

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Garfield Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Garfield Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Garfield Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Garfield Elementary

6001846

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Taken From Garfield's School Quality Review, 2011-2012 Garfield Elementary School is located in the San Antonio District. This school is one of the largest and oldest schools in Oakland with approximately 570 students. It has been in existence since 1928. Classrooms for 2nd to 5th grade are located in the main level in two large halls. One hall houses 2nd and 3rd grade, while the other houses 4th and 5th grade classrooms. Kindergarten and 1st grade lie in the lower level with easier access to bathrooms and the yard. There are two portables on the yard. One houses a 1st grade classroom; the other houses the Family Learning Center. The school also provides Preschool classes, Lotus Bloom early childhood playgroup, and Early Head Start. The student body is 47 percent Latino, 32 percent Asian, 16 percent African American, 2 percent White, and 3 percent other. Over the past five years, there has been a slight decrease in the Asian population (-4%) and an increase in the African American population (+ 4%), with the Hispanic population remaining steady as the majority group. Seventy percent of students are English Learners; 95 percent are socioeconomically disadvantaged, and 5 percent receive special education services. The school has a staff of 27 teachers ranging from two to thirty three years experience in teaching. The majority of the teachers (24, or 89%) have seven or more years of teaching experience, while three teachers have between two and five years of experience. There is an instructional shift from a publisher-based curriculum (Open Court) towards the implementation of an in-depth standards-based instruction. The school had been previously under a close watch from the district due to its status as a Program Improvement Year 5 school. The push to revise and embrace a school vision comes from the principal and Instructional Leadership Team, who recognize that teachers have to be on the same page to make academic progress. Academically, in 2010-11, the school met 23 of 24 AYP Criteria; this constitutes 95.8 percent of criteria met, a percentage rate not obtained since 2007. The only criterion not met was in the African American subgroup in ELA, where this subgroup scored 28.6 percent proficient, constituting a decrease of six percent proficiency from the previous year. All but one subgroup (Asian in Mathematics) met AYP academic criteria through the Safe Harbor method (moving 10 percent of population to proficiency). The Asian subgroup scored 78.1 percent proficient in mathematics, well above the 68.5 percent AYP target. There is

definitely an achievement gap among subgroups in both English Language Arts and Mathematics, with African Americans being the lowest performing subgroup, followed by Hispanic/Latinos. The school has been making steady progress in API in the past two years, with an average of a 28-point increase per year. Garfield's 2012 API is 749. The school has had tremendous turnover in leadership in the past six years, with four principals having led and the present principal, Nima Tahai, only in his second year. Mr. Tahai has transitioned well into the school and is described as positive and different when compared to his predecessors by the school's staff. His number one goal has been building strong relationships, followed by creating an Instructional Leadership Team (ILT) to address instructional practices and a Community Leadership Team to promote a positive school culture. There is a level of excitement about the possibilities for the future of Garfield Elementary among the teachers, who note that the pieces are in place and need only time and continued support for the efforts of the teachers and staff to produce success. Coupled with a steady increase in API over the last two years, the school could reach an API of 800 within a few years, should the school's progress continue at this pace.

VISION

Garfield Elementary School provides a quality education for ALL students. Our mission is to provide a safe place where students of diverse cultures join together in a community of active learners. Our staff, parents, and community members work hard to ensure that Garfield students become productive, caring, and creative adults in the 21st century.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Accountability- Garfield School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - Healthy Kids Survey and Caring Community survey will be cross checked by the SSC at the end of the year and help determine next steps for implementing programs that support the creation of a welcoming and caring school. Garfield ELAC - Will review data from our bilingual program and Celdt/Adept scores for English Learners. We will discuss strategies, progress and areas of growth. Administrative After school Program Check-in Meetings - The principal will meet with the after-school program coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to strategies implemented to improve progress. Benchmark Data - Classroom teachers will review benchmark data in ELA, Math, and Reading. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal or in grade level sessions. Attendance Team - Will review chronic absence data, case manage and support students to improve attendance.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

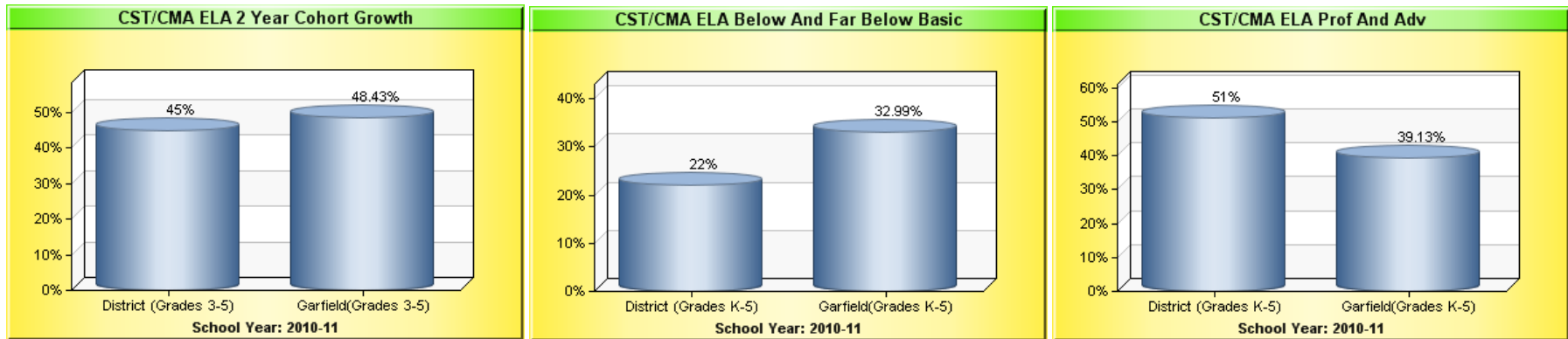
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Data Analysis

- Considering Growth: In grade 3-5 about half of our students demonstrate growth, while another half stay flat or decline. We saw the most growth in 4th grade and the least growth in 3rd grade.
- Considering Growth: By demographics, there are gaps in achievement: 33% of our AA students had growth, 49% of Latino students demonstrated growth, and 52% of Asian students demonstrate growth
- Considering Year to Year Performance: Garfield had 6.2% overall gains in ELA. This was a big move for the school which had been stagnant at 33% for the previous two years.
- Considering Y2Y: We had double digit gains in 2nd and 4th grade (16.5, 13.5 respectively) and 4.8% gains in 5th. We saw double digit losses in 3rd (10.3). It should be noted this is not cohort matched.
- Considering Y2Y: AA students scored 7% lower, while Asian students grew 7.3% and Latino students grew 11.6%. EL students grew 11.6%

Theory Action

- At Garfield there is an explicit shift from publisher/curricular driven instruction to standards based instruction. We believe standards based planning, teaching and learning WILL result in increased student proficiency.
- IF WE backwards plan from the common core standards and utilize those plans in our daily teaching, THEN we will support all students in achieving the highest levels of academic proficiency.
- IF WE provide a balanced literacy approach, which includes assessing student independent reading level and providing instruction at that level, THEN students will build strong literacy skill foundations and develop a love for reading.
- IF WE provide reading and writing instruction which incorporates grade level standards as well as targeted "instructional level" support for all, then our students will achieve authentic success in reading and writing.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	Increased P/A in all subjects areas	All Students	Year Long	Principal	5/10/2012	118SQ11A2480	Reduce class size	7400-QEIA		K12TCH0543	1	\$59,207.95
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	Increased P/A in all subjects areas	All Students	Year Long	Principal	5/10/2012	118SQ11A2481	Reduce class size	7400-QEIA		K12TCH9999	1	\$75,599.97

As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	Increased P/A in all subjects areas	All Students	Year Long	Principal	5/10/2012	118SQ11A2482	Reduce class size	7400-QEIA		TCHBIL0025	1	\$84,790.37
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	Increased P/A in all subjects areas	All Students	Year Long	Principal	5/10/2012	118SQ11A2483	Reduce class size	7400-QEIA		TCSHLT0141	0.15	\$13,116.03
As a QEIA school, Garfield believes that smaller class sizes will improve student outcomes.	Increased P/A in all subjects areas	All Students	Year Long	Principal	5/10/2012	118SQ11A2484	Reduce class size	7400-QEIA		TCSHLT0231	1	\$106,938.40
Reduce class sizes in 4th and 5th grade	Increases in P/A decrease in FBB/BB on CST	All Students	Year Long	Principal	5/10/2012	118SQ11A2485	Reduce Class Size	3010-Title I		TCHBIL0126	1	\$85,721.68
Provide Sub Release time for all the teachers in the grade level to backwards plan from the common core ELA standards to create units of study and lessons	Increase P/A and decrease in FBB/BB on CST in ELA	All Students	Year Long	Principal	5/10/2012	118SQ11A2487	School Day Planning Time	3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	\$9,000.00
Community/Family advocates will work with families to improve student attendance, parental involvement and student achievement	Decrease in Chronic Absent %, Increase in P/A in all subject areas on CST	FBB, BB and BAS	Year Long	Principal	5/10/2012	118SQ11A2488	Community/Family Advocates	3010-Title I	5825-CONSULTANTS		0	\$19,000.00
Enrich student learning through field trips to local museums, zoos and other areas to bring learning to life and provide background knowledge to make connections	Increased P/A and decrease in FBB/BB on CST	All Students	Year Long	Principal	5/10/2012	118SQ11A2489	Field Trips	3010-Title I	5828-ASSEMBLIES/CLASSRM PRESENTION		0	\$10,107.00
Provide food and refreshments at SSC, ELAC, Title 1 night and parent meetings to increase parent involvement, awareness and empowerment to support their children	Increased P/A and decreased FBB/BB on CST in all subjects	All Students	Year Long	Principal	5/10/2012	118SQ11A2490	Food/Refreshments for family meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$3,969.03
Provide Sub Release time for all the teachers in the grade level to backwards plan from the common core ELA standards to create units of study and lessons	Increase P/A and decrease in FBB/BB on CST in ELA	All Students	Year Long	Principal	5/10/2012	118SQ11A2491	School Day Planning Time	7090-EIA - SCE	1154-TEACHERS SUBS FOR RELEASETIME		0	\$18,750.00
Psychologist will provide support as a member of COST	Increase in P/A and	FBB, BB						7090-EIA -				

