| **Consolidated School Improvement Plan**  **Title I, Part A, Schoolwide and School Improvement**  *This template meets the requirements of Title I, Part A, Schoolwide Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.*  *All schools are required to have a school improvement plan, but they do not have to use this template.*  *For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.* | |
| --- | --- |
| **Section 1: Building Data** | |
| **1a. Building:** Garfield Elementary School | **1g. Grade Span:** K-5  **School Type: Elementary** |
| **1b. Principal:** Melissa Brackney | **1h. Building Enrollment:** 347 |
| **1c. District:** Toppenish School District | **1i. F/R Percentage:** 100% |
| **1d. Board Approval Date:** Click or tap here to enter text. | **1j. Special Education Percentage:** 10% (36 Students); On 504: 0.02% (6 Students) |
| **1e. Plan Date:** December 17, 2020 | **1k. English Learner Percentage:** 52% (203 Students) |
| **1f. Please select your school’s Washington School Improvement Framework (WSIF) Support Status by clicking “choose an item” below:**  Foundational | |

| **Section 2: School Leadership Team Members**  **Parent-Community Partners**  Please list by (Name, Title/Role) | |
| --- | --- |
| Melissa Brackney, Principal  Barbra Muffett, Instructional Coach  Shauna Church, Inclusion Specialist  Kelly Tuesley, Kindergarten  Rebekah Baumgardner, 1st Grade  Rebecca Calderon, 2nd Grade | Diana Moreno, 3rd Grade  Rosalinda Ramirez, 4th Grade  Efrain Moreno, 5th Grade  Janie Godina, Specialist  Click or tap here to enter text. |

| **Section 3: Vision Statement** |
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| Mission: Impact…Educate…Inspire!  Vision: Creating a better future for all. |

| **Section 4: Culture of Equity Description/Statement** |
| --- |
| At Garfield Elementary, we believe that we can create a better future for **ALL** by impacting students’ lives through a quality education based upon their individual needs.  We do this by impacting, educating, and inspiring academic, behavioral, and family needs. In addition, all are monitored and supported to ensure a well-rounded and successful student. |

