Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16

James A. Garfield Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education
John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia "Ceci" Iglesias – Member

We are a community of learners who are resilient and self-confident who will persevere to be successful in college, career, and global citizenship.

James A. Garfield Elementary School
Mission Statement

Garfield Elementary is dedicated to providing a safe, responsible, and respectful learning environment. Students are encouraged to be productive citizens, active participants, and contributors on campus and in our community.

Through differentiated instruction and parent involvement, students participate in diverse and innovative experiences, where critical thinking, collaboration, creativity, and communication are fostered.
Through collaboration, all stakeholders ensure that students attain competency in the Common Core Standards and 21st Century Skills.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	128	120	137
1	119	125	108
2	134	135	123
3	108	142	122
4	118	106	138
5	100	119	110

Percent Actual Attendance

2012-13	2013-14	2014-15
97.00	97.24	97.50

Student Demographic
by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	2 (0.27%)	3 (0.4%)
Asian	1 (0.13%)	0 (0.0%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	737 (98.66%)	730 (98.9%)
African American	1 (0.13%)	1 (0.1%)
White (not Hispanic)	3 (0.40%)	3 (0.4%)
Multiple or No Response	2 (0.27%)	0 (0.0%)
Total Enrollment	747	738

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal:
Garfield Elementary is rigorously preparing its student population for college, career, and citizenship in the 21st Century.All stakeholders, which include students, staff, parents, and the community, will take part in developing and implementing a clear vision for Garfield Elementary school that includes a positive, welcoming, and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade level standards by June 2016.

All students will be taught by our highly-qualified, caring, and well-trained staff in a learning environment that is healthy, safe and secure. All students will have opportunities to participate in more than one extracurricular activity and in activities that focus on preparation for college and careers. We will support College readiness by providing students with a rigorous, research and standards based curriculum and frequent monitoring and academic support.

A mutual trust and respect between district, community, and school will be earned by valuing stakeholder input through meetings, training, and surveys and making the results an integral part of decision making process to increase student achievement. All stakeholders will have the opportunity for their voices to be heard through both school-wide and district-wide surveys and committees that include climate, safety, and student/parent engagement.

1. We will provide students with equitable access to a rigorous, standards-based instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports, and technology-based resources.

- Implement progress monitoring (growth) assessments for all academic programs.Students will regularly be screened and monitored (e,g. DIBELS, standards based assessments, MAP, behavior contracts, SSTs, etc.) for academic difficulties as well as exceptional behaviors.Data results will continue to drive instruction. Students who are not making grade level academic and behavioral standards will be monitored through Academic Intervention Plans (AIPs) and may be referred to the SST process.Principal Data Chats and Grade Level Data Review Team (DRTs) will continue to help monitor student progress and address areas of concern. Results from student assessments (both local and State) will be discussed in Staff and Grade Level meetings, School Site Council, COST, and the Instructional Leadership Team (stipend), as they become available. Results will be shared with parents in a timely manner.As funding and need permits, additional paid collaboration time may be used to review, revise and refine core and supplemental instruction.

- In order to achieve our targets that all students reading proficiently by 3rd grade, algebra ready, English proficient by 5th grade, and reducing the number of retentions and SpEd referrals, Garfield will continue to implement and refine school-wide reform strategies (e.g. PBIS, RtI, MTSS, etc.) and "best practices" in teaching with the new Common Core State Standards. Students who are not making progress are progress monitored and may be referred to the SST process.A certificated staff member will coordinate the SST process, follow up with student progress, make recommendations to teachers, and work closely with the COST team. As funding permits, provided an hourly stipend for hours outside the contracted day.SST subs will be utilized so that teachers can attend SST meetings within the school day. Board of Review (BOR) subs will also be utilized for this purpose.

- Maintain common daily grade level schedules with protected times for core programs-mathematics, reading/language arts, and ELD.The Principal will conduct walk-throughs, classroom observations and review lesson plans in order to monitor implementation of grade level core programs and instructional time. Present the grade level instructional time schedules to parent groups, SSC, ELAC to gain support for attendance and punctuality.

- Certificated as well as Classified staff may provide supplemental services, after school tutoring and classes, as well as Saturday school and credit-recovery as funding and need permits.

- The TOSA will support the school's goals and mission as needed and required.The TOSA will: 1) provide instructional support to teachers and students; 2) go to trainings as directed 3) conduct staff development based on need; 4) monitor school-wide data and be available to answer questions based on assessment data (eg. Instructional recommendations, curriculum refinement, general testing questions, etc); 5) train teachers in all school-wide, district and State assessments.The TOSA will serve as a resource for teachers and support staff needing further training/ guidance, additional materials/ resources, help with student screening, and answering questions regarding the successful implementation of the RtI model.

- Instructional materials, curriculum, and other materials that are necessary to the instructional program and school-wide goals, that need to be copied at the District print-shop will be ordered. Instructional materials that support the school's core goal of student achievement,

will be purchased as needed.
- Our current library is undergoing a major renovation that will not only bring it up to code, but bring it into the 21st Century and adequately house all of the books we have in our circulation. In partnership with the school district and other outside agencies, provide for materials, books, periodicals, e-books, listening centers, and other necessary supplies and materials as needed to update our current library, as funding permits.

2. Provide extended learning opportunities (before, during, and after school hours) which may include fieldtrips, tutoring, health and well-being, and STEAM focused classes. As feasible, provide opportunities for training, classes, and enrichment to our families.
- Provide at least one credentialed and/or classified teacher within the instructional day to lower teacher-to-student ratio in targeted grades during CORE instruction and workshop. These staff members may also work with newcomers during this time.
- Through surveys at least 2x a year, survey student and parent interest in classes to be provided on campus emphasizing STEAM related areas.