team, group support and individual support for students	decrease in FBB/BB/B on CST	and BAS	Year Long	Principal	5/10/2012	118SQ11A2492	Psychologist	SCE		PSYCHL0047	0.2	\$25,286.50
Staff member will support in leading SST meetings, coordinating student academic intervention and in classroom teacher instructional support	Increase in P/A and decrease in FBB/BB on CST	All Students	Year Long	Principal	5/10/2012	118SQ11A2493	Coordination of Literacy Intervention Teachers	7090-EIA - SCE		TC111F0006	0.1	\$9,487.71
Community/Family advocates will work with families to improve student attendance, parental involvement and student achievement	Decrease in Chronic Absent %, Increase in P/A in all subject areas on CST	FBB, BB and BAS	Year Long	Principal	5/10/2012	118SQ11A2494	Family/community advocates	7090-EIA - SCE	5825-CONSULTANTS		0	\$42,525.00
Supplies to support academic enrichment of student learning	Increase in P/A and decrease in FBB/BB on CST	FBB, BB and BAS	Year Long	Principal	5/10/2012	118SQ11A2495	Supplies to support academic enrichment of student learning	7090-EIA - SCE	4310-SUPPLIES		0	\$554.81
Extended planning time for all teachers K-5 to support lesson design and lesson study in PLCs at the grade level	Increase P/A and decrease in FBB/BB in ELA on CST	FBB, BB and BAS	Year Long	Principal	5/10/2012	118SQ11A2496	Teacher extended planning time	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$2,000.00
Extended planning time for all teachers K-5 to support lesson design and lesson study in PLCs at the grade level with a focus on embedding ELL strategies to supporting ELLs attain mastery	Increase in P/A and decrease of FBB/BB/B for ELLS on CST in ELA	English Learners	Year Long	Principal	5/10/2012	118SQ11A2497	Teacher Planning time after school	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	\$13,250.00
Provide Sub Release time for all the teachers in the grade level to backwards plan from the common core ELA standards to create units of study and lessons - with a focus on embedding teacher strategies to support ELL mastery of common core standards and objectives	Increase P/A and decrease in FBB/BB for ELLS on CST in ELA	English Learners	Year Long	Principal	5/10/2012	118SQ11A2498	Teacher Planning Time	7091-EIA - LEP	1154-TEACHERS SUBS FOR RELEASETIME		0	\$6,100.00
Staff member will work with teachers to support literacy gains and intervention strategies for ELL students in all grades	Increase P/A and decrease in FBB/BB/B scores for ELLS in ELA on CST	English Learners	Year Long	Principal	5/10/2012	118SQ11A2499	Instructional Facilitator coaching teachers	7091-EIA - LEP		TC111F0006	0.4	\$37,950.82
Instructional Assistant will provide in class intervention and support for English Language Learners	Increase in P/A and decrease in FBB/BB/B on CST in ELA for ELLS	English Learners	Year Long	Principal	5/10/2012	118SQ11A2500	Instructional Assistant will provide in class intervention and support for English Language Learners	7091-EIA - LEP		IABIL0035	0.8	\$40,389.35

Supplies to support academic enrichment of ELL student learning	Increase in P/A and decrease in FBB/BB on CST in ELA for ELLs	English Learners	Year Long	Principal	5/10/2012	118SQ11A2501	Supplies to support academic enrichment of ELL student learning	7091-EIA - LEP	4310-SUPPLIES		0	\$5,318.43
Supplies to support academic enrichment of student learning	Increase in P/A and decrease in FBB/BB on CST	All Students	Year Long	Principal	5/10/2012	118SQ11A2502	Supplies to support academic enrichment of student learning	7400-QEIA	4310-SUPPLIES		0	\$139.23

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

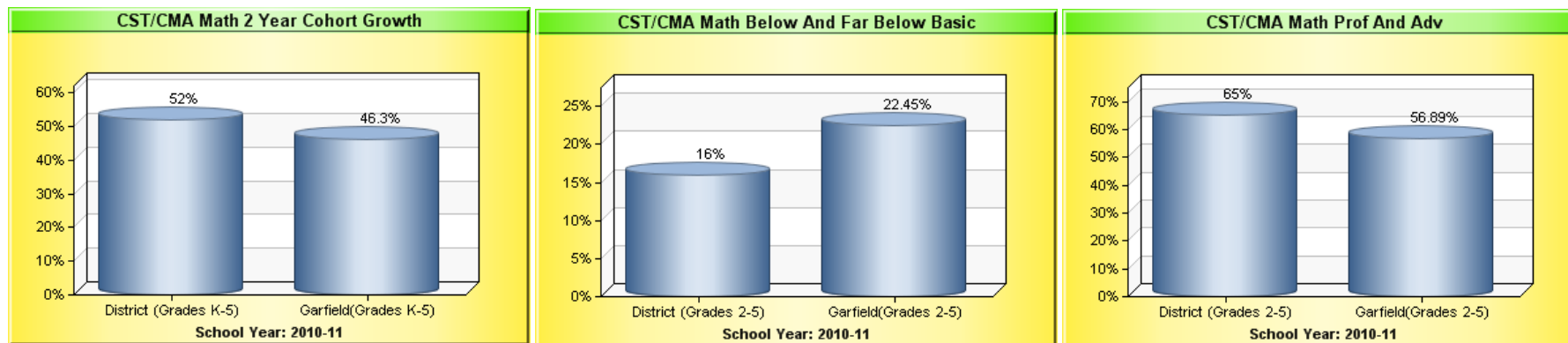
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

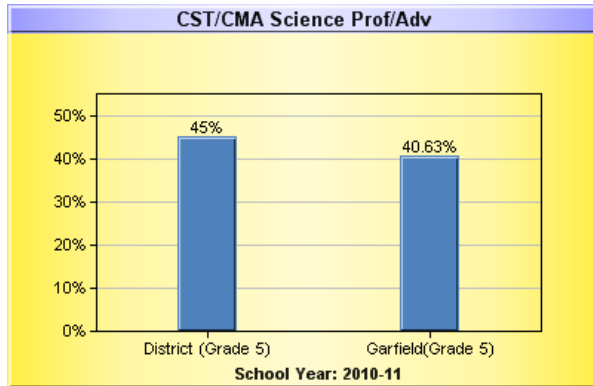
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Data Analysis

- Overall Garfield saw an increase of 3.5% in our school proficiency - moving from 53% to 57%. We saw Y2Y gains of 7.6%, 4.4% and 15.4% in 2nd, 4th and 5th grade respectively.
- Overall Garfield saw stagnation in our number of students below and far below - 21% to 22%. In Y2Y Grade 5 saw a 9% decrease in BB/FBB, while 3rd grade saw a 17% increase in BB/FBB
- In Y2Y, African American students grew in BB/FBB by 14% (34-48%), and decreased in P/A by 2% (34% to 32%). In Y2Y, Latino students decreased in BB/FBB by 5% (27 to 21%), increased in P/A by 7% (46 to 53%). Asian students went from 74-78% in P/A
- In Y2Y, EL students decreased in FBB/BB from 24-22% and increased in P/A from 50 to 53%.
- In cohort matched 3-5th grade saw 46% of students demonstrate growth, while 29% stayed flat and 25% slid or were FBB

Theory Action

- IF WE balance our instruction to provide algorithmic and conceptual understanding of mathematics, then our students will achieve proficiency or advanced by 5th grade and will be set up to succeed in middle, high school, college and career
- IF WE shift our SWUN practices to lay a strong foundation of conceptual understanding of mathematics Pre-K to 5th grade
- IF WE build in student investigation, interrogation and articulation of math understandings and misunderstandings
- IF WE shift our focus from just getting the right answer - to honoring the process that got us to the right or wrong answer and use misunderstandings as a learning opportunity
- THEN our students will leave Garfield with a firm conceptual understanding, ability to articulate their thinking and steps taken and justify why they took those steps and be mathematicians that appreciate there are multiple ways to get the answer.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Garfield Elementary