| **Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)** |
| --- |
| The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school’s data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school’s strengths to achieve your goals. Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6.  *Provide answers to the following questions. For additional questions to guide your thinking, please refer to our* [*website*](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/NeedsAssess.aspx)*.*  **Student Populations**   1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?   **Statewide Performances**  **ELPA 21**   |  |  |  |  | | --- | --- | --- | --- | | 2019-2020 | Garfield | Toppenish | WA State | | Kindergarten | 6% | 5% | 6% | | 1st Grade | 36% | 7% | 15% | | 2nd Grade | 34% | 23% | 24% | | 3rd Grade | 27% | 17% | 15% | | 4th Grade | 19% | 16% | 20% | | 5th Grade | 17% | 12% | 16% |   **Takeaways:**  After reviewing the ELPA 21 data for 2019-2020 staff observed that the scores matched or were above the state average. There were some grade levels that are drastically above the average for the other elementary schools in the district. Last year teachers used the ELPA practice test with students.  **SBA ELA**   |  |  |  |  | | --- | --- | --- | --- | |  | Garfield | Toppenish | WA State | | 3rd Grade | 39% | 33% | 56% | | 4th Grade | 23% | 25% | 58% | | 5th Grade | 49% | 36% | 61% |   **Takeaways:** After reviewing SBA ELA data the staff noticed that in 2 of the 3 grade levels Garfield’s average is higher than the average for the other elementary schools. Although our average may be higher than Toppenish we are under the state average.  **SBA Math**   |  |  |  |  | | --- | --- | --- | --- | |  | Garfield | Toppenish | WA State | | 3rd Grade | 50% | 42% | 58% | | 4th Grade | 24% | 29% | 55% | | 5th Grade | 36% | 33% | 49% |   **Takeaways:** After reviewing SBA Math data the staff noticed that in 2 of the three levels Garfield’s average is higher than the average for the other elementary schools. Although our average may be higher than Toppenish we are under the state average. This is similar to the SBA ELA scores.  **Local Performances**  **i-Ready 2019 - 2020**  Percent of student on or above level   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Fall Reading | Winter Reading | Growth | Fall Math | Winter Math | Growth | | Kinder |  | 72% | N/A |  | 51% | N/A | | Grade 1 | 10% | 36% | 26% | 10% | 20% | 10% | | Grade 2 | 14% | 23% | 9% | 8% | 18% | 10% | | Grade 3 | 24% | 41% | 17% | 6% | 30% | 24% | | Grade 4 | 12% | 23% | 11% | 19% | 36% | 17% | | Grade 5 | 12% | 20% | 8% | 14% | 38% | 24% |   **Takeaways:**  Across the grade levels for reading and math most had growth of 9% or more from the fall to winter. Due to COVID 19 there was no Spring testing.   1. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.   Some possible root causes the staff identified were that 4th and 5th grade students were embarrassed to speak into the microphone for the speaking portion of the ELPA. The homeroom teachers did not test students for ELPA. The staff suggested that homeroom teachers test students for ELPA in a small group setting. Teachers will continue to give the practice test.  The staff identified areas of strength as giving students sentence stems, turn and talks, GLAD strategies(sentence patterning chart) time to write, targeted small group interventions and i-Ready. The staff suggested using the SBA interims, modify Eureka math assessments and academic vocabulary to build strength in the other areas.   1. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)    1. What strengths do they possess?   Our students have many strengths. Students come to school wanting to learn. They have a growth mindset. Because of the growth mindset our students don’t give up and if they want to give up staff and other students will encourage those students to keep with what they are working on. With all that our students are exposed to outside of school they are truly resilient. Our students are very social. They come to school and want to have positive interactions with staff and other students. They value their time in all social environments.   * 1. What challenges do they face?   Our student face many challenges. One of the challenges being poverty. Many of our students come from low-income homes. Some families are migrant and need to move to where the work is. Our district is 100% free and reduced breakfast and lunch.  Many of our students are second language learners.Student attendance can also be a challenge. Tardies and absenteeism is high for some of our students. Our school is on a Native American Reservation and we find that there are more tardies and absences among the Native American Students because of cultural rituals. Our students also face challenges in Reading. Our students have low reading levels and skills which affects other academic subject areas.   * 1. What are some important relationships in their life?   There are three important relationships in students’ lives: family, friends, and teachers. Each student values their relationship with their families. They view family as not just mom, dad, and siblings but cousins, aunts, uncles, and grandparents as part of their immediate family. Friends are another major relationship in our students’ lives. Our students love to hangout and collaboration with their friends in all academic subjects. Lastly, teacher play a major role in the students live. They look up to the teachers and take their advice and feedback.  **Educators**   1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?   As described above, we believe that we can create a better future for **ALL** by impacting students’ lives through a quality education based upon their individual needs. Teachers do this every day by looking at each student and looking at their needs. For example, each student takes the iReady assessment and then the teachers will look at that data and put the students in small groups based on their level. We let the data drive us. In addition to the data, we also believe in honoring all teachers and students. We currently run two programs that strive for us to honor all students and staff. First, we use PBIS Rewards to honor all students that follow the Big 3 (solve problems, show respect, and make good decisions) by giving them points. Then students can take these points and exchange them for prizes at our PBIS Store.  Second, we use Josten’s Renaissance Program. This program helps us build a positive school culture. We try to honor all students and staff in different ways, such as having attendance parties for classes that have perfect attendance for a certain amount of days. We also have academic, behavior, and attendance awards for students. We even have improvement awards in each area. We also have a monthly No-Referral party for students that didn’t get a referral for that month. We have had coffee days and have even implemented Friendship Fridays where different staff members bring in breakfast for the rest of the staff.   1. What professional learning and support have you identified that the school’s staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?   Our staff has identified four overarching areas to strengthen at Garfield Elementary:   * School Culture – PBIS, Renaissance, ACE’s, Restorative Justice, etc. * Reading – Benchmark Advance, Daily 5, i-Ready, Focus on learning targets, activities and success criteria, targeted tier 2 interventions * Math – Eureka, Daily 3, i-Ready, Focus on learning targets, activities and success criteria * Language – GLAD, Joanne Billingsley  1. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?   Professional Learning and Support:   * Universal Design for Learning * “No Such Thing as a Bad Kid” Charlie Appelstein * i-Ready * First Steps training and refresher * Walkthroughs * How trauma effects the brain * ELL with Joanne Billingsley   **Systems of Support**   1. Consider the degree to which your school’s system of support is grounded in meeting the behavioral, social-­emotional and academic needs of students: Identify areas of the strength for your school’s system of support and how other areas will be strengthened.   Systems in place to support comprehensive plan   * Toppenish School District has adopted math (Eureka) and ELA (Benchmark Advance) curriculum. * Garfield Elementary is in the second year of implementing i-Ready Diagnostic Testing * RTI System with paraprofessional support * Reflection on data will be done regularly through the PLC process. Minutes will be kept during each PLC meeting and shared on Google drive for administration. Data will be entered into a Google spreadsheet that will reflect short cycle goal process.  1. How did your school identify these areas of strengths and improvement?   We have committees that find strengths and improvement within our school   * Toppenish School District Administration team (consists of Superintendent, School Principals, Technology Director, Special Education Director, Curriculum Director and Assistant Superintendent) meets once a month. * Toppenish School District Elementary principals meet monthly with the district’s Curriculum Director to help establish building consistency and guide decisions in serving all students. The principals then support school lead teachers during monthly lead teacher meetings. * District Technology Coach PLC (consists of one teacher from each school building and Technology Director) meets once a month to establish education technology needs, procedures, and training for district staff * Garfield Renaissance Committee (consists of Building Principal, Dean of Students, and one representative from each grade level) * Garfield PBIS Committee (consists of Building Principal, Dean of Students, and one representative from each grade level) * Garfield Safety Committee (consists of Safety Lead, Dean of Students, Student Resource Officer, Nurse, four teacher representatives) * Garfield Elementary has “Student Intervention Team” which consists of the school counselor, principal, instructional coach, special education teacher, and each grade level PLC  1. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.   Garfield Elementary has students that come from low income homes. As a result, we have partnered with various organizations from to community to provide supports for our students. For example, Yakima Valley Farm Workers Dental Mobile Unit will come twice a year to provide dental services. We also partner with Northwest Harvest to provide meals for students over the weekends.   1. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?   Garfield Partnerships and Programs:   * Yakima Valley Farmworkers Dental Mobile Program * Northwest Harvest * Indian Club – Johnson O’Malley Program * After School Robotics * Parent Teacher Organization * After school Tutoring   We hope to strengthen and build further family and community partnerships for students in Tier 3. |
|  |

