparation	Mr. Myers	District Staff	Welcome to the 08 – 09 School Year Focus for year  In Rooms – Classroom Preparation
<b>9/29/08</b> Early Release	Data Day Part 1 Review data from 07 - 08	Principal Leadership Team	Garfield Staff	Assess data from 07 – 08 to determine trends, gaps and instructional areas of focus for 08 – 09 “Here's what” “So what”
<b>10/10/08</b> State Teacher Inservice 7 Hours	Math: Plans Alignment	Curriculum Director Math Coaches	Elementary Grade Level Teams	Continue to align our math curriculum, plans, and instruction across all schools and grade levels.
<b>10/15/08</b> Early Release 2 hours	Data Day Part 2 Follow up from data review on 9/29	Principal Leadership Team	Garfield Staff	Assess data from 07 – 08 to determine trends, gaps and instructional areas of focus for 08 – 09 Begin to design lessons and interventions to address the findings from the data. “So what” “Now what”
<b>10/29/08</b> Early Release 2 hours	Math: Grades 5 - 6 Cross Gr. Level Collab. Writing: Grades Kg – 4 at Valley View	Math Coaches  Nealia Solberg	Fifth Grade Teams Kg – 4 Teams	

<b>11/19/08</b> Early Release 2 hours	Marzano - The Art and Science of Teaching Part 2 at Valley View Feedback and Learning Target/Goal samples	Curriculum Dir Elementary Principals	District Elementary Staff	Continue with our District – Wide book study: “The Art and Science of Teaching” Dr. Robert Marzano Where are we? Share insights, examples. Clarify misconceptions, Calm frustrations
<b>12/03/08</b> Early Release 2 hours	Inquiry Based Science	Walt Wagener Shawn Myers	Kg – 5 Elementary teams	Specifics TBD
<b>1/14/09</b> Early Release 2 hours	Reading: Grades 5 - 6 MS Cross Gr. Level Collab. Writing: Grades Kg – 4 at Valley View	Reading Coaches Nealia Solberg	Fifth Grade Teams Kg – 4 Teams	TBD
<b>1/27/09</b> District Wide Optional Day	Focus TBD			
<b>2/04/09</b> Early Release 2 hours	DIBELS Review Adjust and Develop Interventions	Leadership Team Grade Level Reps	Grade Level Teams	Recalibrate Grade Level Interventions
<b>2/25/09</b> Early Release 2 hours	Marzano - The Art and Science of Teaching Part 3 at Valley View	Curriculum Dir Elementary Principals	District Elementary Staff	Continue with our District – Wide book study: “The Art and Science of Teaching” Dr. Robert Marzano Where are we? Share insights, examples. Clarify misconceptions, Calm frustrations
<b>3/11/09</b> Early Release 2 hours	Science Inquiry: What does Inquiry-Based Science look and sound like in each class/grade level?	Curriculum Dir. Leadership Team Principals	Kg – 5 Staff	Follow Up from 12/3
<b>3/20/09</b> State Teacher Inservice 7 hours	Math: Updates Plans Supplements Standards	Math Coaches Curriculum Dir. Principals	Kg – 5 Staff	TBD
<b>3/25/09</b> Early Release 2 hours	Writing: Grades Kg – 4 at Valley View	Nealia Solberg	Kg – 5 Teams	TBD
<b>4/08/09</b> Early Release 2 hours	WASL Proctor Training	Principal	Entire Garfield Staff	The entire Garfield staff (certificated and classified) will be trained to administer and proctor the State Exam. – WASL. The presentation developed by the state will be used to present the information.
<b>4/22/09</b> Early Release 2 hours	Marzano - The Art and Science of Teaching Part 4 at Valley View “The Year in Review”	Curriculum Dir Elementary Principals	District Elementary Staff	Continue with our District – Wide book study: “The Art and Science of Teaching” Dr. Robert Marzano Share learnings (“ <i>What am I / are we walking away with?</i> ”) and identify next steps for 09 - 10
<b>5/06/09</b> Early Release 2 hours	TBD			
<b>5/20/09</b> Early Release 2 hours	TBD			



# **Parent Involvement**

Strategies for increasing family involvement and family engagement are included in the Family Involvement Action Plan. Additional strategies and activities to increase family engagement as well as sensitivity to our diverse cultures are included below.

## **Strategies to Increase Parent Involvement**

### **School-Parent Compact**

Garfield Elementary currently has a compact between school, parent and child. These compacts are completed at the beginning of the school year and are reviewed at parent-teacher conferences in the fall and spring. Parents, students and teachers developed the compacts.

### **Parent Surveys**

Garfield Elementary conducts numerous surveys. During the 2007 - 2008 school year the following surveys were used as part of our comprehensive needs assessment and for planning for the 2008-09 school year: Center for Educational Effectiveness Parent Survey, District Family Friendly Customer Service Survey.