Principal: NIMA TAHAI

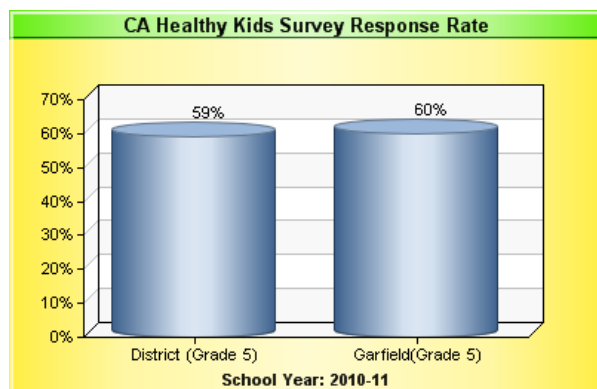
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



Theory Action

- IF WE develop a strong and comprehensive early childhood program - including Pre-K, Transitional Kinder as well as early childhood family support
- IF Garfield families have resources for childhood development starting with 0-5 years old (even before formal schooling)
- THEN Garfield students will enter Kindergarten more prepared and better positioned to succeed and leave fifth grade academically proficient and socially responsible
- THEN Garfield families will be supported to provide structure and resources to their children and Garfield students will enter Kindergarten on or above grade level in social development and academics

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Garfield hosts an AM/PM State Run Pre-K program, serving up to 48 total students	Students enter Pre-K proficient or approaching on Dibels and Math assessments	Pre-Kindergarten	Year Long	Principal	4/1/2012	118SQ1C2852		Centralized Services			0	\$0.00
Garfield will host a Transitional Kindergarten class that will serve as a "before kindergarten year" of social emotional and academic support	Students enter Kinder proficient or approaching on Dibels and Math assessments	Pre-Kindergarten	Year Long	Principal	4/1/2012	118SQ1C2855		Centralized Services			0	\$0.00
Garfield hosts Lotus Bloom, a non-profit early childhood playgroups for parents of children 0-5 years old. Focused on parenting skills and productive social/emotional and academic family/child play.	Students enter Kinder proficient or approaching on Dibels and Math assessments	Pre-Kindergarten	Year Long	Principal	4/1/2012	118SQ1C2859		Funded by Community Partner			0	\$0.00
Garfield hosts Early Head Start, an early childhood resource for parents of children 0-5 years old. Focused on informing families of early childhood developmental benchmarks and sharing resources	Students enter Kinder proficient or approaching on Dibels and Math assessments	Pre-Kindergarten	Year Long	Principal	4/1/2012	118SQ1C2860		Funded by Community Partner			0	\$0.00
Kinder "Back to School" event for incoming Kinder families to meet and greet with teachers before the 1st day	Increased family/parental involvement and engagement	All Students	Fall 2012	Principal	4/1/2012	118SQ1C2863		Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Garfield Elementary

Principal: NIMA TAHAJ

School Quality Standards relevant to this Strategic Priority

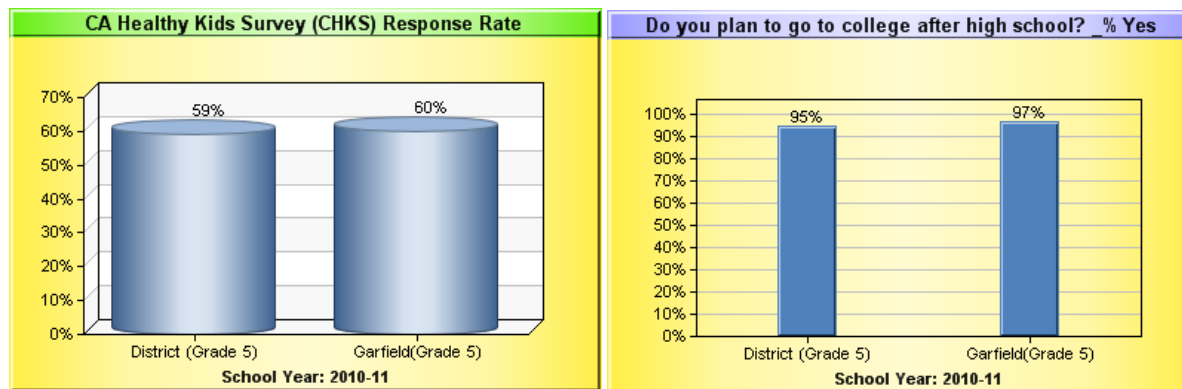
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



Theory Action

- IF Garfield students leave fifth grade - academically proficient in all major subject areas, socially responsible and committed to the goal of graduating from college, THEN Garfield students will be positioned for success in secondary and beyond.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Theory Action

- IF Garfield continues to strengthen "first instruction" strategies including backwards planning from common core, balanced literacy strategies and systematic ELD with structured language practices
- IF Garfield's first instruction successfully moves 60-80% of students to mastery with "first instruction" and "classroom reteach"
- IF Garfield continues to implement "finer grains" of data to inform our instruction, moving beyond CST and Benchmarks to include literacy and mathematics screener data and individual reading and math level data
- THEN Garfield will be able to provide targeted and aligned interventions for the 20% of students who need additional help beyond "first instruction"
- THEN Garfield staff will supported tiered intervention support aligned to the Response To Intervention model of additional support structures, targeted by skill for specific high need student groups.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield provides during the school day reading intervention utilizing guided reading intervention with intervention teachers	Increased P/A on benchmarks, increase in guided reading scores	FBB, BB and BAS	Year Long	Principal	5/18/2012	118SQ1E2867		Funded by Community Partner			0	\$0.00
Implement differentiated instruction for GATE students.	CST	GATE	ongoing	Principal and Teachers	5/18/2012	118SQ1E4645	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Garfield Elementary

Principal: NIMA TAHAI

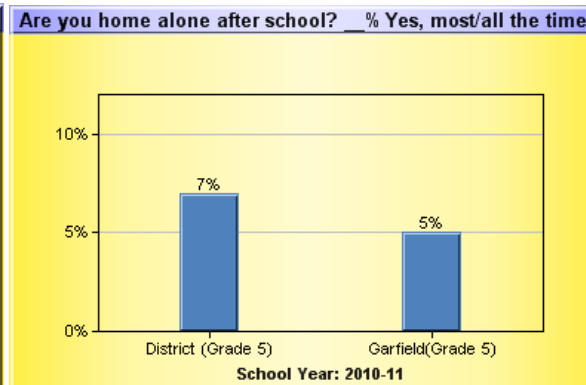
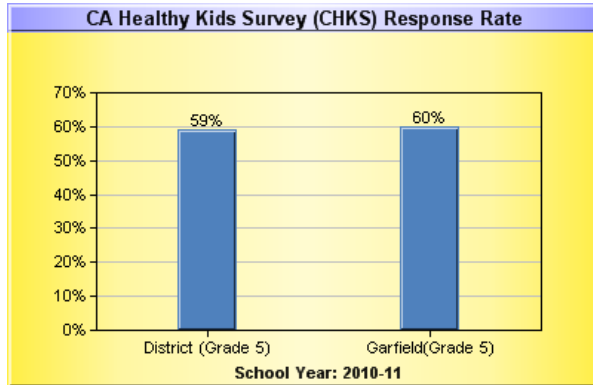
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
EBAYC after school program offering enrichment opportunities and science learning focus	Increased P/A on CST Science	All Students	Year Long	Principal	4/1/2012	118SQI1F2838		Non-SSC approved			0	\$0.00
EBAYC summer school leadership program, enrichment focused		All Students	Summer	Principal	4/1/2012	118SQI1F2842		Funded by Community Partner			0	\$0.00
EBAYC after school targeted guided reading intervention	Increased P/A on benchmarks, increase in guided reading scores	FBB, BB and BAS	Year Long	Principal	4/1/2012	118SQI1F2845		Non-SSC approved			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority
A quality school...