  As additional funds become available, provide for at least one credentialed and/or classified teacher outside the instructional day to provide enrichment and/or tutoring which emphasizes at least one or more of the STEAM targeted areas such as "Engineering is Elementary" and/or similar type program.

  Purchase additional musical theater performances as it relates to the instructional program, need, and as funding permits.

- Support Meet the Masters art enrichment for all grades (PTA funded)
- Fund PlayWorks (guided recess activity, PE instruction, organized sports) programming which encourages kids to lead a healthful, active lifestyle as well as problem solve common playground incidents.

- Parent technology classes, college readiness preparation, and other parent requested classes will be considered and funded if feasible.
- Encourage both walking and transportation dependent field trips that help extend the learning opportunities of our students.
- Support after hours enrichment and tutoring with the Engage 360 program and other District provided tutoring.

  Continue to support Triple Threat Mentoring.

3. Provide students with opportunities to use multiple different electronic devices throughout their schooling at Garfield. Increase technological access outside the school day.
- Update outdated technology and software, repair broken hardware and purchase additional hardware (e.g. computers, tablets, Chromebooks, ebooks, Alphasmarts, etc.) and software for new classrooms as needed. Continue to monitor the results of current technology to ensure that it meets the needs of our students.
- The school's computer technician will provide support to both staff and students as needed.
- Purchase technology and supplemental interventions and enrichment that is aligned to the State Standards and accessible at home if possible(e.g. key-boarding, Read Naturally, ST Math, e-books, etc.)

  SmartyAnts will be funded
  MyOn will be funded
  LEXIA will be funded

- Provide for extra-curricular supervised opportunities to our students and parents in the area of technology by expanding computer lab and library hours.
- Support for the Garfield Technology Committee (as funding permits) for training, technology, and possible release time.

4. Instruction will be provided by highly trained and qualified staff. All staff members will share high academic and behavioral expectations for all students and enhance student learning by promoting a growth mindset in a climate of caring and nurturing and maximizing the instructional time. Parents, along with teachers, will assist with promoting student achievement by participating actively and purposely as representatives of the learning community in which the principal serves as leader and facilitator.

- Students will be instructed by a highly-qualified and caring certificated staff. Funds will go to benefits for certificated staff responsible for supporting and facilitating programs and practices that promote student achievement.
- Provide training opportunities as needed for the following: CCSS, VAPA, Thinking Maps, Data Analysis, PBIS, CGI, SpEd as well as promote all District sponsored professional development. May include teacher stipends if outside the working day.

  Grade level leaders, District personnel, consultants, and TOSA may offer workshops, demonstration lessons, and coaching to assist teachers to fully implement curricular programs and computer-based programs. Trainers may be provided a stipend for these trainings as funding permits.
  Professional reading materials and books may also be purchased for additional professional learning opportunities.

  Organize staff meetings to include opportunities to review and interpret student work and data. Use weekly modified days, additional after school planning and training opportunities, and release time as needed for teachers to observe and learn from colleagues, to collaborate with other teachers to analyze student data, exchange instructional strategies, plan for student interventions, and monitor progress.

- Select PBIS representatives will attend support and sustainability meetings and will meet on a regular basis to review and analyze school-wide reform strategies, PBIS implementation and data review with the larger PBIS committee. All findings will be reported to the staff. PBIS coordinators, as well as the Check-In-Check-Out (CICO) staff will be compensated for additional time related to PBIS outside the professional day. Stakeholder surveys (community, staff, students) and/or forums along with SWIS data will be utilized to monitor progress towards goals and make improvements.
- Off campus trainings and conferences out of District may be provided as needed to selected staff and administration.

5. The office staff and other support staff will support the school's Core goals.

- Provide training and support as it pertains to office duties and the smooth running of an office environment and provide extra-duty office support as needed including translating for parent communication.
- Monitor maintenance contracts for items that support instruction and parent communication (eg. zerox machines and other rental contracts).
- Office supplies and materials that are essential to running a school and supporting the school's core goals and mission, will be purchased as funding permits.
- Classified staff will support the school's core goals of increased student achievement and school satisfaction. Funds will go to benefits for classified staff responsible for supporting and facilitating programs and practices that promote student achievement

6. Provide a healthy, safe and secure environment for students and staff that supports student learning. On-going school-wide PBIS refinement through surveys, self-assessments, forums, walk-throughs, regular meetings, and regular communication with all stakeholders, will help reduce classroom and school-wide distractions in order to increase student achievement.

- All stakeholders, which include students, staff, parents, and the community, will take part in developing and implementing a clear Vision and Mission for Garfield Elementary school that includes a positive, welcoming, and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade level standards by June 2016.

  We will continue to recognize all students who attain proficiency and who make progress. Students will be recognized with certificates, t-shirts, awards, and assemblies as well as other incentives for the following: displaying a growth mindset, outstanding academic performance, progress, good citizenship, perfect attendance, Accelerated Reader (AR) and ST Math (Jiji) progress. Rewarding, posting progress, and monitoring progress with AR, ST Math, and other classroom assessments will be visible in all rooms.

  All staff will implement a school-wide "token" economy along with positive behavior and conduct reinforcement which reflects school-wide expectations. PBIS rewards and incentives will also be purchased as funding permits; community donations will also be utilized.

- Implementation of school-wide PBIS will continue to be refined across campus. The PBIS leadership team and the PBIS "BEST" (Behavioral and Educational Support Team) team will continue to train the staff on implementation PBIS with fidelity school-wide.

  For those students not meeting behavioral expectations, a referral process is in place for both minor (Oops! forms) and major office referrals (ODRs). Students needing more attention may be referred through the SST process for CICO (Check In-Check-Out) and/or social skills training with trained personnel and other behavior modification plans may be implemented as necessary.