### **Strategies for Parent Communication**

Garfield Elementary utilizes a variety of strategies for parent communication. These strategies include: a bi-monthly building newsletter in both English and Spanish, a monthly district newsletter that is mailed, family nights that disseminate important information regarding curriculum, instruction and parent involvement opportunities, parent conferences are formally held twice a year as well as on a as needed basis.

### **Timeline for Parent Activities**

Garfield Elementary publishes important events and opportunities for parents in the district calendar that is published in English and Spanish.

### **Family-Support Networking Strategies**

Garfield Elementary has in place a Response to Intervention team (RTI) to assist students and parents in identifying and solving issues that impact student achievement. Garfield has a full time counselor as well as a home liaison to work with students and families to overcome barriers to regular school attendance as well as social and emotional issues that affect student well being. Through the Readiness to Learn program referrals are made to outside agencies as needed. Garfield provides social skills training for all students, kg-5 through our "Care Bears" program. Conferences are held with parents to encourage their involvement and to provide the needed support(s) to ensure the skills being taught are reinforced at home. The District Office supports Garfield Elementary by supporting the Parents as Mentors program to provide outreach to under-served populations such as immigrant and migrant families.

### **Building Capacity for Involvement**

Garfield Elementary has an active Parent Teacher Organization (PTO). Parent leaders have been involved in presenting at the state level and continue to actively seek involvement/participation from the school community. Monthly family nights are hosted to provide opportunities for families to become engaged in curriculum such as math, reading, science and writing and are taught strategies to help and encourage their children's learning at home. PTO meetings are held monthly. Parent and community volunteers are recognized at our Character Ed. Student of the Month assemblies.

### **Links to Family Health Services Programs**

The community of Toppenish is a Yakima Valley Farm Workers Clinic site. Garfield Elementary as well as Toppenish School District has a close relationship with the clinic. This partnership provides low or no cost immunizations, no cost physicals for migrant students, participates in family nights by providing families information on health care and available resources in the community. Garfield also participates in dental assistance programs that provide dental screening and referrals for low-income students.

### **Progress Reported to Parents**

Garfield produces an annual school report card that is mailed to parents in both English and Spanish. State assessment results are shared with parents at fall conferences. Parents are encouraged to use school computers to access the OSPI school report card website. Formal conferences are held twice a year and on an as needed basis to discuss student progress. Report cards are sent to parents three times a year as a measure of student progress toward attainment of the state standards.

## **Garfield Elementary - Parent Involvement Policy**

### **Communication**

Garfield Elementary will:

- conduct family-student-teacher conferences in the fall and spring to ensure two-way communication between home and school;
- have scheduled family nights and other school events which provide families and the community the opportunity to visit our school and to meet staff;
- offer meetings at a variety of times or conduct in-home or telephone conferences to meet the unique needs of our parents and families;
- send home building newsletters with information on programs, meetings and other activities in the language that is used in the home, on a regular basis.

### **Planning and Decision Making**

Garfield Elementary will:

- actively seek participation and involvement from parents and families in planning and developing our School Improvement and Title 1 School-Wide plans;

- ask for input from parents and families in the design and implementation of programs and plans that relate to student achievement and training for teachers, principals, and other educators;
- work together to enlist participation of all parents and families representing the diversity our unique populations.

### **Collaboration**

Garfield Elementary will:

- encourage all parents and families to help evaluate the effectiveness of our family involvement policies and help our school to continue to move forward.
- work together with families, educators and community members in order to promote and effectively increase the educational opportunities for our children;
- form partnerships with parents, families, and the community to provide all students equal access to a quality education. These partnerships can include other school based state and federal programs, community based private and public preschool programs, community as well as Tribal based extended day/year learning opportunities, Parent Information and Resource Centers, and other educational grant opportunities administered by local agencies.

### **Supporting Student Learning**

Garfield Elementary will:

- provide opportunities for parents to learn effective ways to support their students' educational needs;
- provide our families with information to support learning at home;
- offer educational programs that focus on literacy to meet the varying needs of families. These programs will link families with services in the community that provide support for student success.

### **Support for Parents**

Garfield Elementary will:

- support positive parenting by respecting and supporting the strengths and skills needed by parents to fulfill their role in their child's education;
- provide families with information on how they can support/promote positive student behaviors such as punctuality and regular attendance that are closely tied to student success in school;
- provide information on how to monitor their student's progress and how we can work together to ensure their child has a successful learning experience.

### **Opportunities for Involvement**

Garfield Elementary will:

- welcome and encourage parents and families to volunteer at Garfield Elementary.
- work with parents and families to identify and address barriers to parent

- involvement.
- invite and encourage parents to be involved on building councils, committees and site teams.
  - work with the district, parents and families to find strategies that support and encourage the involvement of all Garfield parents in the process of learning.
  - welcome and invite parents to our Student of the Month assemblies.