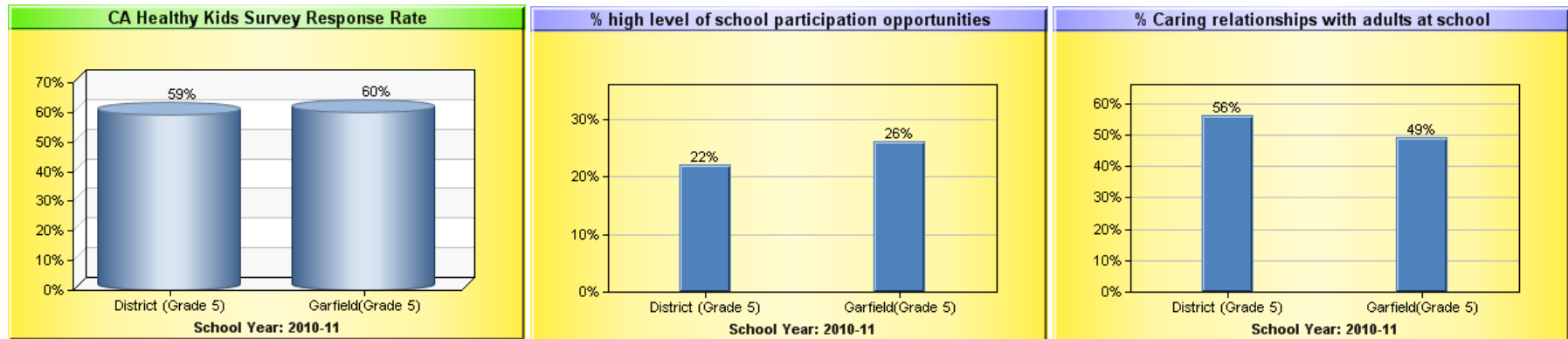
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

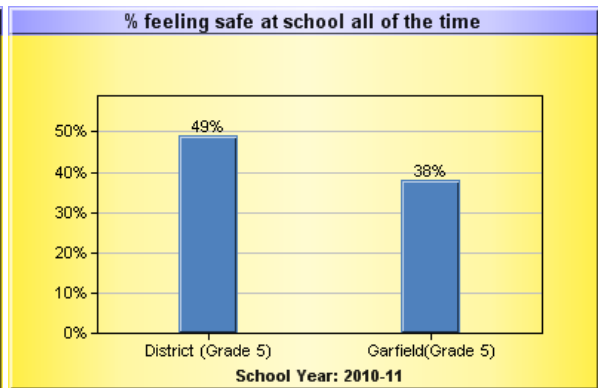
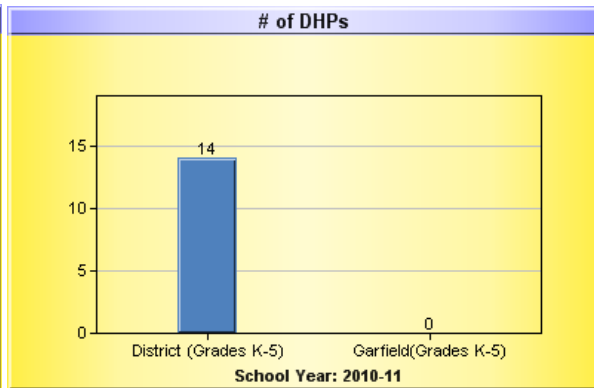
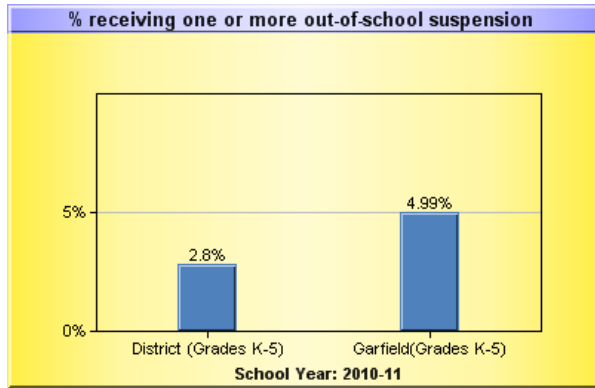
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Theory Action

- IF WE provide clear expectations for student behavior throughout the school and recognize/appreciate students by "catching them doing the right thing"
- IF WE make it a focal point of our school that Garfield is a Caring School Community - with explicit instruction, classroom meetings and experiences throughout the year that highlight our entire school is striving to be a caring community
- IF WE prioritize healthy and positive relationships from adults to adults, adults to students and students to students
- THEN Garfield students will be supported and motivated to follow the school rules and promote a happy and positive school climate and culture
- THEN Garfield students will develop social/emotional skills and engage in healthy and productive conversations and community building that will provide meaningful experiences that will shape them into socially responsible adults.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement Caring School Communities curriculum - daily classroom meetings, monthly cross-aged buddies events and implementation of home-side activities	Improved student relationships, peer to peer problem solving and decreased office referrals	All Students	Year Long	Principal	4/1/2012	118SQI2A2887		N/A			0	\$0.00
Garfield will implement Positive Behavior Intervention Support (PBIS) to promote a positive school climate/culture - with clear expectations, "caught doing something right", and SWIS behavior data analysis	Decrease office referrals and suspensions	All Students	Year Long	Principal	4/1/2012	118SQI2A2890		N/A			0	\$0.00
Garfield's coordination of services team (COST) will meet weekly to discuss student referrals and align a cycle of support for students having academic, social and behavioral challenges.	Improved student scores, reduced office referrals and suspensions	All Students	Year Long	Principal	4/1/2012	118SQI2A2899		N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Garfield Elementary

Principal: NIMA TAHAI

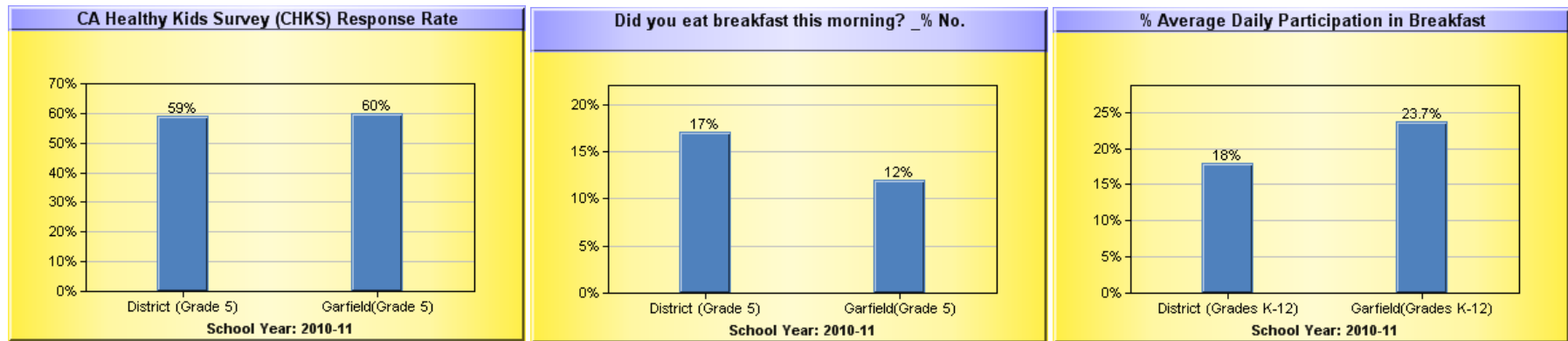
School Quality Standards relevant to this Strategic Priority

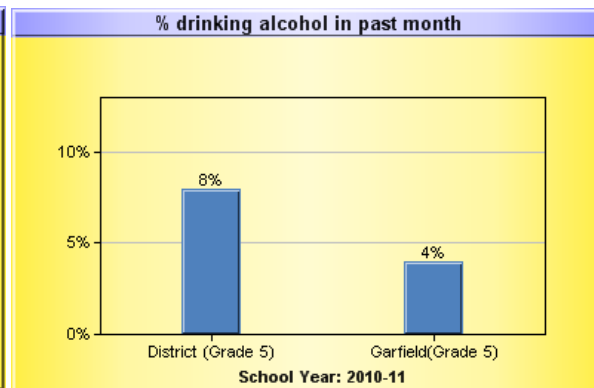
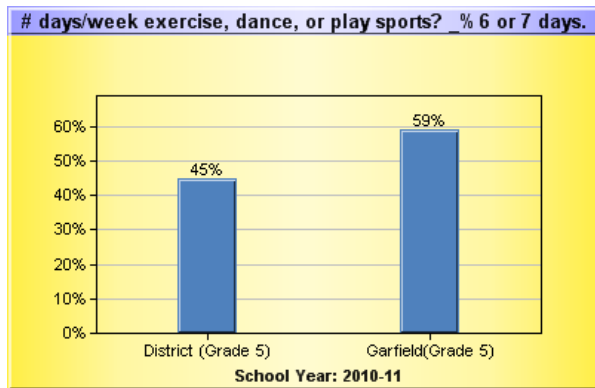
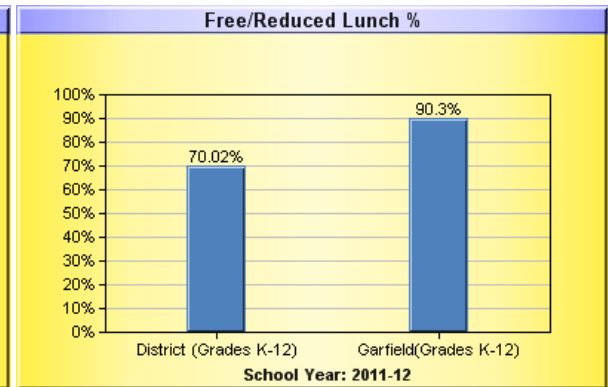
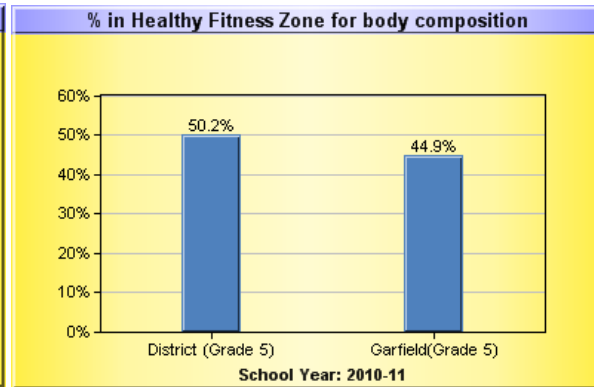
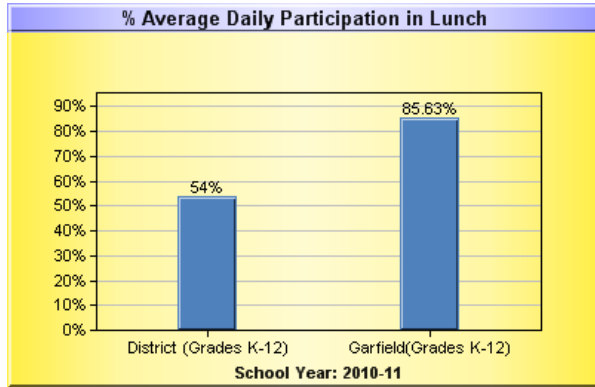
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield employs a full time school nurse - she case manages attendance, case manages asthma and other on-site health concerns. She also provides pro-active parental and student health based education and information	Improved attendance and health/case management	All Students	Year Long	Principal	5/9/2012	118SQI2B2919	School Nurse	3010-Title I			0	\$50,962.11