  A "lunch bunch" social skills club may also be created for students needing additional social skills training with a trained, certificated

teacher (paid, as funding permits) or classified personnel. This club will follow a specifically designed social skills curriculum targeted to their needs. Curriculum, training, and other support materials may be purchased as needed.

Staff members may also be used to help train our noon supervisors on how to effectively manage large groups of children based on the PBIS model. Staff members may be compensated (as funding and need permits) for time outside their contracted hours as it relates to PBIS.

- A Wellness Committee comprised of staff and parents will discuss and plan for improving school climate and the overall health and wellness of the school (nutrition, physical activity, mental health, etc.) and help develop and interpret the results of school climate surveys targeted to parents, staff, and students. This committee will also interpret student, parent and staff surveys and make program recommendations to the staff and School Site Council.A School Safety Committee, comprised of staff and parents, will discuss and revise the School Safety Plan and make recommendations after school-wide disaster drills to improve the process.
Staff members may be compensated (as funding and need permits) for time outside their contracted hours as it relates to extra committee work.

- All school personnel, parents, and students will help maintain a clean and orderly campus and report issues to the custodial staff and administration in a timely manner. This is will also be monitored through custodial requests, walkthroughs, and school satisfaction and climate surveys.

Goal IIa: Reading Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
All students will have equitable access to a high quality instructional program in the English Language Arts. Our students will reach proficiency in reading by: implementation of District adopted Open Court Reading (OCR) program and Common Core units of study fortified with rigorous, research-based, instructional approaches found within the CCSS and the 21st Century Learning and Innovation Skills. Students will utilize computers equipped with internet access to aide learning of the content standards for targeted, personalized learning. Students will have routine access to Internet-enabled technology at school, home or after school. Additional, personalized and focused instruction during small group workshop, intervention programs and/or after school tutoring and/or enrichment will be provided by certificated and classified personnel.

1. **To ensure that our program is able to meet the needs of all students and instill a love of learning, we will provide an instructional program aligned with content and performance standards that is challenging, engaging, and rigorous.**
   - To meet the instructional needs of all students, Teachers will utilize a variety of standards-aligned, research- based methods and utilize and analyze student data in reading to inform instruction and improve achievement. Teachers will do so by: implementing strategies and methods found in OCR and: Write from the Beginning, GLAD, Thinking Maps, QTEL and other instructional approaches. Adhere to and refine the District-mandated language arts program found in OCR and Language! (for 4th/5th grade students who qualify) and adhere to the District mandated grade level assessment time-lines and pacing guides for the core language arts programs. Teachers will use the core to promote the success of all students by ensuring that all Language Arts instruction, supplemental books, and instructional supplies support the alignment to grade level standards.

     Instructional supplies and print-shop orders that are purchased will support these goals.

   - Provide for at least one Instructional Assistant, to lower teacher-to-student ratio in targeted grades during CORE, workshop, and ELD time. This teacher may also work with newcomers and help support the classroom teacher with progress monitoring.
   - Comply and monitor implementation of instructional time for the adopted programs for reading/language arts, providing additional time for reading/language arts intervention (e.g. GL workshop 5 days a week). Protected instructional time free from interruptions with the following daily minimums: : Kindergarten – 90 minutes, 1st –3rd grade – 2.5 hours 4th-5th grade – 2.0 hours.

   - The TOSA will provide support to all teachers as needed. The TOSA will serve as a resource for teachers and support staff needing further training/ guidance, additional materials/ resources, help with screening, and answering questions regarding the successful implementation of the RtI model.

- Teachers will administer the Standards-Based Mini Assessment (and for students in Language! administer the lesson and Content Mastery) and Benchmark assessments and analyze the results in order to evaluate student progress and plan instruction. Teachers in their GL teams will review assessment data to monitor student achievement in language arts.
- Teachers, Instructional Assistants, and the TOSA will work collaboratively to provide intervention support for students working below grade level standards. Teachers will utilize a common grade level workshop for at least 30 minutes daily to provide differentiated instruction for all students (SIPPS, Reading A-Z, 6-Minute Solution, PALS, front-loading content, etc. may be used). Students will be identified using the DIBELS and STAR universal screenings, grade level core assessments, and teacher recommendations. For students not achieving the standards, an AIP will be implemented, and if the student does not respond to the intervention, an SST may be started.Far Below Basic, and Below Basic students (as well as Intensive primary students) in ELA, may receive intervention instruction during the regular school day from the RLA Intervention Team (TOSA, RtI Teachers, Special Ed. Team, Speech Therapist, and/or designated classroom teachers) using District approved programs and curriculum.

  In support of small group instruction/workshop, CRLP Target Grant and Foundational Skills Professional Development Institute with CRLP will continue to be supported.

- Under-performing 4th and 5th grade students will be provided instruction targeted to their needs using Strategic OCR, Language! and/or small group, intensive reading provided by support personnel (within and outside the regular day). Publisher's placement tests, fluency measures, AR progress, SBAC results, and other reading and writing measures as determined by State requirements and District guidance in conjunction with our COST team, will determine what placement is suitable.

2. As funding permits, extended learning opportunities will be encouraged as it relates to the instructional program. Standards based field trips, educational opportunities outside the instructional day, camp, tutoring, standards review classes before and after school hours, may be provided.
- Realia, videos, visuals, and hands-on activities such as assemblies, camp and field trips may be offered.

  Reading is Fundamental (RIF) will be supported to provide additional reading material for our primary (PK-3) students.