| **Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work | |
| --- | --- |
| Washington School Improvement Framework  WaKIDS  Smarter Balanced Assessment/Interim Assessment Blocks  Universal Screening  Progress Monitoring Data  Curriculum Based Assessments  Graduation Rate (1 Year, extended, etc.)  Credit Attainment  Stick Rate  Student Mobility Data  Discipline Referrals  Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)  Restraint and Isolation Data  Time out of class (e.g., visits to nurse, counselor, etc.)  Healthy Youth Survey  School Climate data  Perceptual Data: (Local/Organization): Click or tap here to enter text. | English Language Proficiency Data (i.e. ELPA)  Title III Data  Special Education Eligibility/Disproportionality Data  Special Education Placement Data (LRE)  Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)  Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)  Stakeholder Engagement (e.g. focus groups with families)  Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)  Extra-curricular activities participation  Fiscal and Financial Data  (Other) Click or tap here to enter text.  (Other) Click or tap here to enter text.  (Other) Click or tap here to enter text. |

| **Section 7: PLAN** | |
| --- | --- |
| **SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**  **(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)** | |
| Schoolwide Priority/Reform Strategy #1 (ELA) | By 2021, Garfield Elementary will increase ELA SBA scores for 3rd, 4th and 5th grade by 20% as measured by the SBA. Grades K-2 will increase the number of students at grade level by 20% according to the i-Ready assessment. |
| Schoolwide Priority/Reform Strategy #2 (Math) | By 2021, Garfield Elementary will increase Math SBA scores for 3rd, 4th and 5th grade by 20% as measured by the SBA. Grades K-2 will increase the number of students at grade level by 20% according to the i-Ready assessment. |
| Schoolwide Priority/Reform Strategy #3 (School Culture and Climate) | By 2021, Garfield Elementary will improve the culture and climate for students and staff by 20% as measured by the percentage of points earned by students in the PBIS Rewards program and the student recognition/participation spreadsheet. |