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority

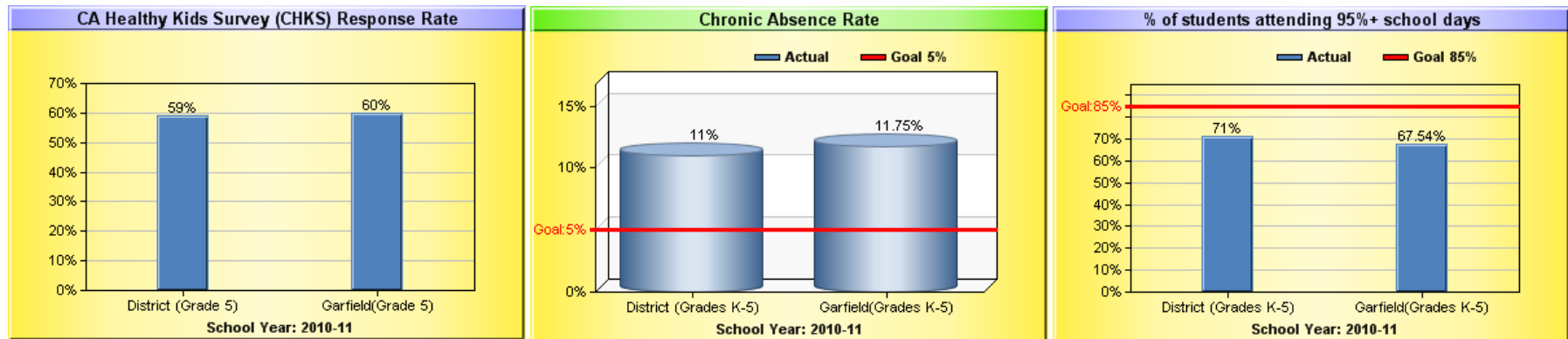
A quality school...

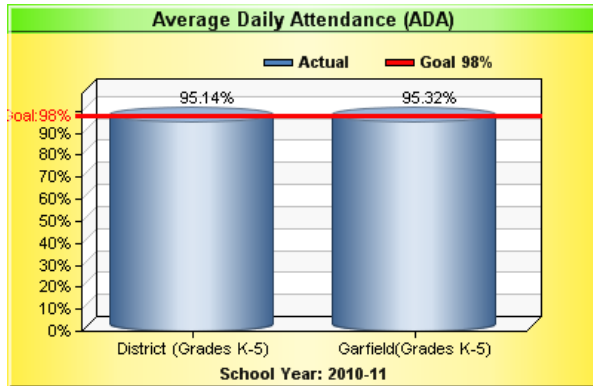
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Theory Action

- IF Garfield is able to clearly articulate our attendance goals, celebrate those who meet those goals or show improvement and provide intervention to those who are demonstrating increased absence
- IF Garfield celebrates perfect and good attendance by making it part of what it means to be a Garfield Wildcat and raises awareness of staff, families and students
- IF Garfield has a tight data collection system with systems in place to flag students who are chronic or approaching chronic absenteeism
- THEN Garfield staff, students and families will believe that good attendance is crucial gate keeper to student success in school and our recognition/celebration and intervention systems will reduce chronic absenteeism and increase daily attendance
- THEN Garfield will meet or surpass district attendance goals

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Attendance team meets weekly to review school wide data and targeted intervention for chronic absent students	Improved overall school attendance	All Students	Year Long	Principal	4/1/2012	118SQI2C2905		N/A			0	\$0.00
Attendance team and school community team will continue designing and implementing recognition systems - names and pictures of perfect and good attendance students on the boards. Attendance recognized as part of our awards assembly.	Improved overall school attendance	All Students	Year Long	Principal	4/1/2012	118SQI2C2904		N/A			0	\$0.00
Attendance team will case manage chronic absent students - with a focus on building relationships, raising awareness/educating families about importance of attendance, providing resources and accountability to improved attendance with families. Recognizing students through daily tracking and Garfield Go'ers awards assembly	Improved overall school attendance	All Students	Year Long	Principal	4/1/2012	118SQI2C2901		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority

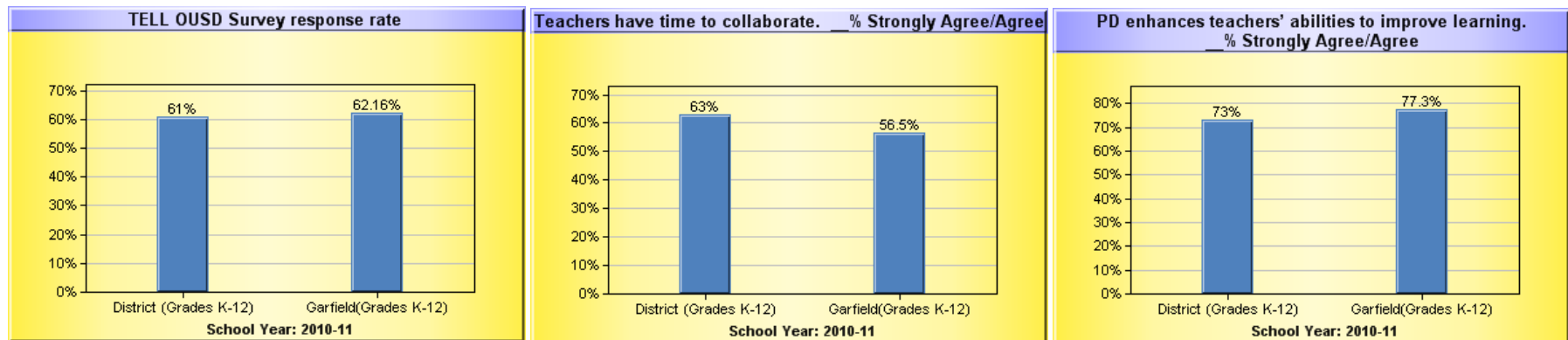
A quality school...