- The Intervention Team (TOSA, designated classroom teachers, special education teachers, instructional aides, etc.) may help provide differentiated instruction in reading through pull-out, in-class or outside the instructional day.
- After hours, students who qualify may participate in tutoring and/or the Engage 360 programs. The school may offer support to these programs by providing space and with referrals.In the Engage 360 program, students receive homework assistance, academic enrichment, and academic tutoring. Tutors work with students in reading comprehension, fluency, vocabulary development and math skills. This program is open to students who are referred by their teachers (generally struggling students). Summer school referral is also available.
- Proficient, Advanced, and GATE students will be challenged with differentiated instruction tailored to their needs. Identified GATE students will be clustered together with a certified GATE teacher. GATE students may have additional extended learning opportunities offered to them that are unique to their needs.
- If funding permits, provide before and after school tutoring (including Saturday school) and/or enrichment to all students.
- Conduct a Kinder orientation meeting prior to the school year starting and provide students with supplies and a CD for practice over the summer.

3. Students will have every opportunity to take part in the technology that is available to the school. Programs that are already in place (AR, ST Math, MyOn, Imagine Learning), will continue to be supported and updated as funding permits and new technology that supports the CCSS may be purchased.
- Teachers will continue to implement AR school-wide, utilizing classroom, library and media lab computers. The school librarian will be in charge of maintaining the AR program and track and award progress. Teachers will monitor student progress on a regular basis and student progress awarded at trimester award assemblies. AR assessments, new titles/books/support materials/ e-books, will be purchased as funding and need permits.
- As funding permits, purchase relevant classroom technology (hardware, software, internet based programs) as necessary to aid in the integration of the CCSS and to provide additional, and equal opportunities, for all students to access a variety of relevant technology As funding permits, Smartboards, document cameras, and projectors will be purchased (or similar technology) and/or updated as necessary.Attendance at Smartboard workshops will continue to be encouraged.

- Students will have regular supervised access to computers in the lab, classroom, and library for AR, ST Math, MyOn, Lexia, Imagine Learning (students who qualify) as well as for research opportunities and projects. As funding permits the lab may be available before and after school.

  Students will utilize computers equipped with internet access to aide student learning of the content standards.Teachers will utilize

computers, projectors, and document cameras to enhance curriculum. Classroom computers will be utilized for research opportunities and to extend learning through such internet tools as, but not limited to: United Streaming, Britannica on-line, Enchanted Learning, Powerpoint, etc.Under performing students may utilize the Imagine Learning program that emphasizes language development and reading skills.

As funds become available, purchase technology (web-based or software) that is aligned to the CCSS such as a keyboading program, Read Naturally, Reading A-Z, BrainPop, etc.

- Computer and library techs will help maintain and support these programs and provide support to students and staff as needed.The computer instructional assistant will assist teachers in facilitating student's use of technology in the classroom and in the labs as well as help teachers and other staff with technology related issues

4. **Ongoing professional development and collaboration, both in and out of the classroom, will be offered and encouraged.**
   - Provide release time and/or substitute coverage, for the following: coaching support, observe demonstration lessons, visit successful like-schools, additional collaboration time, integration of technology, and SST coverage.

   Extended training opportunities on how best to use the Smart Board may also be provided.

   Offer mini workshops on effective instructional techniques, approaches and support (e.g. SIOP, PBIS, Thinking Maps, problem behaviors, etc.) at staff meetings and/or offer paid training opportunities at other times. Teachers are notified in a timely manner regarding District sponsored staff development and are encouraged to attend and share information gleaned with the staff (as appropriate) and/or grade level team.

   - Collaboration meetings take place at least bi-monthly and focus on the instructional needs of the grade level. These can include: best practices, analyzing student data, and improving instruction.
   - Consultants may be hired as funding permits and the need arises, to support school-wide instructional and discipline foci.

Goal IIb: Writing Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
All students will have equitable access to a high quality writing curriculum and instructional program that is accessible from school and home. In order to develop College and Career ready students, all students will work towards reaching proficiency in grade level standards in writing. In order to give students the foundation to write with increased complexity and sophistication and proficiency in writing by the end of grade four, we will: adhere to the Curriculum Maps in writing with faithful implementation of the District developed writing curriculum; regular utilization of Thinking Maps across content areas to support writing across disciplines and throughout the day; ongoing Teacher/ student collaboration as well as grade level teacher collaboration to discuss student work to guide instruction (utilizing rubrics, benchmark data, student artifacts, etc.) and to differentiate instruction to ensure that writing is challenging, engaging, rigorous, and aligned with content and performance standards.

1. Aim for students to reach proficiency in writing through differentiated writing instruction. Teachers will implement a differentiated, comprehensive, standards-aligned curriculum for all students to enhance the writing program. In addition, they will ensure students write daily for a variety of purposes across the curriculum.
   - Teachers will continue to implement the District Writing curriculum and pacing to ensure that all students are taught grade level writing skills and writing content aligned to grade level standards. Teachers will continue to refine their Focused Modeled Writing lessons that incorporate strategies from the District OCR writing training and Writing Across the Curriculum Modules, Thinking Maps, Focused Approach, Write from the Beginning, and a variety of standards-aligned, research-based methods to meet the instructional needs of all students, and provide a balance between independent, collaborative, teacher-directed, and student-centered work.Teachers will train students on how to interpret the rubric for self-evaluation, revision and peer editing. Teachers collaborate as a team and conference with students, as needed, to discuss assessment results, the writing process, areas of improvement, and for small group instruction. Student writing samples will be posted in every classroom.
   - Teachers will ensure students write daily for a variety of purposes across the curriculum and provide a balance between independent, collaborative, teacher-directed, and student-centered work. Thinking Maps will be utilized throughout the day to help support student writing and comprehension.