| **Section 8: DO** | | | |
| --- | --- | --- | --- |
| **SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/**  **COMPONENT 4 COORDINATION AND INTEGRATION)** | | | |
| **8a. Activity** | **8b. Timeframe for Implementation** | **8c. Lead(s)** | **8d. Resources** |
| G1A1) Professional Development and support for 3rd-5th grade teachers to administer the ELA SBA interim and create small group interventions based upon data. | 2019-2020 | Instructional Coach and Administration | ELA SBA interim, Digital Library resources |
| G1A2) Teachers analyze data and adjusting instruction based off of Reading i-Ready scores. | 2019-2020 | i-Ready trainer, Administration and Instructional Coach | i-Ready Trainers and i-Ready Teacher Toolbox |
| G1A3) Alignment of learning targets, activities and success criteria to core reading instruction. | 2019-2020 | Administration and Instructional Coach | Walkthroughs |
| G2A1) Professional Development and support for 3rd-5th grade teachers to administer the Math SBA interim and create small group interventions based upon data. | 2019-2020 | Instructional Coach and Administration | Math SBA interim, Digital Library resources and Sasha Hammond |
| G2A2) Teachers analyze data and adjusting instruction based off of Math i-Ready scores. | 2019-2020 | i-Ready trainer, Administration and Instructional Coach | i-Ready Trainers and i-Ready Teacher Toolbox |
| G2A3) Alignment of learning targets, activities and success criteria to core math instruction. | 2019-2020 | Administration and Instructional Coach | Walkthroughs |
| G3A1) School Wide Expectations | 2019-2020 | PBIS Team | School Wide Expectations Lesson Plans, PBIS Rewards Program |
| G3A2) Student Participation Spreadsheet | 2019-2020 | All staff | Spreadsheet on Google Drive |

**8e. Budget Table**

| **Funded SY 2019-2020 Expenditure**  **(Linked to Activity)** | **Funding Source** | **Funding Amount** |
| --- | --- | --- |
| A1) ELA | Title I, Title II, Basic Ed | $25,000 |
| A2) Math | Title I, Title II, Basic Ed | $25,000 |
| A3) School Culture and Climate | Title I, Title II, Basic Ed | $5,000 |

| **Section 9a: STUDY** | |
| --- | --- |
| **(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Study  ELA and Math SBA Interim Assessments and School Wide PBIS Tier Inventory | Teachers in 3rd-5th grade will administer the ELA and Math SBA Interim Assessments in a pre and post cycle with small group interventions based off of student’s results. We will use the School Wide PBIS Tier Fidelity Report to identify the strengths and weakness in the PBIS. |

| **Section 9b: STUDY** | |
| --- | --- |
| **(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Study  *(SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?* | G1A1 – Currently the instructional coach has worked with 4th and 5th grade ELA teachers to administer the ELA interim.  G1A2 – A trainer from i-Ready met with each grade level to show them how to access the teacher toolbox.  G1A3 – As of January not all teachers have current ELA learning targets, activities and success criteria posted in their classrooms. Walkthroughs will continue for the rest of the school year to check on alignment.  G2A1 – Currently the instructional coach has worked with the 5th grade Math teacher to administer the math interim.  G2A2 – A trainer from i-Ready met with each grade level to show them how to access the teacher toolbox.  G2A3 - As of January not all teachers have current math learning targets, activities and success criteria posted in their classrooms. Walkthroughs will continue for the rest of the school year to check on alignment.  G3A1 – At the beginning of the school year, after Thanksgiving and winter break PBIS expectations were taught building wide. A schedule was created for teachers to use for all common areas. The usage of PBIS Rewards program is not being analyzed.  G3A2 – Each month teachers and administrators updated the student participation log. |

| **Section 10: ADJUST** | |
| --- | --- |
| **(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Adjust  *(SY 19-20 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?* | G1A1 – The instructional coach will schedule a time to meet with 3rd grade teachers to make a plan to administer the ELA SBA interim. Once the ELA interim has been given for 3rd, 4th and 5th grade and data day will be scheduled to look at data and plan interventions.  G1A2 – After official mid-year i-Ready testing is completed a data day will be scheduled in PLC to discuss data and plan interventions for Reading.  G1A3 – Walkthroughs will continue to monitor alignment of reading learning targets, activities and success criteria. Feedback will be given to each individual teacher.  G2A1 – The instructional coach will schedule a time to meet with 3rd grade and 4th grade math teacher to make a plan to administer the math SBA interim. Once the math interim has been given for 3rd, 4th and 5th grade and data day will be scheduled to look at data and plan interventions.  G2A2 - After official mid-year i-Ready testing is completed a data day will be scheduled in PLC to discuss data and plan interventions for math.  G2A3 - Walkthroughs will continue to monitor alignment of math learning targets, activities and success criteria. Feedback will be given to each individual teacher.  G3A1 – The PBIS team will analyze the usage of PBIS Rewards program. They will acknowledge grade levels or teachers that are consistently using the program. Support will be provided for teachers that are not using the program. Student surveys will be given to 4th and 5th grade to identify items that will be purchased for the PBIS store.  G3A2 – Staff will continue to document on the student participation spreadsheet students that are being recognized for various things and participate in school events. |