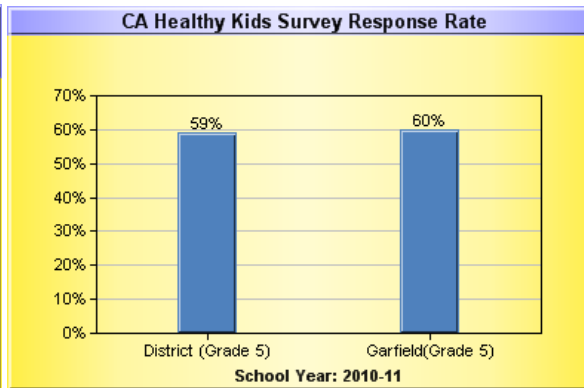
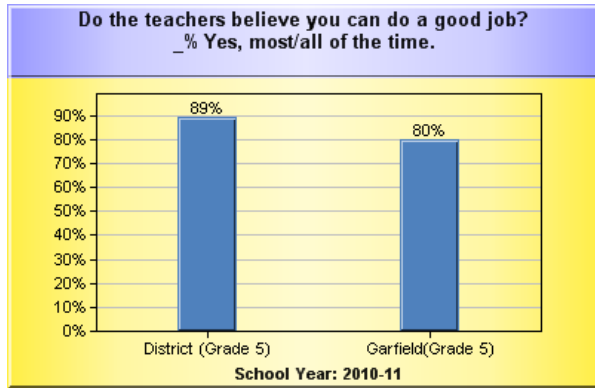
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Theory Action

- IF Garfield continues to promote teacher leadership structures that allow teachers to have a direct impact on the decision making that impacts the direction of the school
- IF Garfield teachers continue to take leadership responsibilities to impact classroom actions and school wide practices
- THEN Garfield adult school culture will continue to empower and honor teacher leadership and promote a "solutions focused" approach to addressing school challenges

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Garfield's Instructional Leadership Team, comprised of one teacher leader from each grade level (K-5) will meet twice a month to monitor instructional reform and student outcomes throughout the school	Increase P/A and decrease in FBB/BB/B on CST		Year Long	Principal	4/1/2012	118SQI3A2932		N/A			0	\$0.00
Garfield's School Culture Leadership Team will meet twice a month to discuss positive school culture efforts - including implementing Caring School Communities, awards assemblies and community building assemblies	Improved school climate and culture as reported on student surveys	All Students	Year Long	Principal	4/1/2012	118SQI3A2933		N/A			0	\$0.00
Garfield PLCs will meet regularly three times a month - two Wednesdays a month and one full release day a month. This time will include backwards planning and data analysis, with a focus area of implementing lesson design and lesson study in PLCs.	Increased P/A and decrease FBB/BB/B on CST	All Students	Year Long	Principal	4/1/2012	118SQI3A2937		N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Garfield Elementary

Principal: NIMA TAHAI

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- IF Garfield extends a meaningful invitation to ALL families that highlights the school's need for families to be involved and participate in the school's daily operations
- IF Garfield continues to inform families about our current data realities and the school's achievement goals for the future
- IF Garfield builds structures that inform families and develop a culture of families as partners
- THEN Garfield students will benefit from the social/emotional and academic support of families and staff working in partnership
- THEN Garfield students will have improved academic and social/emotional outcomes with family and staff support aligned towards a common goal

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Garfield Elementary

Principal: NIMA TAHAI

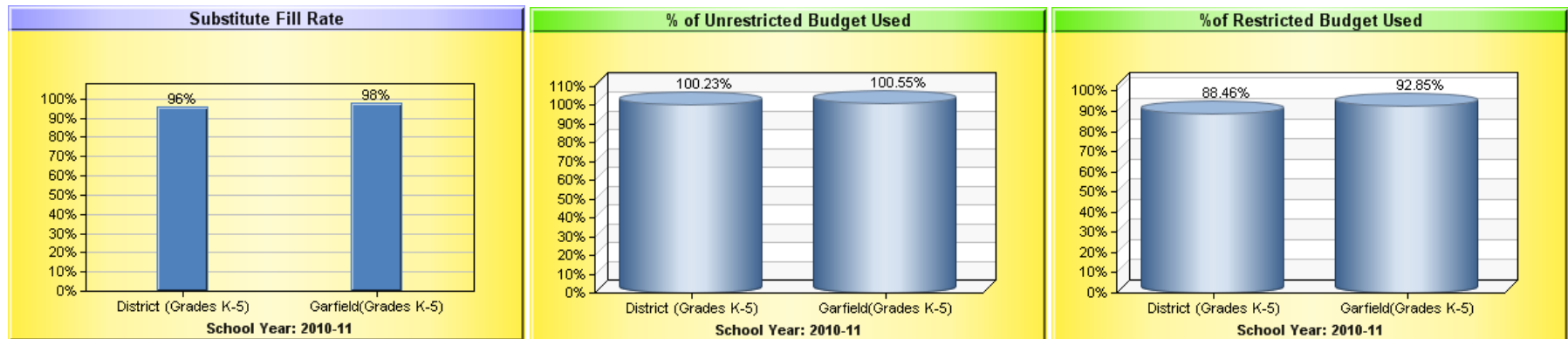
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Theory Action

- IF Garfield's administrative team develops structures for staff, family and student empowerment
- IF Garfield's vision includes an expectation that all staff operate as leaders
- IF Garfield's accountability structures are defined by recognition of those meeting expectations and support structures for those not yet meeting expectations
- THEN Garfield success will be the responsibility of all staff and families, with all key constituents taking personal responsibility for the academic and social/emotional outcomes for all students

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Garfield Elementary
Site Number: 118**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 3/9/12, 4/6/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/3/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

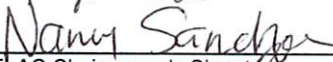
Attested:



SSC Chairperson's Signature

Argetia Ramos
SSC Chairperson's Name (printed)

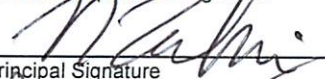
5/11/12
Date



ELAC Chairperson's Signature

Nancy Sanchez
ELAC Chairperson's Name (printed)

5/10/12
Date



Principal Signature

Nima Tahai
Principal's Name (printed)

5/10/12
Date



Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

05/15/2013
Date



Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Garfield Elementary

School Year 2011 - 2012

Chairperson: Argelia Ramos (Teacher)	Vice Chairperson: Nima Tahai (Principal)
Secretary: Debbie Messersmith (Teacher)	DAC Representative: Nobody accepted DAC role

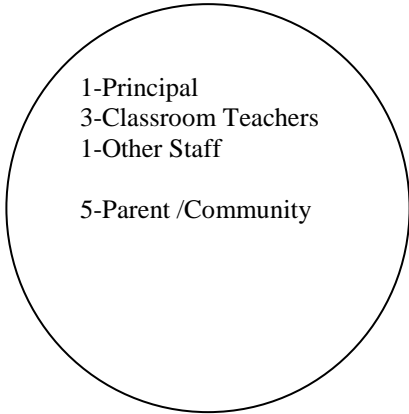
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Nima Tahai	Garfield 1620 22 nd Avenue, 94606	X			
Argelia Ramos	Garfield 1620 22 nd Avenue, 94606		X		
Debbie Messersmith	Garfield 1620 22 nd Avenue, 94606		X		
Shao Fung	Garfield 1620 22 nd Avenue, 94606		X		
Arelcy Renteria	Garfield 1620 22 nd Avenue, 94606				X
Mirna Ramos	Garfield 1620 22 nd Avenue, 94606			X	
Jamie Lopez (SSC plus)	Garfield 1620 22 nd Avenue, 94606				X
Antonia Ortega	Garfield 1620 22 nd Avenue, 94606				X
Tien Vu	Garfield 1620 22 nd Avenue, 94606				X
Mao Nguyen	Garfield 1620 22 nd Avenue, 94606				X
DAC Representative	Nobody accepted DAC role				
Home Ph.	Email:				

Meeting Schedule	3rd Thursday of the month
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Garfield Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
 - A. Monthly SSC meetings review role of Title 1 funds and our site plan
 - B. Annual Title 1 Night
 - C. ELAC Meetings review Title 1 funds and their use
- Offer a flexible number of meetings for parents.
 1. ELAC Meetings 2nd Friday of the month, 9am – 10am
 2. SSC Meetings, 3rd Thursday of the month, 3:30 – 5pm
 3. Meetings with teacher and principal, by request
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 1. Monthly SSC meetings review role of Title 1 funds and our site plan
 2. Annual Title 1 Night
 3. ELAC Meetings review Title 1 funds and their use
- Provides parents of Title I students with timely information about Title I programs.
 1. Monthly SSC meetings review role of Title 1 funds and our site plan
 2. Annual Title 1 Night
 3. ELAC Meetings review Title 1 funds and their use
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 1. Monthly SSC Meetings
 2. Monthly ELAC Meetings
 3. Back to School Night
 4. Title 1 Night
 5. Fall Conferences
 6. 1st Trimester Report Card Conferences
 7. Meetings with teacher and principal by request
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 1. Monthly SSC Meetings
 2. Monthly ELAC Meetings
 3. Back to School Night
 4. Title 1 Night
 5. Fall Conferences

6. 1st Trimester Report Card Conferences
7. Meetings with teacher and principal by request

School-Parent Compact

Garfield Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Garfield Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

Families are engaged at *Garfield elementary* in large group whole school setting, such as back to school night, smaller group family settings - SSC, ELAC and Principal Coffee meetings, as well as individual settings - one on one family/teacher conferences to discuss student progress. In each of these settings the goals are to inform parents about goals set for student achievement, collaboration between home and school to achieve those goals - and a review of progress to goal.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - Title 1 families are engaged at *Garfield elementary* in large group whole school setting, such as back to school night, smaller group family settings - SSC, ELAC and Principal Coffee meetings, as well as individual settings - one on one family/teacher conferences to discuss student progress. In each of these settings the goals are to inform parents about goals set for student achievement, collaboration between home and school to achieve those goals - and a review of progress to goal.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - *Garfield* staff value their partnership with families. At *Garfield* we believe that the family is the first teacher and that the classroom teacher is working in collaboration with the home to best support the family and student to reach their potential.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - At *Garfield* families can get involved in learning about the Title 1 program through the SSC, ELAC, Title 1 Night – or by request to meet and discuss the Title 1 program with teachers or the principal.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Notices are sent home to families regularly about SSC, ELAC and other family meetings to engage families in the work being done at the school.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - SSC and ELAC meetings are primary vehicles to support discussions around the Title 1 program. Title 1 night celebrates information around our Title 1 program.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 1. Translators are secured for all key meetings to support families that have limited English Proficiency.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by SSC and ELAC meetings and discussion of Title 1 programs.