- Teachers will develop an AIP for students who performing below proficient on writing, implementing a plan designed to support and improve students writing.
- Teachers and the Library IA will support students in achieving the Common Core standards in writing by guiding students in gathering resources for research/ inquiry projects which will include instructing students on the utilization of library resources, the internet, and conducting interviews to research and prepare reports.
- Instructional supplies and print-shop orders will be purchased to support best practices in writing.

2. Garfield's students will be provided extended learning opportunities in writing which will include rich language experiences, strategic standards based instruction, and exposure to media and technological resources. Additional instruction may take place outside the normal school hours.
- Small group instruction will be provided as needed in the area of writing.
- Based on the instructional needs of the students, opportunities in writing will be provided with after school tutoring by staff members and/or in Engage 360 or other supplemental services. Every effort will be made to coordinate instruction with these groups.
- Encourage "real-life" writing through field trips (writing "thank-yous", request of information, journals, summaries, etc.), written requests, interviews, etc.

3. Students will be exposed to grade level appropriate technology we have available. Teachers will integrate technology whenever possible in their writing instruction.
- Teachers will integrate computers, internet, and computer software to supplement the writing program embedded in the Common Core for Language Arts and other content areas. Teachers will provide opportunities for supplemental keyboarding instruction to support the writing process (ST Math keyboarding, AlphaSmarts, typing programs, etc.).
- The Lab tech, library tech, and the classroom teacher will support students in using the Internet to gather resources for research/inquiry projects and will assist students in creating polished research/inquiry projects using word processing and/or presentation software such as Kid Pix or Power Point. Teachers and other support staff, will instruct students on the utilization of library resources, the internet, and professional interviews to research and prepare reports. Students will utilize classroom computers equipped with internet access to aide student learning of the content standards.The Lab technician will assist teachers in helping students to create polished research/inquiry projects using word processing and/or presentation software such as Kid Pix or Power Point.
- In order to effectively integrate and utilize technology in instruction, and to allow all students access to technology in their classroom, computer hardware, software, training, and technology will be updated (wireless, tablets, laptops, etc.) and/or purchased when feasible.Additional SmartBoards, computers, and other hardware and software may be purchased to support students acquisition of oral and written English language skills.Accelerated Reader, available to all students, serves as a motivator to improve reading and English language fluency (and progress rewarded with reading points). Imagine Learning, a supplemental software designed to increase students English acquisition, will also be utilized (additional seats may be purchased as needed).

  Other supplemental software may also be purchased if needed.

4. Teachers will continue to be offered training in professional development opportunities which support best practices in writing.
- Teachers, support staff and the administration, are actively encouraged to use and share District resources in writing that are found on the District's website as well as be encouraged to attend District sponsored writing in-services and outside PD.
- Offer release time (or sub coverage), as needed, for teachers observe other colleagues teaching writing and for teachers to meet and train with District specialists. If feasible, offer release time utilizing substitute teachers and/or the TOSA, so that teachers can meet to discuss student work and curriculum. Offer mini workshops on effective writing techniques at staff meetings. Implement advanced ELD Focused Approach techniques, District Writing Module training, and advanced Thinking Maps.
- Hold bi-monthly weekly GL team meetings in which teachers review student writing samples, writing data, and plan instruction together. Extra hours may be offered for additional collaboration time.

Goal IIc: English Language Development
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: All students will have equitable access to a high quality English Language Development instructional program. All students, through daily explicit ELD instruction at the students' proficiency level, will make growth as measured by both the District (ADEPT) and State (CELDT) assessments.

1. **All ELs will receive systematic ELD instruction targeted to their specific language proficiency through team teaching. Grade level teams will meet to address student areas of need and adjust student placement based on student progress. Based on student data, curriculum will be adjusted to ensure that the instructional program is challenging, engaging, rigorous, and aligned with content and language performance standards.**
    * Teachers will provide explicit, systematic ELD instruction for at least 30 minutes daily. Following the District systematic ELD plan, all students will be assigned to ELD groups based on a combination of their ADEPT and CELDT assessments. Student work samples and teacher recommendation may also be taken in consideration for placement. Implementation of Carousel of Ideas and/or the integration of content ELD. ELD groups will be flexible based on student progress. Initial placement will tentatively be formed based on the prior year's placement and scores grouping will be adjusted accordingly as data becomes available. Student data will be analyzed in a timely manner to inform instruction and improve student achievement.

        Relevant instructional supplies and Print-Shop orders may be purchased to meet these goals.

    * Teachers will incorporate key standards addressed on the CELDT during both the ELD and ELA instructional block throughout the year. In the first two months of instruction Teachers will meet with students for Data Chats to discuss their English proficiency (CELDT level) and to discuss how they can improve their proficiency.
    * Teachers will incorporate the SIOP, GLAD, Thinking Maps, Frontloading, SDAIE, and other instructional strategies into lessons. Tachers will address language issues within content by using the EL support guides found in the core content (Frontloading).
    * The TOSA and District Curriculum Specialists will provide instructional support as needed.The TOSA and classroom teacher will monitor ELD and R-FEP progress. The TOSA will implement and monitor all District and State mandated testing and help teachers and administration access this data and go to (and report back from) meetings as directed. The TOSA will also notify teachers and the Administration of State policies affecting ELs and keep track of monitoring newly reclassified English Learners (R-FEP).

2. **Supplemental ELD instruction and extended learning opportunities will be provided for our ELs when feasible.**
    * Certificated and/or Classified Staff may provide supplemental ELD instruction both inside and outside the school day, for newcomer students, and those who are struggling.
    * Teachers will utilize QTEL strategies, field-trips, holidays, special events, and other special school programs to provide rich language experience for students and to help meet California State Standards.