| **Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)** |
| --- |
| Format TBD |

| **Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work | |
| --- | --- |
| Washington School Improvement Framework  WaKIDS  Smarter Balanced Assessment/Interim Assessment Blocks  Universal Screening  Progress Monitoring Data  Curriculum Based Assessments  Graduation Rate (1 Year, extended, etc.)  Credit Attainment  Stick Rate  Student Mobility Data  Discipline Referrals  Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)  Restraint and Isolation Data  Time out of class (e.g., visits to nurse, counselor, etc.)  Healthy Youth Survey  School Climate data  Perceptual Data: (Local/Organization): Click or tap here to enter text. | English Language Proficiency Data (i.e. ELPA)  Title III Data  Special Education Eligibility/Disproportionality Data  Special Education Placement Data (LRE)  Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)  Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)  Stakeholder Engagement (e.g. focus groups with families)  Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)  Extra-curricular activities participation  Fiscal and Financial Data  (Other) Click or tap here to enter text.  (Other) Click or tap here to enter text.  (Other) Click or tap here to enter text. |

| **Section 13: PLAN** | |
| --- | --- |
| **SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**  **(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)** | |
| Schoolwide Priority/Reform Strategy #1 (ELA) | By 2021, Garfield Elementary will increase ELA SBA scores for 3rd, 4th and 5th grade by 20% as measured by the SBA. Grades K-2 will increase the number of students at grade level by 20% according to the i-Ready assessment. |
| Schoolwide Priority/Reform Strategy #2 (Math) | By 2021, Garfield Elementary will increase Math SBA scores for 3rd, 4th and 5th grade by 20% as measured by the SBA. Grades K-2 will increase the number of students at grade level by 20% according to the i-Ready assessment. |
| Schoolwide Priority/Reform Strategy #3 (School Culture and Climate) | By 2021, Garfield Elementary will improve the culture and climate for students and staff by 20% as measured by the percentage of points earned by students in the PBIS Rewards program, PBIS Tier 1 and Tier 2 implementation according to the PBIS Tiered Fidelity Inventory. |

| **Section 14: DO** | | | |
| --- | --- | --- | --- |
| **SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/**  **COMPONENT 4 COORDINATION AND INTEGRATION)** | | | |
| **14a. Activity** | **14b. Timeframe for Implementation** | **14c. Lead(s)** | **14d. Resources/Budget** |
| G1A1) Teachers will analyze data and adjust interventions based off of Reading i-Ready scores after each diagnostic testing during a data day in PLC’s. | 2020-2021 | Administration and Instructional Coach | i-Ready Diagnostic Data  Data Walls  i-Ready Teacher Toolbox  Title I, Title II, Basic Ed |
| G1A2) Alignment of learning targets, activities, success criteria, formative assessments and progressions to core reading instruction. | 2020-2021 | Administration, Instructional Coach, Leadership Team | Standards-Based Learning in Action – book  DOK training, Reading 3 Tiered Pyramid  Walkthroughs  Title I, Title II, Basic Ed |
| G1A3) Professional development and support for 3rd-5th grade teachers to administer the ELA SBA interim and create small group interventions based upon data during a data day in PLC’s. | 2020-2021 | Administration and Instructional Coach | ELA SBA interim, Digital Library resources  Title I, Title II, Basic Ed |
| G2A1) Teachers will analyze data and adjust interventions based off of Math i-Ready scores after each diagnostic testing during a data day in PLC’s. | 2020-2021 | Administration and Instructional Coach | i-Ready Diagnostic Data  Data Walls  i-Ready Teacher Toolbox  Title I, Title II, Basic Ed |
| G2A2) Alignment of learning targets, activities, success criteria, formative assessments and progressions to core math instruction. | 2020-2021 | Administration, Instructional Coach, Leadership Team | Standards-Based Learning in Action – book  DOK training, Math 3 Tiered Pyramid  Walkthroughs  Title I, Title II, Basic Ed |
| G2A3) Professional development and support for 3rd-5th grade teachers to administer the Math SBA interim and create small group interventions based upon data during a data day in PLC’s. | 2020-2021 | Administration and Instructional Coach | Math SBA interim, Digital Library resources  Title I, Title II, Basic Ed |
| G3A1) Fully implement PBIS (School Wide Expectations) | 2020-2021 | PBIS Team | PBIS Tiered Fidelity Inventory, School Wide Expectations Lesson Plans, PBIS Rewards Program, PBIS 3 Tiered Pyramid |
| G3A2) Recognize all students. All students will participate in school activities, events or clubs. | 2020-2021 | Administration | Spreadsheet on Google Drive to monitor recognition and participation. |
| G3A3) Fully implement a SEL curriculum. | 2020-2021 | Administration, Instructional Coach and School Counselor | District Adopted SEL curriculum |