This policy was adopted by the Garfield Elementary School Site Council on 11/01/07 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Garfield Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

Garfield Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional program materials</u> All students are x assessed, x placed, and x provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: 560 All Students. 390 ELs. 50 SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: X Core materials are used daily as designed. ____ Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions will meet the standard of "current."	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment. 	1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All EL students are appropriately x assessed, x placed, and x provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials: Systematic ELD, Language for Learning, Language for Writing</p> <p><u>Appropriate Use</u> x Materials/ELD components are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																	
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			Key Components																					
			<p>Appropriate Instructional Program Materials All students are x assessed, x placed, and x provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 4: 25 Gr. 5: 25 Gr. 6__ All Intensive ELs: Gr. 4: 20 Gr. 5: 20 Gr. 6__ All Intensive SWD's: Gr. 4: 3 Gr. 5: 5 Gr. 6__</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">25%</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">5%</td> <td></td> </tr> </tbody> </table> <p>Appropriate Use X Materials are used daily as designed.</p>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	30%	25%		Intensive ELs	20%	20%		Intensive SWDs
Number/% Provided SBE-Intensive Intervention																								
	Grade 4	Grade 5	Grade 6																					
Total Intensive Students	30%	25%																						
Intensive ELs	20%	20%																						
Intensive SWDs	8%	5%																						
Documentation		Additional Comments																						
	Reading/Language Arts/ELD																							
District Purchase Date:																								
School Distribution Date:																								
Classroom Distribution Date:																								
Attach publisher PO documentation for sets of classroom core materials.																								

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All students are x assessed, x placed, and x provided appropriate SBE-adopted instructional program materials.</p> <p><u>Number of Students:</u> 560 All Students. 390 ELs. 50 SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: X Core materials are used daily as designed. X Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All students are x assessed, x placed, and x provided appropriate SBE-adopted instructional program materials.</p> <p><u>Number of Intensive Intervention Students:</u> All Intensive Learners: Gr. 4: 25 Gr. 5: 25 Gr. 6__ All Intensive ELs: Gr. 4: 20 Gr. 5: 20 Gr. 6__ All Intensive SWD's: Gr. 4: 3 Gr. 5: 5 Gr. 6__</p> <p><u>Appropriate Us</u> X Materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
1. Instructional Program	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally									
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
<p><u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 8 ___ All Intensive ELs: Gr. 8 ___ All Intensive SWDs: Gr. 8 ___</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th style="width: 80%;"></th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td></td> </tr> <tr> <td>ELs</td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> </tr> </tbody> </table> <p><u>Appropriate Use</u> _____ Materials are used daily as designed.</p>							Number Provided SBE-Algebra Readiness			Grade 8	Total Students		ELs		SWDs	
Number Provided SBE-Algebra Readiness																
	Grade 8															
Total Students																
ELs																
SWDs																
Documentation		Additional Comments														
Mathematics		Not Applicable, Garfield only goes up to 5th grade														
District Purchase Date:																
School Distribution Date:																
Classroom Distribution Date:																
Attach publisher PO documentation for sets of classroom core materials.																

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 2.0 hours (or up to two periods) 	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			Key Components Appropriate Allocation of Daily Instructional Time xTime is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level.																																																						
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All Students</td> <td style="text-align: center;">9 0 0</td> <td style="text-align: center;">1 5 0</td> <td style="text-align: center;">1 5 0</td> <td style="text-align: center;">1 5 0</td> <td style="text-align: center;">1 2 0</td> <td style="text-align: center;">1 2 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">ELs</td> <td style="text-align: center;">1 2 0</td> <td style="text-align: center;">1 8 0</td> <td style="text-align: center;">1 8 0</td> <td style="text-align: center;">1 8 0</td> <td style="text-align: center;">1 5 0</td> <td style="text-align: center;">1 5 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">SWDs</td> <td style="text-align: center;">1 2 0</td> <td style="text-align: center;">1 8 0</td> <td style="text-align: center;">1 8 0</td> <td style="text-align: center;">1 8 0</td> <td style="text-align: center;">1 5 0</td> <td style="text-align: center;">1 5 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	9 0 0	1 5 0	1 5 0	1 5 0	1 2 0	1 2 0				ELs	1 2 0	1 8 0	1 8 0	1 8 0	1 5 0	1 5 0				SWDs	1 2 0	1 8 0	1 8 0	1 8 0	1 5 0	1 5 0			
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District Instructional Regulations:																																																									
School Instructional Regulations:																																																									
Attach appropriate documents																																																									

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.2 The school/district complies with and monitors daily implementation of additional instructional time	Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning	Objective	Fully	Substantially	Partially	Minimally
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

**Garfield Elementary ES
Academic Program Survey—Elementary School Level**

within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.

- Kindergarten through grade six: 30 minutes
- Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.

difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.

- This time is given priority and protected from interruptions
- Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.
- All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.
- This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.
- For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core.
 - For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.
 - Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of

Key Components

Appropriate Allocation of Daily Instructional Time
x Time is given priority and protected from interruptions.

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	3 0	2 5	3 5	3 0	4 0	3 0	n /	n /	n /
All HP Strategic	3 0	2 5	3 5	3 0	4 0	3 0	n /	n /	n /
All HP Strategic provided 30-45 additional minutes or a support period	3 0	2 5	3 5	3 0	4 0	3 0	n /	n /	n /

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		<p style="text-align: center;">grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided all HP Strategic students</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Additional time provided all HP Strategic ELs</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Additional time provided all HP Strategic SWDs</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students.</p> <p>All students take district mandated benchmark exams – results of benchmarks are use to develop student groupings and targeted intervention</p> <p>Describe differentiated support for students not needing an additional strategic period:</p> <p>In class teachers will provide differentiated centers and small group instruction.</p>	Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided all HP Strategic students	30	30	30	30	30	30	n/a	n/a	n/a	Additional time provided all HP Strategic ELs	30	30	30	30	30	30	n/a	n/a	n/a	Additional time provided all HP Strategic SWDs	30	30	30	30	30	30	n/a	n/a	n/a
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Additional time provided all HP Strategic ELs	30	30	30	30	30	30	n/a	n/a	n/a																																												
Additional time provided all HP Strategic SWDs	30	30	30	30	30	30	n/a	n/a	n/a																																												

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		

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Attach appropriate documents	
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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period) 	<p>Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply: x Time is given priority and protected from Interruptions. x ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Proficiency Levels</th> <th style="text-align: center;">Levels 1-2</th> <th style="text-align: center;">Level 3</th> <th style="text-align: center;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td style="text-align: center;">250</td> <td style="text-align: center;">200</td> <td style="text-align: center;">100</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students	250	200	100	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students	250	200	100													
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30	30	30													
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
School Instructional Regulations:																
Attach appropriate documents																

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods) 	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			Key Components <u>Appropriate Allocation of Daily Instructional Time</u> XTime is given priority and protected from interruptions. Indicate total length (minutes) designated for intensive intervention:																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6" style="text-align: left;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">15 0</td> <td style="text-align: center;">15 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Els</td> <td style="text-align: center;">15 0</td> <td style="text-align: center;">15 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">15 0</td> <td style="text-align: center;">15 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level							4	5	6	7	8	All Intensive learners	15 0	15 0				Intensive Els	15 0	15 0				Intensive SWDs	15 0	15 0			
Number of Instructional Minutes at each grade level																																				
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Documentation		Additional Comments																																		
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District Instructional Regulations:																																				
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> Kindergarten: 30 minutes Grades one through six: 60 minutes Grades six through eight: 50-60 minutes (or one period) 	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components																																																			
			<p>Appropriate Allocation of Daily Instructional Time xTime is given priority and protected from interruptions.</p> <p>Identify Number (#) of Instructional Minutes offered at each grade level:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;"># of Instructional Minutes @ each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>60</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>ELs</td> <td>60</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>60</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p># For Algebra Readiness see 2.7</p>					# of Instructional Minutes @ each grade level											K	1	2	3	4	5	6	7	8	All Students	60	90	90	90	90	90	N/A	N/A	N/A	ELs	60	90	90	90	90	90				SWDs	60	90	90	90	90	90
# of Instructional Minutes @ each grade level																																																						
	K	1	2	3	4	5	6	7	8																																													
All Students	60	90	90	90	90	90	N/A	N/A	N/A																																													
ELs	60	90	90	90	90	90																																																
SWDs	60	90	90	90	90	90																																																
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.								
2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> • Kindergarten through grade six: 15-30 minutes • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course. 	Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades six and seven, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course. – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. 	Objective	Fully	Substantially	Partially	Minimally				
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%				
			Key Components								
<p><u>Appropriate Allocation of Daily Instructional Time</u> x Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.</p>											
# of Students at each grade level											
			K	1	2	3	4	5	6	7	8
All Strategic	6 0	9 0	9 0	9 0	9 0	9 0	9 0				
All HP Strategic	6 0	9 0	9 0	9 0	9 0	9 0	9 0				
All HP ELs	6 0	9 0	9 0	9 0	9 0	9 0	9 0				
All HP SWDs	6 0	9 0	9 0	9 0	9 0	9 0	9 0				