3. **Students will have extended learning opportunities in writing through rich language experience opportunities, strategic, standards based instruction, and exposure media and technological resources available to them.**
    * Students will utilize classroom computers equipped with internet access to aide student learning of the content standards. Additional materials and technology hardware/software needed to support ELD objectives will be purchased. Additional SmartBoards, computers, and other hardware and software may be purchased to support students acquisition of oral and written English language skills.
    * Accelerated Reader, available to all students, serves as motivation to improve reading (rate and total amount) and English language fluency through rewarding progress and test passage.
    * Imagine Learning will continue to be implemented as funding permits, for a select group of upper grade students who are struggling in their language acquisition (additional seats may be purchased). An additional printer dedicated to IL may be purchased. Computer Lab tech will support the students and the teacher using the program as needed.
    * Newcomers, and those needing additional decoding practice, may access school approved websites CDs, and other software as it becomes available for additional language practice (ex. Starfall, publisher's sites for content, ESL sites, etc.).

4. **The Staff will continue to be offered training and opportunities for collaboration in the area of ELD.**
    * Continue to train all teachers utilizing QTEL strategies and Thinking Maps integration throughout the curriculum. Teachers will be encouraged to participate in professional development opportunities given by the District that focuses on best practices for English Learners. Provide additional targeted professional development within school hours directed by the District Curriculum Specialists, and TOSA for 4th and 5th grade teachers. Staff will continue to also attend staff development targeted to the EL population offered on campus (lead by staff members) and attend trainings in EL assessments (ADEPT, CELDT, etc.).
    * GL teams will use collaboration time to plan the ELD teaming teaching curriculum and decide how to maintain and support English Learners with appropriate materials and resources. Time will also be used to discuss student progress and make instructional adjustments as needed.

Goal IId: Mathematics
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
In Mathematics, all students will have equitable access to a high quality curricular and instructional program that is accessible from school and home. All students will have the foundational skills necessary to be successful in algebra. To support the District goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade, the Measure of Academic Performance (MAP) results and the District Extended Response will help guide instruction and monitor student achievement. A baseline for monitoring progress will begin with the first administration of these assessments.

1. Alignment of instruction, strategies and materials with content standards utilizing scientifically research-based instruction strategies and school wide reform strategies that will be implemented to improve students achievement in the area of mathematics.
- Adhere to the District adopted Houghton Mifflin math program, Common Core units, District curriculum guides, blueprints, and instructional minutes, to ensure that all students are taught the mathematics skills and concepts aligned to the grade level standards. In grade level meetings, teachers will discuss and share lesson plans, how best to utilize manipulatives, effective mathematics strategies, and real world connections. Relevant instructional supplies and print-shop orders may be purchased to meet these goals.
- Further implementation and refinement of CGI, a researched-based methodology that taps into students' ingenuity and intuition with problem solving, will fortify the District adopted math program by providing depth to the acquisition of mathematical concepts. Our CGI trained (master) teacher will provide support and training as needed to the staff throughout the year. Further coaching will guide teachers in fully implementing this approach comfortably in their classrooms and help teachers understand how children's mathematical ideas develop and how problem-solving strategies can serve as a basis for learning mathematics with understanding.

- Teachers will discuss student work and assessment results in GL team meetings to monitor student progress toward grade level standards and make instructional decisions. Teachers will use Math Benchmark test results from Illuminate to plan instruction during Standards Review days designed to re-teach standards not mastered. Teachers will also administer the Houghton Mifflin chapter and unit tests and Common Core pre and post data, analyze the data and differentiate instruction to better target students in all ability levels. Teachers will meet with students to discuss goals and achievement in the area of mathematics.
- For students who are performing at the Strategic or Intensive level in mathematics, Teachers will develop an AIP along with the students' parents. Small group instruction will also be utilized by the classroom teacher and/or a math intervention teacher (if feasible).
- The TOSA will provide support to students and teachers as needed.

2. Students will be provided extended learning opportunities in the area of mathematics.
- Select Fourth and Fifth grade students may participate in a Math Club after school and prepare to participate in the Math Field Day.
- The Intervention Team may help provide differentiated instruction in mathematics (and reading) through: pull-out or in-class instruction, after or before school, Saturday school, and/or during school breaks. If feasible, time may be provided for teacher collaboration, coaching, and planning with the Intervention Team as needed.
- After hours, students at Garfield who need intervention may be able to participate in District tutoring and/or the Engage 360 programs.

3. Students will use instructional technology to motivate and support the knowledge and development of mathematical skills.
- Teachers may utilize the technology component from the District adopted core mathematics program. To help aide student in mastering content standards, students may utilize classroom computers equipped with internet access to practice mathematical concepts.
- Software and hardware may be purchased to support mathematical understanding. If feasible, computers and software will be maintained, updated, and purchased as necessary.
- Continue to implement ST Math (MIND) in all grade levels. Mind Institute ST Math, is a non-language based method offering a visual understanding of difficult math concepts through a series of computer-based activities and lessons. The language-independent software lessons reduce the language barrier to learning math. The supplemental keyboarding component, taught by a District music teacher, will continued to be supported for students in grades 3-5, if funded. Students will also have additional opportunities throughout the day to increase their basic math fact fluency by utilizing the ST math fluency program. Students have two 30-45 minute sessions per week in the computer lab for this program.A computer lab technician will be available for additional assistance in the lab (along with the classroom teachers) and for minor computer troubleshooting.

4. **Teachers will be provided ongoing professional development in the area of mathematics.**
   - Provide staff development refreshers on effective first teaching strategies in the area of mathematics and mastery of basic math facts. Training, ongoing collaboration opportunities, demo lessons, and coaching will be provided to teachers by District and on-site personnel. Participating teachers may be paid for their attendance at trainings. If feasible, substitute and release time will be provided as needed.
   - Grade level teams will analyze student work and assessment results to inform their instructional planning and pacing.During collaboration meetings teachers will analyze student data and discuss lessons and instructional strategies that help increase student achievement.