**Section 14e. Budget Table**

| **Funded SY 2019-2020 Expenditure**  **(Linked to Activity)** | **Funding Source** | **Funding Amount** |
| --- | --- | --- |
| A1) ELA | Title I, Title II, Basic Ed | $25,000 |
| A2) Math | Title I, Title II, Basic Ed | $25,000 |
| A3) School Culture and Climate | Title I, Title II, Basic Ed | $5,000 |

| **Section 15a STUDY** | |
| --- | --- |
| **SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Study  *(Prior to implementation) What evidence will you examine to evaluate if your activities are working?* | Prior to the 2020-2021 school year we will conduct a Reading and a PBIS Tiered Fidelity Inventory. We will analyze the data to identify strengths and areas of need. We will also introduce the 3 tiered pyramids for Reading, Math, SEL and PBIS. |

| **Section 15b STUDY** | |
| --- | --- |
| **SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Study  (SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment? | **Our recent work that includes all goal areas:**  We have identified students in grades K-5 for Tier III interventions based on the data. Student scores were sorted by domain and greatest instructional need. Students identified will be participating in Wildcat Academy. Wildcat Academy begins January 29, 2021. It provides 13 days of focused instruction with progress monitoring throughout. A total of 45.5 hours of instruction will be provided to students based on identified needs in phonics and place value. Research based interventions will be utilized to accelerate learning. Data chats will take place with all students as they review their results from 2 diagnostic assessments and form personal goals.  **Goal specific review:**  G1A1 – Garfield analyzed the results from the September and October administration of the i-Ready assessment to determine our students for reading interventions. Paras have been assisting with intervention groups while certificated teachers are working on CORE instruction.  Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G1A2 - Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G1A3 - Our staff has participated in training using the reading intervention portions of Benchmark Advance and some iReady interventions as well. In addition to Benchmark PD we have staff that have been participating in our ELL cohorts.  Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G2A1 - Garfield analyzed the results from the September and October administration of the i-Ready assessment to determine our students for math interventions. Paras have been assisting with intervention groups while certificated teachers are working on CORE instruction.  Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G2A2 - Grade level PLC’s have been meeting with instructional coaches to implement pacing guides and changes to lessons and assessments.  G2A3 – Garfield staff have participated in after school PD on fact fluency and interventions offered through Eureka. Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G3A1 - This has been a challenge with students not on campus. Garfield has done some virtual rallies and spirit weeks. Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G3A2 - Due to COVID 19 and distance learning the timeline will need to be adjusted to the 2021-22 school year.  G3A3 – The district SEL team is in the processes of adopting a district wide SEL curriculum. Garfield has been an active participant in this team. Our counselor is searching out SEL support materials. |

| **Section 15c STUDY** | |
| --- | --- |
| **SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Study  *(“End” of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?* | Click or tap here to enter text. |

| **Section 16a ADJUST** | |
| --- | --- |
| **SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Adjust  *(SY 20-21 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?* | After examining the results of our progress monitoring, due to COVID 19 and distance learning we are not making any adjustments to our activities at this time. We will be reviewing our data for Wildcat Academy as it becomes available. We continue to meet as a staff and leadership to make adjustments that are changing due to COVID and DOH guidance. |

| **Section 16b ADJUST** | |
| --- | --- |
| **SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)** | |
| Adjust  *( “End” of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?* | Click or tap here to enter text. |