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- Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.
- For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.									
	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students	3 0	3 0	3 0	3 0	3 0	3 0			
Additional time provided to HP EI strategic students	3 0	3 0	3 0	3 0	3 0	3 0			
Additional time provided to all HP SWD strategic students	3 0	3 0	3 0	3 0	3 0	3 0			

Documentation		Additional Comments	
	Mathematics		
District Instructional Regulations:			
School Instructional Regulations:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> Grades four through six: 15-30 minutes. Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> Grade eight: One period of Algebra Readiness daily for identified intervention students. 	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. <p>For districts using the 2008 SBE-adoption:</p> <ul style="list-style-type: none"> The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. <p>For districts using the 2001 SBE adoptions:</p> <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			<p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> xTime is given priority and protected from interruptions.</p> <p>Indicate total number of <u>additional</u> minutes:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;"># of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 20%;"></th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 20%;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td style="text-align: center;">3 0</td> <td style="text-align: center;">3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">3 0</td> <td style="text-align: center;">3 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">3 0</td> <td style="text-align: center;">3 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							# of Instructional Minutes at each grade level							4	5	6	7	Algebra Readiness	All Intensive Learners	3 0	3 0				All Intensive ELs	3 0	3 0				All Intensive SWDs	3 0	3 0
# of Instructional Minutes at each grade level																																				
	4	5	6	7	Algebra Readiness																															
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> x Distributed to each grade level. x Used daily at every grade level. <u>Pacing Guide Use Monitored</u> x Principal monitors daily use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Instructional/Assessment Pacing Guides</u> x Distributed to each grade level. x Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> x Principal monitors daily use.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
4. School Administrator Instructional Leadership Training	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current RLA/ELD core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally		
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p style="text-align: center;">Key Components</p> <p>Training and Practicum Completed</p> <p>Principal x Training in RLA/ELD. x Structured Practicum.*</p> <p>Vice Principal n/a Training in RLA/ELD. n/a Structured Practicum.*</p> <p>* Refer to suggested practicum activities in EPC 3.3.</p>	

Garfield Elementary ES
Academic Program Survey—Elementary School Level

	<p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
4. School Administrator Instructional Leadership Training	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally		
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%	<p style="text-align: center;">Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Principal x Training in Mathematics. x Structured Practicum.*</p> <p>Vice Principal n/a Training in Mathematics. n/a Structured Practicum.*</p> <p>* Refer to suggested targeted professional development and support list.</p>	

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	<p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<ul style="list-style-type: none"> • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. 	Objective	Fully	Substantially	Partially	Minimally		
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p style="text-align: center;">Key Components</p> <p><u>Principal's Professional Development</u> x Completed.</p> <p>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</p> <p>District led professional development on common core standards in ELA, Math and Science. Implementation of balanced approach to literacy – guided reading. School is implementing systematic ELD.</p>	

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		<ul style="list-style-type: none"> Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components 95% Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Training and Practicum Completed:</u>				
Indicate number of teachers at each grade level and number completing training and practicum.							
			# of Teachers	40-hour Training	80-hours of Structured Practicum		
	Grade 1	4	4	4			
	Grade 2	4	4	4			
	Grade 3	5	5	5			
	Grade 4	4	4	4			
	Grade 5	4	4	4			
	Grade 6	n/a					
	Grade 7	n/a					
	Grade 8	n/a					
* Refer to suggested practicum activities.							

**Garfield Elementary ES
Academic Program Survey—Elementary School Level**

	school/district professional development plan.	<ul style="list-style-type: none"> • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on Rtl² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			Key Components																																									
			<p><u>Training and Practicum Completed</u></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 15%;"># of Teachers</th> <th style="width: 15%;">40-hour Training</th> <th style="width: 15%;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td></tr> <tr><td>Grade 2</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td></tr> <tr><td>Grade 3</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td></tr> <tr><td>Grade 4</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td></tr> <tr><td>Grade 5</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td></tr> <tr><td>Grade 6</td><td style="text-align: center;">n/a</td><td></td><td></td></tr> <tr><td>Grade 7</td><td style="text-align: center;">n/a</td><td></td><td></td></tr> <tr><td>Algebra 1</td><td style="text-align: center;">n/a</td><td></td><td></td></tr> <tr><td>Algebra Readiness</td><td style="text-align: center;">n/a</td><td></td><td></td></tr> </tbody> </table> <p style="margin-top: 10px;">* Refer to suggested practicum activities.</p>						# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1	4	4	4	Grade 2	4	4	4	Grade 3	5	5	5	Grade 4	4	4	4	Grade 5	4	4	4	Grade 6	n/a			Grade 7	n/a			Algebra 1	n/a			Algebra Readiness
	# of Teachers	40-hour Training	80-hours of Structured Practicum																																									
Grade 1	4	4	4																																									
Grade 2	4	4	4																																									
Grade 3	5	5	5																																									
Grade 4	4	4	4																																									
Grade 5	4	4	4																																									
Grade 6	n/a																																											
Grade 7	n/a																																											
Algebra 1	n/a																																											
Algebra Readiness	n/a																																											

**Garfield Elementary ES
Academic Program Survey—Elementary School Level**

	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Coaches/content experts/specialists</u> x Type of instructional assistance. x Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Instructional assistant supports teachers in the classroom daily.</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> x Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> X Completed SBE-adopted materials-based training (identify which program[s]). x Completed English Learner Professional Development (ELPD).</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Coaches/content experts/specialists:</u> x Type of instructional assistance. x Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> x Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> x Completed SBE-adopted materials-based training (identify which program[s]). x Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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Garfield Elementary ES
Academic Program Survey—Elementary School Level

Component							
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p style="text-align: center;"><u>Ongoing Assessment and Monitoring System</u></p> <p>x District supported electronic data management system.</p> <p>X District-wide reporting and analysis of assessment results.</p> <p>X School-wide reporting and analysis of assessment results.</p> <p>X Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p>x Common curriculum embedded/formative assessments in use school-wide.</p> <p style="text-align: center;"><u>Training on Accessing and Using Electronic Data System</u></p> <p>x Staff trained on using and accessing data from the electronic data system.</p>							
Using Formative Assessment Results							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

			<ul style="list-style-type: none"> x Common curriculum embedded/formative assessments administered frequently. x School-wide assessment calendar developed and used. x Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
District:			
Attach appropriate documents.			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <ul style="list-style-type: none"> x District supported electronic data management system. x District-wide reporting and analysis of assessment results. x School-wide reporting and analysis of assessment results. x Timely data from assessments available to and easily accessible by administrators and teachers. x Common curriculum embedded/formative assessments in use school-wide. <p><u>Training on Accessing and Using Electronic Data System</u></p> <ul style="list-style-type: none"> X Staff trained on using and accessing data from the electronic data system. 				

Garfield Elementary ES
Academic Program Survey—Elementary School Level

			<p><u>Using Formative Assessments Results</u> x Curriculum embedded/formative assessments administered frequently. x School-wide assessment calendar developed and used. x Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Scheduled Structured Collaboration Meetings</u>							
3 Number per month.							
x All teachers including strategic, intensive intervention, special education, and ELD teachers participate.							
x Meetings are structured; protocols/tools are developed and used.							
x Training for collaboration meeting protocols provided to teachers.							
x Professional development provided for administrators and teachers on data analysis and data-informed instruction.							
x Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.							
<u>Collaborative Meeting Discussion Content</u>							
x Using and analyzing timely student common assessment results from all students.							
x Strengthening program implementation.							
x Designing and improving lessons and instruction.							
x Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Scheduled Structured Collaboration Meetings:</u></p> <p>3 Number per month.</p> <ul style="list-style-type: none"> x All teachers including strategic, intensive intervention, special education, and ELD teachers participate. x Meetings are structured; protocols/tools are developed and used. x Training for collaboration meeting protocols provided to teachers. x Professional development provided for administrators and teachers on data analysis and data-informed instruction. x Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <p><u>Collaborative Meeting Discussion Content</u></p> <ul style="list-style-type: none"> x Using and analyzing timely student common assessment results from all students. x Strengthening program implementation. x Designing and improving lessons and instruction. x Identifying research-based strategies to support specific skill needs of all students. 				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Garfield Elementary ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> x District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> x The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> x District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> x The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							