Goal III: Parent and Community: Partnerships for Student Learners
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Garfield Elementary will create a healthy, safe, and secure school environment that fosters student achievement by strengthening staff, parent, and community partnerships. This will be measured by the annual California Healthy Kids surveys given to students, parents and staff, school-wide self-satisfaction surveys, and data collected through SWIS (PBIS).

Building on parenting strengths
1. Family and school support for the well-being of children is basic. Parenting strengths are utilized to help families nurture children and work with one another. Parent participation will be encouraged by providing topics for parenting classes determined by surveys and committee recommendations. Parent leadership opportunities will be nurtured.
   - Offer child care so parents have the opportunity to participate in parent meetings. Provide food, if feasible, for parents attending meetings throughout the year.
   - Based on parent feedback through surveys, parent meeting, and committee suggestions invite community agencies/organizations and District sponsored training to provide workshops and support groups on topics requested by parents such as: Nutrition Network, Raising Highly Capable Kids/40 Developmental Assets, College Readiness/Career Opportunities, Padres Unidos, etc.. Parents will be actively encouraged to help lead and recruit for these workshops.
   - Provide grade level and/or topic specific family workshops that equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop.
   - In partnership with Santa Ana College, provide space to provide English instruction for our parents.
   - Parenting technology classes will be offered so that parents can better understand the technology their children are using, for general understanding, and for communication purposes.
   - Involve parents through school committees and classes to plan and promote cultural and schoolwide events (Fall and Winter festivals, Jog-a-Thons, cultural events, garage sales, performances, etc.)
   - As part of Early Childhood Education Department Transition Plan offer parent training in the Spring that focuses on best practices to help prepare their children for Kindergarten that can be easily implemented in the home.
   - The TOSA will provide information and support to migrant and homeless families who request help so they and their children can fully participate in all educational programs and services.

Communicating effectively
2. Design and implement effective two-way communication practices with our families to ensure reciprocal communication and input about children, programs, school activities, and opportunities for involvement.
   - At the Title I Parent meetings, present the Parent- Student-Teacher-Administrator Compact as well as homework, discipline, and attendance policies that will be used school wide. Encourage parents to participate in the revision process of these documents.
   - In understanding that parents play a key role in student achievement, parent participation will continue to be encouraged. Parents are notified of special events (Back to School, Open House, Carnivals, Parent/Teacher conferences, Parent meetings, LCAP meetings and Parent Satisfaction Surveys) through a variety of means: monthly Principal Newsletter, fliers, teacher contacts, banners, school marque, email, and phone messaging. Classroom Teachers are expected to communicate on a regular basis with parents. All effort is made to communicate with parents in their home language; Instructional assistants and other staff may be utilized for this purpose.
   - Monthly parent meetings will be conducted covering a variety of topics including: schoolwide test results and interpretation of reports, LCAP priorities, satisfaction surveys, school programming, EL services, CELDT results and reclassification, volunteer opportunities, school safety and security and other topics requested by parents. SSC also meets monthly to discuss school programming and determine funding priorities. ELAC meetings are also held at least 5x a year and provide a smaller group focus for parents who are requesting more information and to discuss attendance priorities and incentives. PTA also meets monthly to plan schoolwide activities and fundraising opportunities.

- Parents are informed of their child's progress by being provided progress reports, reportcards, AIPs, SSTs, IEPs (if applicable) and if needed, behavior contracts. Parents are expected and encouraged to be active participants in developing these plans.

  Monitor and record, student office referrals, suspension and expulsion rates through the AERIES system and actively work with parent to reduce these referrals.

- GATE teachers will meet with parents each trimester to ensure parent knowledge, involvement, and support in order to keep high levels of motivation, effort, and student achievement.

- All Staff will help promote libraries, their services programs, and resources as well as other community programs families can access for no or low cost.
- All school personnel, parents and students will help maintain a clean and orderly campus and report issues to the custodial staff as needed. Provide a clear process to report facilities issues in a timely manner and monitored by the administration.

Organizing opportunities for volunteering
3. It is crucial that we enlist the help of others. Ongoing opportunities are provided for parents to share knowledge, skills, and culture with students and staff.

- Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the PTA and foster parent leadership within this group.
- Identify staff member(s) to act as a liaison between parents and the school and/or fund a community liaison such as through Padres Unidos.
- Seek out opportunities to involve community volunteers and businesses that are committed to partnerships with the school that promote and support excellence in education and improvement in the welfare of students.
- Enlist parent support for the Raising Readers (THINK program for Early Literacy) program that provides our Kinder students with new book bags weekly containing bilingual books and activities to do as a family. Encourage parents to volunteer as a room parent, chaperone, and serve on school committees such as PTA, ELAC and SSC.
- Continue partnership with Reading Partners (Jewish Federation of OC) to provide tutoring support in primary classrooms and with Shoes That Fit which provides shoes to children that need them.

- Encourage parent involvement and leadership in Padres en Accion - parents leading students in play at recess, and continue to support it as funding permits.

Learning at home
4. Involve families in learning activities and enrichment with their children at home by building on family strengths, demystifying ways to create a home learning environment, and offering specific ways to support children as more powerful learners.

- Provide information through family workshops/ curriculum nights on how to promote a love of reading and mathematics as well as how to develop good homework and study skills at home during monthly parent meetings, grade level family workshops and/or conferences.
  Encourage parents to share different methods of learning in these workshops to understand how to help them help their children in school.