## Coordinate Transitions

### Transition Plans for Preschools and Between Grade Levels

The Toppenish School District Preschool, along with Epic Head Start and Yakama Nation Head Start has a plan in place to help preschool children and their families make the transition from preschool to kindergarten. At a family night held in March or April, Preschool and Head Start families are given the opportunity to register their children for kindergarten. School district staff, including kindergarten teachers, preschool teachers, and central registration clerks, are available to help families with this process and answer questions. In April or May, preschool and Head Start children go on a field trip to the kindergarten classrooms in order to get them acquainted with the school. In August, pre-kindergarten students are invited to a 2-week summer session called, “Kinder Academy.” Children learn the rules and routines of the classroom and the school and get to know their teacher, therefore making the transition to kindergarten a successful one.

Each year, the Middle School coordinates with the 5<sup>th</sup> grade classrooms to provide a visitation or Open House for students leaving our building for 6<sup>th</sup> grade. This allows students to become familiar with routines and the campus prior to the start of school. We also work with the 6<sup>th</sup> grade periodically to make placement decisions and review curriculum. Both schools use a standards-based math program as well as Open Court reading in order to make curriculum transitions smooth.

Individual data follows students who transition between grade levels as well as those who transition between buildings. The curricular continuity between buildings assists students in transition between schools.



### Response to School Performance Review (formerly Educational Audit)

Garfield Elementary is not currently in school improvement and has not had an

Educational Audit.

## **Monitoring the Plan**

The Garfield Elementary School uses a portion of their early release schedule to monitor and adjust the School-Wide Improvement Plan. Data is continually reviewed during daily Professional Learning Community meetings and the results/findings are used to inform and adjust planning and instruction. Annual data carousels are held in August to review all cumulative data from the previous school year including DIBELS, WLPT, and WASL data so that the instruction goals and strategies can be revised to meet current needs.

## **Coordination and Integration of Federal, State and Local Services and Programs**

Garfield Elementary uses a variety of state and federal funding sources to meet the unique needs of a diverse student population. Title I funds are combined with BEA funds in the school-wide program to provide a full day kindergarten program for students. Learning Assistance Program funds are used to provide intervention programs and tutorials to our most at risk students in reading and math. Title I and LAP also provide paraprofessional staff that provide individual and small group tutorials.

Garfield Elementary is a Reading First School. Reading First funds are used to support the K-3 reading program. Title I funds are also used to support the salary of the half time math coach. The math coach provides imbedded professional development to all staff in content and curriculum. Title I funds also provide targeted reading strategy instruction to 4<sup>th</sup> and 5<sup>th</sup> grade teachers. Title II funding is used for class size reduction in the primary grades. Title III funding is used to provide professional development focused on ELL students.

**State and Federal Programs:**

- Basic Education Funds
- Title I Part A
- Bilingual
- Reading First
- Title II
- Title III
- Learning Assistance Program

**Technical Assistant Providers:**

- Patty Schmella, Curriculum Director
- Jeanette Ozuna, Federal Programs Director
- Carmen Gonzales, Math Coordinator
- Terry Werner, District Improvement Facilitator
- Larry Fazzari, OSPI Program Staff

Garfield Elementary was supported by a variety of funding sources. For the 2006 – 2007 school year. Garfield received the following funding to pay for staff, materials, supplies and before and after school programs:

Total Expenditures per pupil were approximately \$9,771. Technology spending per pupil was \$130 with \$680 spent on supplies and materials.

<b>Funding Source</b>	<b>Amount</b>	<b>How Funds Meet Intent and Purpose</b>
<b>Title I Part A</b>	\$140,627	Improve the instruction and quality of programs for all students in the School-wide program
<b>State BEA</b>	\$35,000	
<b>State LAP</b>	\$97,520	Provide remediation and resources for

		students most at risk for school failure
<b>Local Levy</b>	\$10,000	Supports free lunch and breakfast for all students and technology
<b>Title II A Highly Qualified/Teacher Quality</b>	\$35,795	Provides coaching staff to provide in class models for instructional improvement
<b>Title II D Technology</b>	\$10,000	Upgrades for technology access for students and teachers
<b>Title III /Bil/ELL</b>	\$111,747	Provide additional instructional support and resources for English Language Learners
<b>I728</b>	\$132,395	Reduce class sizes
<b>Reading First</b>	\$150,000	Provide high quality reading instruction using research-based materials and methods for students in grades K-3. Also provides for reading coaching staff.

Submit 1 paper copy and 1 electronic copy  
of your *School Improvement Plan*

along with  
your *Performance Agreements*  
for  
Staff Support  
District Support

# OSPI Support

by  
April 30, 2008  
to:

**Garfield Elementary  
Toppenish School District  
505 Madison Avenue  
Toppenish, Washington 98948**

**Janell Newman, Ph.D.  
Assistant Superintendent  
District and School Improvement, OSPI  
PO Box 47200  
Olympia, WA 98504-7200**