- Set clear expectations for student and family responsibilities for academic success and create many opportunities for families to participate in school activities and events that support the school's goal to increase student achievement. Research and develop a family science night / fair.
- In addition to visiting the school library weekly, Raising a Reader program (kinder), Reading Is Fundamental (RIF) for PK-3, and children completing a monthly reading log (K-5), will be utilized to provide additional books for children to read on a daily basis at home. RIF and Reading Log books are for children to keep for their personal libraries. Promote Kinder readiness workshops (how parents can help at home) in the Spring so that incoming students transition smoothly into kindergarten.

- Parent technology training focusing on the internet-based supplemental programming we have at school so that parents can better help and monitor these programs at home.
- To promote reading at home, hold at least two Book Fairs a year and enlist the help of parents to help staff it.

Involving in decision making
5. Recruit and empower parents and other community members as advocates, advisors, committee members, representatives, and decision makers on behalf of school improvement and student success.

- Promote parent leadership and involvement in the decision-making process by encouraging parents to actively serve on School Site Council, English Learner Advisory Committee, and PTA. Parent representatives may attend District committees: DAC, DELAC and the Superintendent's Cabinet.).Parents are encouraged to become actively involved in these recommendations and decisions through their involvement on these committees. Provide for refreshments and childcare as needed.
- Engage parents as full, accountable partners in the support of their children's education and in the school decision making. Develop parent leadership that enhances the overall school effort to increase student achievement and success with the CCSS. Encourage at least two parent members from each grade level to be actively involved in any Padres en Accion, PTA, ELAC, DLAC, or SSC opportunities. Continue to encourage parents to report highlights of these meetings to the larger community at parent meetings and events.
- Encourage all parents to take part in the schoolwide and District Parent Satisfaction surveys, LCAP meetings, and attend the meetings when feedback is shared.

Collaborating with the community
6. Establish partnerships with individuals, businesses, and organizations to provide support services and resources for children and their families, and to strengthen school programs.

- Collaborate with community agencies and organizations to provide workshops, tutoring, and support groups on subjects requested by parents. Seek out different opportunities to involve community volunteers and businesses that are committed to partnerships with the school and families that promote excellence in education and improvement in the welfare of students.
- Continue partnership with CSUF Special Ed. Teaching Department and provide placement opportunities for their student teachers.
- Seek out community businesses and/or services (e.g. Courthouse, train station, etc.) by providing opportunities for enrichment through (walking or bus) field trips.
- Several business partners contribute incentives (books, clothing, holiday gifts, gift cards, school supplies, etc.) to support our students and parents. Students are encouraged to write Thank You notes to these businesses and foundations.
- Continue to research community partnerships that could provide incentives for student achievement and attendance.
- Develop partnerships with local recycling agencies for a school-wide recycling program.
- For the health and welfare of our families, continue to foster community partnerships with: CHOC (Breathmobile), Northgate Grocery, Triple Threat Mentoring, The Wooden Floor (dance opportunities),City of Santa Ana, Puente Dental, and local area churches.
- Continue partnership with Reading Partners (Jewish Federation) to provide tutoring support in primary classrooms. Continue partnership with Shoes That Fit (provides shoes to needy children) and Giving Children Hope (weekend nutritional backpacks for McKinney-Vento students and their families).
- Collaborate with City managers to provide and receive information on the Station District redevelopment.

Building relationships
7. Strive for positive first impressions, develop a problem solving culture.

- It is our utmost goal that parents experiences when they first enter or call our school office that is a positive one. Parents are immediately greeted and welcomed into the office and their needs addressed. For those staying on campus, our visitors are greeted and quickly processed through the Raptor System and provided a badge to come on campus.
- Hold regular recognition and celebration events in order to build trust among our parents and community to feel more welcome at the school.Continue to hold seasonal festivals, two book fairs a year, annual Spring Talent show, 5th grade picnics and dance, grade level performances and exhibitions (science fair, social studies displays, CC unit displays, etc.).
- All stakeholders will work in a healthy, safe, and secure environment that supports student learning. This will be measured by annual surveys given to students (CHKS), parents (CSPS), and staff (CSCS) as well as, measured by PBIS data collected at the site level (SWIS). All parents, staff, and students will also participate in an annual school satisfaction survey developed by the school. PBIS will continue to be a focus for the school evolving and improving its implementation based on this feedback.
- Continue to evolve the PBIS implementation by conducting regular PBIS team meetings to discuss problem solve issues related to discipline, analyze data (surveys, office referrals, suspensions, class Slip-Ups, etc.), make recommendations to the SSC for purchases related to PBIS supplies and incentives, and discuss new suggestions. Monitor and record, student office referrals, suspension and expulsion rates through the AERIES and SWIS systems and actively work with parents to reduce referrals. Discuss results with Staff on a regular basis. Support the PBIS team by providing release time as needed for training, PBIS related tasks, and CICO duties.
- Support Mental Health counseling on campus as funding permits.
- Padres Unidos 4/5 Transition Parenting Workshop; Padres Unidos Parent Community Worker

- If feasible, set-aside a regular meeting place for parents to assemble to discuss how they can be involved more in school, work on class projects, and for future training.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
Substitute teachers (SSTs, DRTs, etc.), extra programs, committee work, Math coaching, tutoring proposals, extra time with students, PBIS teachers.	1000-1999: Certificated Personnel Salaries	Title I, Part A	25,988.00
Tutoring, translating, extended hours, babysitting	2000-2999: Classified Personnel Salaries	Title I, Part A	16,500.00
Salary, extra hours	3000-3999: Employee Benefits	Title I, Part A	6,163.18
Technology, books, library renovation, general supplies, supplemental programs	4000-4999: Books And Supplies	Title I, Part A	30,731.00
Field trips and transportation, print shop,	5000-5999: Services And Other Operating Expenditures	Title I, Part A	27,200.00
PlayWorks, Parent outreach and workshops, Counseling services	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	45,618.00
		Total	**152,200.18**